

Augusta State University

College of Education

Department of Teacher Education

Comprehensive Program Review – Early Childhood Education

Comprehensive Program Review – Early Childhood Education

A. Mission

Augusta State University Mission:

As a unit of the University System of Georgia, Augusta State University is committed to excellence in teaching, advancement of knowledge, and enrichment of the community in a climate that fosters humane values and a life-long love of learning.

This mission is based on the value of a liberal arts education for students who are diverse in ethnicity, background, age, and preparation.

The mission obligates the university to be open to the voices of all its members, to be responsive to the needs of its community, and to measure its success by the success of its students.

To accomplish its mission, the university offers a broad array of undergraduate programs in arts and sciences and professional fields of study and graduate programs below the doctoral level. It fosters the intellectual growth of its students through learning assistance in a university college, honors courses, and student research and cultivates faculty members who are excellent in teaching, active in scholarship, and generous in service.

Approved 2-1-05 by the Board of Regents.

College of Education Mission:

College of Education Conceptual Framework:
Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

A.1. Department Mission

Department of Teacher Education Mission:

The mission of the Department of Teacher Education at Augusta State University is to prepare educators with the knowledge, skills, and dispositions required to bring students of diverse backgrounds to high levels of academic achievement, to serve the community of educators in the CSRA through collaborative initiatives, to contribute to the knowledge base of the education profession with scholarship that focuses on best practices and teacher leadership.

A.2. Needs of Students:

Students in the Early Childhood Program are not significantly different from the general student population in most respects. The one area of demographic is in the percentage of male to female students. The Early Childhood program generally has one to two males in a class of 25.

A.3. Demand for Graduates:

The State of Georgia currently needs approximately 12,000 new teachers a year. The USG institutions produce about 4,000. ASU graduates are in demand in the CSRA. Almost all of the graduates of the program, who seek jobs in the field after graduation, are hired. Well over 95% are teaching within two years.

B.1. Students

FALL MAJORS BY RACE/ETHNICITY AND SEX

| | 2005 | | | 2006 | | | 2007 | | | 2008 | | | Total |
|--------------------------------|------------|-----------|------------|------------|-----------|------------|------------|-----------|------------|------------|-----------|------------|-------------|
| | Female | Male | Total | Female | Male | Total | Female | Male | Total | Female | Male | Total | |
| ASIAN/PACIFIC ISLANDER | 3 | | 3 | 4 | 1 | 5 | 5 | 1 | 6 | 7 | 1 | 8 | 25 |
| BLACK | 84 | 5 | 89 | 109 | 8 | 117 | 108 | 8 | 116 | 101 | 11 | 112 | 515 |
| HISPANIC | 5 | 2 | 7 | 7 | 3 | 10 | 7 | 3 | 10 | 7 | 2 | 9 | 42 |
| AMERICAN INDIAN/ALASKAN NATIVE | | | 0 | | | 0 | 1 | | 1 | 0 | 0 | 0 | 1 |
| MULTIRACIAL | 9 | | 9 | 11 | | 11 | 10 | 0 | 14 | 7 | 2 | 9 | 50 |
| UNDISCLOSED | | | | | | | 16 | | | 15 | 2 | 17 | 17 |
| WHITE | 280 | 12 | 292 | 291 | 15 | 306 | 291 | 14 | 305 | 297 | 9 | 306 | 1500 |
| TOTAL | 381 | 19 | 400 | 422 | 27 | 449 | 438 | 26 | 464 | 434 | 27 | 461 | 2162 |

Degrees Conferred

| FY 2004 | WHITE | | BLACK | | ASIAN | | HISPANIC | | UNKNOWN | | MULTIRACIAL | | TOTALS | | TOTAL |
|---------|-------|----|-------|---|-------|---|----------|---|---------|---|-------------|---|--------|----|-------|
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | |
| FALL | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| SPRING | 2 | 47 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 52 | 54 |
| TOTAL | 2 | 47 | 0 | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 53 | 55 |

| FY 2005 | WHITE | | BLACK | | ASIAN | | HISPANIC | | UNKNOWN | | MULTIRACIAL | | TOTALS | | TOTAL |
|---------|-------|----|-------|---|-------|---|----------|---|---------|---|-------------|---|--------|----|-------|
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | |
| FALL | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| SPRING | 0 | 40 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 45 |
| TOTAL | 0 | 41 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 46 |

| FY 2006 | WHITE | | BLACK | | ASIAN | | HISPANIC | | UNKNOWN | | MULTIRACIAL | | TOTALS | | TOTAL |
|---------|-------|----|-------|---|-------|---|----------|---|---------|---|-------------|---|--------|----|-------|
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | |
| SUMMER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| FALL | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| SPRING | 1 | 36 | 1 | 7 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 45 | 47 |
| TOTAL | 2 | 37 | 1 | 7 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 3 | 46 | 49 |

| FY 2007 | WHITE | | BLACK | | ASIAN | | HISPANIC | | UNKNOWN | | MULTIRACIAL | | TOTALS | | TOTAL |
|---------|-------|----|-------|---|-------|---|----------|---|---------|---|-------------|---|--------|----|-------|
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | |
| SUMMER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| FALL | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| SPRING | 1 | 42 | 0 | 5 | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 2 | 50 | 52 |
| TOTAL | 1 | 44 | 0 | 5 | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 2 | 52 | 54 |

| FY 2008 | WHITE | | BLACK | | ASIAN | | HISPANIC | | UNKNOWN | | MULTIRACIAL | | TOTALS | | TOTAL |
|---------------|----------|-----------|----------|-----------|----------|----------|----------|----------|----------|----------|-------------|----------|----------|-----------|-------|
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | |
| SUMMER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| FALL | 1 | 20 | 1 | 7 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 2 | 29 | 31 |
| SPRING | 3 | 40 | 0 | 7 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 1 | 3 | 51 | 54 |
| TOTAL | 4 | 60 | 1 | 14 | 0 | 1 | 0 | 1 | 0 | 2 | 0 | 2 | 5 | 80 | 85 |

SCORES AT ENTRY PROGRAM

| | SAT | | COMBINED | |
|---------|-------|-------|----------|-------|
| | SAT-V | SAT-M | SAT | HSGPA |
| FA 2004 | 474 | 455 | 929 | 2.90 |
| FA 2005 | 473 | 458 | 931 | 2.94 |
| FA 2006 | 472 | 460 | 933 | 2.94 |
| FA 2007 | 472 | 459 | 931 | 2.93 |
| FA 2008 | 481 | 466 | 947 | 2.90 |

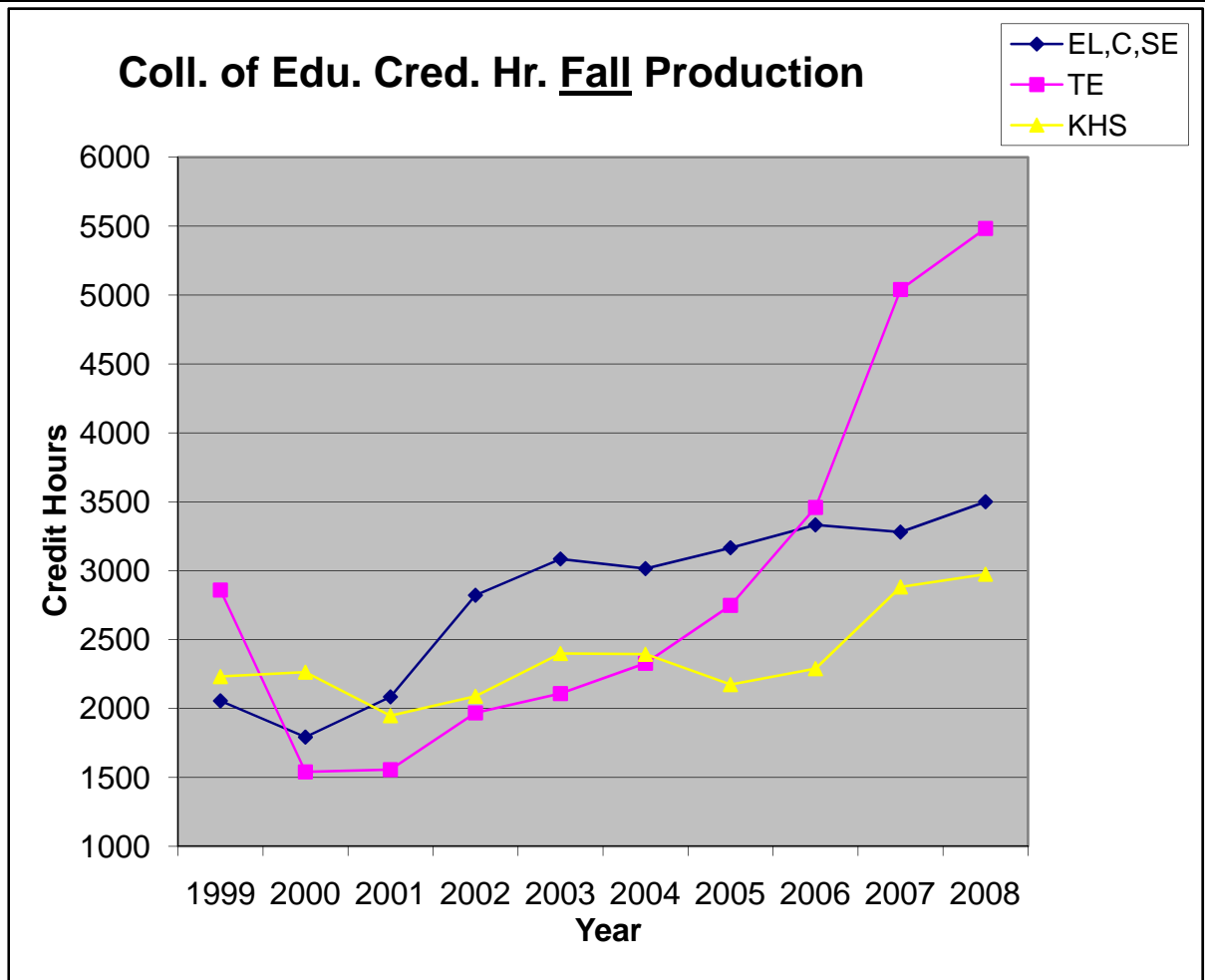
Student Success:

Early Childhood program completers are required to take two state exams; GACE Basic Skills and GACE Content exams.

2006-2008 data show that 93% pass the GACE Basic Skills exam and 71% pass the GACE Content exam.

Credit-Hour Generation

| | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|----------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|
| EL,C,SE | 2287 | 2056 | 1793 | 2085 | 2822 | 3085 | 3,015 | 3,166 | 3,332 | 3,280 | 3,500 |
| TE | 2766 | 2859 | 1540 | 1556 | 1968 | 2108 | 2,328 | 2,748 | 3,459 | 5,040 | 5,483 |
| KHS | 1988 | 2232 | 2264 | 1948 | 2089 | 2399 | 2,394 | 2,174 | 2,289 | 2,882 | 2,974 |
| Totals | 7,041 | 7,147 | 5,597 | 5,589 | 6,879 | 7,592 | 7,737 | 8,088 | 9,080 | 11,202 | 11,957 |



B.2. Faculty and Staff

The Department of Teacher Education has fifteen full time faculty members.

| Tenure track positions: | rank | tenure status |
|-------------------------|---------------------|---------------|
| Dr. Gordon Eisenman | Professor | tenured |
| Dr. Charles Jenks | Professor | tenured |
| Dr. Barry Thompson | Associate Professor | tenured |
| Dr. Emam Hoosain | Associate Professor | tenured |
| Dr. Judi Wilson | Associate Professor | tenured |
| Dr. Beth Pendergraft | Associate Professor | tenured |
| Dr. Steve Page | Assistant Professor | nontenured |
| Dr. William Root | Assistant Professor | nontenured |
| Mr. Ronnie Harrison | Assistant Professor | nontenured |
| Mrs. Jeanie Hill | Assistant Professor | nontenured |
| Mrs. Cindy Beatty | Assistant Professor | nontenured |
| Mrs. Carey Anne Cushman | Instructor | nontenured |

Non-Tenure track positions:

| | |
|---------------------|------------------------------|
| Mrs. Kelly Farmer | Lecturer |
| Mrs. Kim Franklin | Lecturer |
| Mrs. Rebecca Harper | Full Time Temporary Lecturer |

- The department has used part-time faculty to cover 25-30 courses per semester for the past two years. These courses are primarily supervision and graduate courses.
- The following full time faculty members have release time each year:
 Gordon Eisenman – 50% per semester administrative duties
 Judi Wilson – 25% per semester administrative duties
 Ronnie Harrison – 25% per semester for Professional Development School Coordination
- The faculty members in the Department of Teacher Education are paid \$5000 - \$15,000 less than they could make in Georgia public schools.
-
- The average class size for the Early Childhood undergraduate program is 20-25. All of the courses in the program are at the 3000-4000 level.

B.3. Facilities

- Space (Adequacy and Condition) – The department has fifteen faculty offices, one dedicated lab classroom, and seven other classrooms assigned in University Hall. There are no empty faculty offices and no offices for the two staff advisors. The classroom space is barely adequate even running two sessions in the graduate programs. The department needs two dedicated lab spaces and three or four more classrooms in order to accommodate growth.
- At the present time there are no technology labs dedicated to the department despite the fact that we teach five or six technology classes a semester and hold multiple technology workshops. The department has adequate equipment and library resources currently.
- The only support units that the department needs more from is media services and ITS. The department is moving into the on-line teaching world and needs more support for the technology side.

EXPENDITURES (DEPARTMENT OF TEACHER EDUCATION)

| Personal Services | Travel | Operating Supplies & Expenses | Equipment Purchase/Capital Outlay | TOTAL |
|-------------------|----------|-------------------------------------|---|-----------------|
| 623,764.84 | 6,653.20 | 28,260.73 | 6,323.00 | \$ 665,001.77 |
| 750,270.32 | 7,095.90 | 28,735.91 | | \$ 786,102.13 |
| 801,377.68 | 6,288.56 | 25,253.43 | | \$ 832,919.67 |
| 973,989.41 | 8,215.71 | 19,915.64 | | \$ 1,002,120.76 |
| 1,234,155.25 | 8,975.46 | 32,901.11 | | \$ 1,276,031.82 |

B.4. Curriculum

- The Early Childhood program meets all BOR and PSC standards. The program is also NCATE approved. The program has been updated frequently
- To keep the curriculum up to date with state and national standards.

The knowledge, skills, and dispositions outlined in this standard are based on current research in teaching and learning and on best practices in professional education. Each element reflects an important component of the knowledge, skills and professional dispositions that educators need to develop in order to help all students learn. The knowledge, skills, and professional dispositions in this standard should be reflected in the professional education unit's conceptual framework and assessed as part of the professional education unit's assessment system. The data from the assessment system should be used to demonstrate candidate learning of the knowledge, skills, and professional disposition stated herein.

Teachers must have sufficient knowledge of content to help all students meet standards for P-12 education. The guiding principle of the teaching profession is that student learning is the goal of teaching. PSC/NCATE's Standard 1 reinforces the importance of this goal by requiring that teacher candidates know their content or subject matter, can teach effectively, and can help all students learn. All school professionals are expected to carry out their work in ways that are supportive of student learning.

As part of the preparation program review process, institutions/agencies must submit candidate assessments, scoring guides, performance data and other preparation program documents that respond to professional standards for national and/or PSC review. The preparation program review process is an important component of PSC approval and NCATE accreditation. Information from the preparation program review process should be used to address the elements in Standard 1 on content knowledge, professional and pedagogical knowledge and skills, pedagogical content knowledge, and student learning.

PSC/NCATE expects teacher candidates to demonstrate knowledge, skills, and professional dispositions to provide learning opportunities supporting students' intellectual, social, and personal development. Teacher candidates are able to create instructional opportunities adapted to diverse learners. They encourage

students' development of critical thinking, problem solving, and performance skills. They are able to create learning environments encouraging positive social interaction, active engagement in learning, and self-motivation. Teacher candidates foster inquiry, collaboration, and supportive interaction in the classroom. They plan instruction based upon knowledge of content, students, families, the community, and curriculum goals. Teacher candidates evaluate students' academic achievement as well as their social and physical development and use the results to maximize students' motivation and learning. They are able to reflect on and continually evaluate the effects of choices and actions on others and actively seek out opportunities to grow professionally. They also are able to foster relationships with school colleagues, parents, and families, and agencies in the larger community to support students' learning and well-being. The Georgia Standards for the Approval of Professional Education Units and Educator Preparation Programs require that educators demonstrate knowledge, skills, and professional dispositions that enable them to address the needs of all learners. Therefore, candidates preparing to teach or work as other professional educators in P-12 schools are expected to demonstrate the candidate learning proficiencies identified in the professional education unit's conceptual framework(s), in the standards of national professional organizations which should be aligned with standards for P-12 students, and the Georgia Standards for the Approval of Professional Education Units and Educator Preparation Programs.

Candidates preparing to work in schools as teachers or other school professional need a sound professional knowledge base to understand learning and the context of schools, families, and communities. They understand and are able to apply knowledge related to the social, historical, and philosophical foundations of education, professional ethics, law, and policy. They know the ways children and adolescents learn and develop, including their cognitive and affective development and the relationship of these to learning. They understand language acquisition; cultural influences on learning; exceptionalities; diversity of student populations, families, and communities; and inclusion and equity in classrooms and schools. They are able to appropriately and effectively integrate technology and information literacy in instruction to support student learning. They understand the importance of using research in teaching and other professional roles and know the roles and responsibilities of the education profession.

Candidates for all professional education roles develop and model professional dispositions that are expected of educators. The professional education unit includes as professional dispositions the ideal of fairness and the belief that all students can learn. Based on its mission, the professional education unit may determine additional professional dispositions it wants candidates to develop. The professional education unit articulates professional dispositions as part of its conceptual framework. The professional education unit systematically assesses the development of appropriate professional dispositions by candidates. Professional dispositions are not assessed directly; instead the professional education unit assesses professional dispositions based on observable behavior in educational settings.

Candidates for all professional education roles are expected to demonstrate the ability to affect student learning. Teachers and teacher candidates have student learning as the focus of their work. They are able to develop and administer appropriate assessments and to use assessments as formative and summative tools. They are to create meaningful learning experiences by judging prior student knowledge, planning and implementing lessons, assessing student learning, reflecting on student learning, and making adjustments to their teaching to improve learning. Other school professionals are able to create and maintain positive environments, as appropriate to their professional responsibilities, which support student learning in educational settings.

Throughout the preparation program, teacher candidates develop the knowledge bases for analyzing student learning and practice by collecting data and assessing student learning through their work with students. Student learning should be demonstrated directly by all teacher candidates during clinical practice.

Field experiences and clinical practice are integral program components for the initial and advanced preparation of teacher candidates and candidates for other professional school roles. They provide the opportunity for candidates to apply the knowledge, skills, and professional dispositions in the unit's conceptual framework in a variety of settings appropriate to the content and level of their preparation program. Designed and sequenced well, field experiences and clinical practice help candidates develop the competence necessary to begin or continue careers as teachers or other school professionals. Student teaching or an

internship is the culminating experience for teacher candidates at the baccalaureate level. Internships at the post-baccalaureate, or master's level are often integrated with coursework throughout the program. Candidates preparing for new roles such as special education teachers or principals or school psychologists at the graduate level are expected by their profession to complete internships as part of their preparation programs.

Licensed teachers who are continuing their education in advanced preparation programs are expected to complete structured field experiences in settings that (1) deepen their understanding of the knowledge, skills and professional dispositions so that they are able to help all students learn. These structured field experiences can take place in multiple settings such as neighboring schools or school districts, day care centers and after-school programs, alternative youth centers, or in the schools and classrooms in which the candidates work.

Candidates preparing for other professional roles in schools are also expected to complete field experiences and clinical practice. The field experiences should introduce candidates to the various responsibilities of the roles for which they are preparing and help candidates meet expectations in the standards for the respective professional organizations. Both field experiences and clinical practice for these candidates can take place in settings such as neighboring schools or school districts, day care centers and after-school programs, alternative youth centers, or in the schools and classrooms in which the candidates work. The clinical experience should allow candidates to assume the roles for which they are preparing under the supervision of clinical faculty.

Field experiences and clinical practice are characterized by collaboration, accountability, and an environment and practices associated with professional learning. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, participate in service learning projects, or conduct applied research. Clinical practice includes student teaching and internships that provide candidates with experiences that allow for full immersion in the learning community so that candidates are able to demonstrate proficiencies in the professional roles for which they are preparing. Clinical practice provides opportunities for candidates to interact with students' families and communities in ways that support student learning. Clinical practice provides for candidates' use of information technology to support teaching, learning, and other professional responsibilities.

The professional education unit and school partners collaboratively design and implement field experiences and clinical practice, including the assessment of candidate performance. School and university faculty share the responsibility for candidate learning. The partners share and integrate resources and expertise to create roles and structures that support and create opportunities for candidates to learn. The partners select and prepare clinical faculty to mentor and supervise teacher candidates.

Accountability for clinical practice includes (1) the application of both entry and exit requirements for candidates; (2) candidates' demonstration of content, pedagogical and professional knowledge aligned with standards; (3) candidates' demonstration of proficiencies in early field experiences; (4) candidates' application of the skills, knowledge, and professional dispositions defined by the professional education unit in its conceptual framework, including the capacity to have positive effect on P-12 student learning; and (5) candidates' demonstration of skills for working with colleagues, parents and families, and communities. The professional education unit and its school partners use diverse assessment approaches to evaluate candidates.

Candidates are expected to study and practice in settings that include diverse populations, students with exceptionalities, and students of different ages. They are placed in clinical settings at grade levels and in the subjects or school roles (e.g., counselor) for which they are preparing. Candidate learning is integrated into the clinical setting. Scheduling, use of time, and resources support clinical faculty and allow candidates to participate as teachers, professional educators, and learners in the school setting.

GEORGIA STANDARDS FOR THE APPROVAL OF PROFESSIONAL EDUCATION UNITS AND EDUCATOR PREPARATION PROGRAMS
(Effective 9/1/08)

The Professional Standards Commission has adapted the Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education published by the National Council for the Accreditation of Teacher Education (NCATE) for use in the Georgia professional education unit and preparation program approval process. The adapted standards include all six of the NCATE standards, as well as two additional standards that address Georgia-specific requirements. The adapted standards, the Georgia Standards for the Approval of Professional Education Units and Preparation Programs (Effective 09/1/08) apply to all professional education units and preparation programs in Georgia.

I. CANDIDATE PERFORMANCE

Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institution/agency standards.

Elements of Standard 1

1a. CONTENT KNOWLEDGE FOR TEACHER CANDIDATES

| Unacceptable | Acceptable | Target |
|---|---|--|
| <p>Teacher candidates have inadequate knowledge of content that they plan to teach and are unable to give examples of important principles or concepts delineated in professional, state, and institution/agency standards. Fewer than eighty percent of the professional education unit's program completers pass the content examinations required by the Georgia Professional Standards Commission for certification. Candidates in advanced programs for teachers do not have an in-depth knowledge of the content that they teach.</p> | <p>Teacher candidates know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institution/agency standards. Eighty percent or more of the professional education unit's program completers pass the content examinations required by the Georgia Professional Standards Commission for certification. Candidates in advanced programs for teachers have an in-depth knowledge of the content that they teach.</p> | <p>Teacher candidates have in-depth knowledge of the content that they plan to teach as described in professional, state, and institutional/agency standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject. All program completers pass the content examinations required by the Georgia Professional Standards Commission for certification. Candidates in advanced programs for teachers are recognized experts in the content that they teach.</p> |

1b. PEDAGOGICAL CONTENT KNOWLEDGE FOR TEACHER CANDIDATES

| Unacceptable | Acceptable | Target |
|--|--|---|
| <p>Teacher candidates do not understand the relationship of content and content- specific pedagogy delineated in professional, state, and institution/agency standards in a way that helps them develop learning experiences that integrate technology and build on students’ cultural backgrounds and knowledge of content so that students learn.</p> <p>Candidates in advanced programs for teachers have a limited understanding of the relationship between content and content-specific pedagogy; they are unable to explain the linkages between theory and practice. They are not able to select or use a broad range of instructional strategies that promote student learning.</p> | <p>Teacher candidates understand the relationship of content and content- specific pedagogy delineated in professional, state, and institution/ agency standards. They have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institution/agency standards to help all students learn. They facilitate student learning of the content through presentation of the content in clear and meaningful ways and through the integration of technology.</p> <p>Candidates in advanced programs for teachers demonstrate an in depth understanding of the content of their field and of the theories related to pedagogy and learning. They are able to select and use a broad range of instructional strategies and technologies that promote student learning and are able to clearly explain the choices they make in their practice.</p> | <p>Teacher candidates reflect a thorough understanding of the relationship of content and content-specific pedagogy delineated in professional, state, and institution/agency standards. They have in-depth understanding of the content that they plan to teach and are able to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately.</p> <p>Candidates in advanced programs for teachers have expertise in pedagogical content knowledge, and share their expertise through leadership and mentoring roles in their schools and communities. They understand and address student preconceptions that hinder learning. They are able to critique research and theories related to pedagogy and learning. They are able to select and develop instructional strategies and technologies, based on research and experience that help all students learn.</p> |

1c. PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES

| Unacceptable | Acceptable | Target |
|---|---|---|
| <p>Teacher candidates have not mastered professional and pedagogical knowledge and skills delineated in professional, state, and institution/agency standards. They lack knowledge of school, family, and community contexts and they are unable to develop learning experiences that draw on students' prior experience. They do not reflect on their work nor do they use current research to inform their practice. They are unable to explain major schools of thought about schooling, teaching, and learning.</p> <p>Candidates in advanced programs for teachers do not reflect on their practice and cannot recognize their strengths and areas of needed improvement. They do not engage in professional development. They do not keep abreast of current research and policies on schooling, teaching, learning, and best practices. They are not engaged with the professional community to develop meaningful learning experiences.</p> | <p>Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institution/agency standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. They reflect on their practice. They know major schools of thought about schooling, teaching and learning. They are able to analyze educational research findings and incorporate new information into their practice as appropriate.</p> <p>Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students. They are aware of current research and policies related to schooling, teaching, learning and best practices. They are able to analyze educational research and policies and can explain the implications for their own practice, and for the profession.</p> | <p>Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institution/agency standards. They develop meaningful learning experiences to facilitate student learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world issues.</p> <p>Candidates in advanced programs for teachers develop expertise in certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences. They take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal.</p> |

1d. STUDENT LEARNING FOR TEACHER CANDIDATES

| Unacceptable | Acceptable | Target |
|---|---|--|
| <p>Teacher candidates cannot accurately assess student learning or develop learning experiences based on students' developmental levels or prior experience. Candidates in advanced programs for teachers have a limited understanding of the major concepts and theories related to assessing student learning. They do not use classroom performance data to make decisions about teaching strategies. They do not use community resources to support student learning.</p> | <p>Teacher candidates focus on student learning. Teacher candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. They are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience. Candidates in advanced programs for teachers have a thorough understanding of the major concepts and theories related to assessing student learning and regularly apply these in their practice. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They are aware of and utilize school and community resources that support student learning.</p> | <p>Teacher candidates focus on student learning and study the effects of their work. They assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students. Candidates in advanced programs for teachers have a thorough understanding of assessment. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They collaborate with other professionals to identify and design strategies and interventions that support student learning.</p> |

1e. KNOWLEDGE AND SKILLS FOR OTHER SCHOOL PROFESSIONALS

| Unacceptable | Acceptable | Target |
|---|--|--|
| <p>Candidates for other professional school roles have not mastered the knowledge that undergirds their fields and is delineated in professional, state, and institution/agency standards. They are not able to use data, research or technology. They do not understand the cultural contexts of the school(s) in which they provide professional services. Fewer than 80 percent of the professional education unit's program completers pass the content examinations required by the Georgia Professional Standards Commission for certification.</p> | <p>Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institution/agency standards. They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services. Eighty percent or</p> | <p>Candidates for other professional school roles have an in-depth understanding in their fields as delineated in professional, state, and institution/agency standards and demonstrated through inquiry, critical analysis, and synthesis. They collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning. All program completers pass the</p> |

| | | |
|--|--|--|
| | more of the professional education unit's program completers pass the academic content examinations required by the Georgia Professional Standards Commission for certification. | academic content examinations required by the Georgia Professional Standards Commission for certification. |
|--|--|--|

1f. STUDENT LEARNING FOR OTHER SCHOOL PROFESSIONALS

| Unacceptable | Acceptable | Target |
|---|--|---|
| Candidates for other professional school roles cannot facilitate student learning as they carry out their specialized roles in schools. They are unable to create positive environments for student learning appropriate to their responsibilities in schools. They do not have an understanding of the diversity and policy contexts within which they work. | Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work. | Candidates for other professional school roles critique and are able to reflect on their work within the context of student learning. They establish educational environments that support student learning, collect and analyze data related to student learning, and apply strategies for improving student learning within their own jobs and schools. |

1g. PROFESSIONAL DISPOSITIONS FOR ALL CANDIDATES

| Unacceptable | Acceptable | Target |
|---|--|--|
| Candidates are not familiar with professional dispositions delineated in professional, state, and institution/agency standards. Candidates do not demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. They do not model these professional dispositions in their work with students, families, colleagues and communities. | Candidates are familiar with the professional dispositions delineated in professional, state, and institution/agency standards. Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. Their work with students, families, colleagues and communities reflects these professional dispositions. | Candidates work with students, families, colleagues and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institution/agency standards. Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students. Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so. |

Standard 2: Assessment System and Unit Evaluation

The professional education unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and professional education unit operations to evaluate and improve the performance of candidates, the professional education unit and its preparation programs.

Elements of Standard 2

2a. ASSESSMENT SYSTEM

| Unacceptable | Acceptable | Target |
|---|---|--|
| <p>The professional education unit has not involved its professional community in the development of its assessment system. The professional education unit's assessment system is limited in its capacity to monitor candidate performance, professional education unit operations, and its preparation programs. The assessment system does not reflect professional, state, and institution/agency standards. Decisions about continuation in and completion of preparation programs are based on a single or few assessments. The professional education unit has not examined bias in its assessments, nor made an effort to establish fairness, accuracy, and consistency of its assessment procedures and unit operations.</p> | <p>The professional education unit has an assessment system that reflects the conceptual framework and professional and state standards and is regularly evaluated by its professional community. The professional education unit's system includes a comprehensive and integrated set of assessment and evaluation measures to monitor candidate performance and manage and improve professional education unit's operations and preparation programs. Decisions about candidate performance are based on multiple assessments made at admission into preparation programs, appropriate transition points, and preparation program completion. The professional education unit has taken effective steps to eliminate bias in assessments and is working to establish the fairness, accuracy, and consistency of its assessment procedures and professional education unit operations.</p> | <p>The professional education unit, with the involvement of its professional community, is regularly evaluating the capacity and effectiveness of its assessment system, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards. The professional education unit regularly examines the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards. Decisions about candidate performance are based on multiple assessments made at multiple points before preparation program completion and in practice after completion of preparation programs. Data show a strong relationship of performance assessments to candidate success throughout their preparation programs and later in classrooms or schools. The professional education unit conducts thorough studies to establish fairness, accuracy, and consistency of its assessment procedures and professional education unit operations. It also makes changes in its practices consistent with the results of these studies.</p> |

2b. DATA COLLECTION, ANALYSIS, AND EVALUATION

| Unacceptable | Acceptable | Target |
|---|--|---|
| <p>The professional education unit does not regularly and comprehensively gather, aggregate, summarize, and analyze assessment and evaluation information on the professional education unit's operations, its preparation programs, or candidates. The professional education unit cannot disaggregate candidate assessment data when candidates are in alternate route, off-campus, and distance learning preparation programs. The professional education unit does not maintain a record of formal candidate complaints or document the resolution of complaints. The professional education unit does not use appropriate information technologies to maintain its assessment system. The professional education unit does not use multiple assessments from internal and external sources to collect data on applicant qualifications, candidate proficiencies, graduates, professional education unit operations, and preparation program quality.</p> | <p>The professional education unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, professional education unit operations, and preparation program quality. Using multiple assessments from internal and external sources, the professional education unit collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community. Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, preparation program quality, and professional education unit operations. The professional education unit disaggregates candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs. The professional education unit maintains records of formal candidate complaints and documentation of their resolution. The professional education unit maintains its assessment system through the use of information technologies appropriate to the size of the professional education unit and institution/agency.</p> | <p>The professional education unit's assessment system provides regular and comprehensive data on preparation program quality, professional education unit operations, and candidate performance at each stage of a preparation programs, extending into the first years of completers' practice. Assessment data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources that are systematically collected as candidates progress through preparation programs. These data are disaggregated by preparation program when candidates are in alternate route, off-campus, and distance learning preparation programs. These data are regularly and systematically compiled, aggregated, summarized, analyzed, and reported publicly for the purpose of improving candidate performance, preparation program quality, and professional education unit operations. The professional education unit has a system for effectively maintaining records of formal candidate complaints and their resolution. The professional education unit is developing and testing different information technologies to improve its assessment system.</p> |

2c. USE OF DATA FOR PREPARATION PROGRAM IMPROVEMENT

| Unacceptable | Acceptable | Target |
|---|--|--|
| <p>The professional education unit makes limited or no use of data collected, including candidate and graduate performance information, to evaluate the efficacy of its courses, preparation programs, and clinical experiences. The professional education unit fails to make changes in its courses, preparation programs, and clinical experiences when evaluations indicate that modifications would strengthen candidate preparation to meet professional, state, and institution/agency standards. Faculty do not have access to candidate assessment data and /or data systems. Candidates and faculty are not regularly provided formative feedback based on the professional education unit’s performance assessments.</p> | <p>The professional education unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, preparation programs, and clinical experiences. The professional education unit analyzes preparation program evaluation and performance assessment data to initiate changes in preparation programs and professional education unit operations. Faculty have access to candidate assessment data and/or data systems. Candidate assessment data are regularly shared with candidates and faculty to help them reflect on and improve their performance and preparation programs.</p> | <p>The professional education unit has fully developed evaluations and continuously searches for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary. The professional education unit not only makes changes based on the data, but also systematically studies the effects of any changes to assure that the preparation programs are strengthened without adverse consequences. Candidates and faculty review data on their performance regularly and develop plans for improvement based on the data.</p> |

SUPPORTING EXPLANATION

The professional education unit has a professional responsibility to ensure that its preparation programs and graduates are of the highest quality. The professional education unit manages the assessment system, which includes both preparation program and professional education unit data. Professional education units conduct assessments at the unit or program level or in a combination of the two. Meeting this responsibility requires the systematic gathering, summarizing, and evaluation of data and using the data to strengthen candidate performance, the professional education unit and its preparation programs. Professional education units are expected to use information technologies to assist in data management. The professional education unit’s assessment system should examine the (1) alignment of instruction and curriculum with professional, state, and institution/agency standards; (2) efficacy of courses, field experiences, and preparation programs, and (3) candidates’ attainment of content knowledge and demonstration of teaching that leads to student learning or other work that supports student learning. It should include the assessment of candidates’ content knowledge, pedagogical and /or professional knowledge and skills, professional dispositions, and their effects on student learning as outlined in professional, state, and institution/agency standards and identified in the professional education unit’s conceptual framework. The assessment system should be based on the assessments and scoring guides that are the foundation for PSC/NCATE’s program review process (i.e., GACE exam scores and assessments of content knowledge, planning, clinical practice, and student learning).

Preparation of professional school personnel is a dynamic and complex enterprise, and one that requires professional education units to plan and evaluate on a continuing basis. Preparation program review and refinement are needed, over time, to ensure quality. Candidate assessments and unit evaluations must be purposeful, evolving from the professional education unit’s conceptual framework and preparation program goals. They must be comprehensive, including measures related to faculty, the curriculum, and instruction, as well as assessments of what candidates know and can do. The measures themselves must be of a quality that can actually inform the important aspects of faculty, curriculum, instruction and candidate performance.

Fairness, consistency, accuracy, and avoidance of bias in the assessment system must be considered, especially when the assessments are used to determine whether candidates continue in or complete preparation programs. Attention must be paid to the potential adverse impact of the assessments on a diverse pool of teacher candidates. In addition, the professional education unit assessments and evaluations must consider how to provide and use information constructively from various sources - the professional education unit, field experiences, clinical sites, general education courses and content courses, faculty, candidates, graduates, and employers. Technology should play an increasingly important role in data gathering and analysis, as well as more broadly in professional education unit planning and evaluation.

Assessment systems include plans and timelines for data collection and analysis related to candidates and professional education unit operations. Assessment systems usually have the following features:

- Professional education unit faculty collaborate with members of the professional community to implement and evaluate the system.
- Professional, state, and institution/agency standards are key reference points for candidate assessments.
- The professional education unit embeds assessments in the preparation programs, conducts them on a continuing basis for both formative and summative purposes, and provides candidates with ongoing feedback.
- The professional education unit uses multiple indicators (e.g., 3.0 GPA, mastery of basic skills, general education knowledge, content mastery, and life and work experiences) to identify candidates with potential to become successful teachers or assume other professional roles in schools at the point of entry into preparation programs (as a freshman, junior, or post-baccalaureate candidate).
- The professional education unit has multiple decision points, (e.g., at entry, prior to clinical practice, and at program completion).
- The professional education unit administers multiple assessments in a variety of forms and aligns them with candidate proficiencies. These may come from end-of-course evaluations, written essays, or topical papers, as well as from tasks used for instructional purposes (such as projects, journals, observations by faculty, comments by cooperating teachers, or videotapes) and from activities associated with teaching (such as lesson planning, identifying student readiness for instruction, creating appropriate assessments, reflecting on results of instruction with students, or communicating with parents, families, and school communities).
- The professional education unit uses information available from external sources such as state licensing exams, evaluations during an induction or mentoring year, employer reports, follow up studies, and state program reviews.
- The professional education unit has procedures to ensure credibility of assessments: fairness, consistency, accuracy, and avoidance of bias.
- The professional education unit establishes scoring guides, which may be rubrics, for determining levels of candidate accomplishment and completion of their preparation programs.
- The professional education unit uses results from candidate assessments to evaluate and make improvements in the professional education unit, and its preparation programs, courses, teaching, and field and clinical experiences.
- In the evaluation of professional education unit operations and preparation programs, the professional education unit collects, analyzes, and uses a broad array of information and data from course evaluations and evaluations of clinical practice, faculty, admissions process, advising system, school partnerships, preparation program quality, professional education unit governance, etc.

II. PROFESSIONAL EDUCATION UNIT CAPACITY

Standard 3: Field Experiences and Clinical Practice

The professional education unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Elements of Standard 3

3a. COLLABORATION BETWEEN PROFESSIONAL EDUCATION UNIT AND SCHOOL PARTNERS

| Unacceptable | Acceptable | Target |
|--|---|--|
| <p>The professional education unit makes decisions about the nature and assignment of field experiences and clinical practice independently of the schools or other agencies hosting them. The professional education unit's school partners do not participate in the design, delivery, or evaluation of field experiences or clinical practice. Decisions about the specific placement of candidates in field experiences and clinical practices are solely the responsibility of the schools.</p> | <p>The professional education unit, its school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and professional dispositions. The professional education unit and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate learning experiences. The school and professional education unit share expertise to support candidates' learning in field experiences and clinical practice.</p> | <p>Both professional education unit and school-based faculty are involved in designing, implementing, and evaluating the professional education unit's conceptual framework and the school program; they each participate in the professional education unit's and the school partners' professional development activities and instructional programs for candidates and for children. The professional education unit and its school partners share expertise and integrate resources to support candidate learning. They jointly determine the specific placements of student teachers and interns for other professional roles to maximize the learning experience for candidates and P-12 students.</p> |

3b. DESIGN, IMPLEMENTATION, AND EVALUATION OF FIELD EXPERIENCES AND CLINICAL PRACTICE

| Unacceptable | Acceptable | Target |
|---|--|---|
| <p>Candidates do not meet entry or exit criteria for clinical practice. Field experiences are not linked to the development of proficiencies delineated in professional, state, and institution/agency standards. Field experiences and clinical practice do not reflect the professional education unit’s conceptual framework and do not help candidates develop the competencies delineated in standards. Clinical practice does not provide opportunities to use information technology to support teaching and learning. Candidate coursework is not fully integrated into the clinical setting. Clinical practice is not long or intensive enough for candidates to develop or demonstrate their ability to take full responsibility for the roles for which they are preparing. Criteria for school faculty are not known. School faculty do not demonstrate the knowledge and skills expected of accomplished school professionals. Clinical faculty do not provide regular and continuing support for student teachers and other interns.</p> <p>Candidates in advanced preparation programs for teachers do not participate in field experiences that require them to apply course work in classroom settings, analyze P-12 student learning, or reflect on their practice. Candidates in preparation programs for other school professionals do not participate in field experiences and clinical practice that require them to engage in structured activities related to the roles for which they are preparing. The field experiences and clinical practice for these programs do not involve the analysis of data, the use of technology and current research, or the application of knowledge related to students, families, and communities.</p> | <p>Candidates meet entry and exit criteria for clinical practice. Field experiences facilitate candidates’ development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, participate in education-related community events, interact with families of students, attend school board meetings, and assist teachers or other school professionals prior to clinical practice. Both field experiences and clinical practice reflect the professional education unit’s conceptual framework and help candidates continue to develop the content, professional and pedagogical knowledge, skills, and professional dispositions delineated in standards. They allow candidates to participate as teachers and other professional educators, as well as learners in the school setting.</p> <p>Clinical practice allows candidates to use information technology to support teaching and learning. Clinical practice is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing.</p> <p>Criteria for school faculty are clear and known to all of the involved parties. School faculty are accomplished professionals who are prepared for their roles as mentors and supervisors.</p> <p>Clinical faculty, which includes both higher education and P-12 school faculty, use multiple measures and multiple assessments to evaluate candidate skills, knowledge, and professional dispositions in relation to professional, state, and institution/agency standards. Clinical faculty provide regular and continuing support for student teachers and interns in conventional and distance learning programs through such processes as observation,</p> | <p>Field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and professional dispositions in a variety of settings with students and adults. Both field experiences and clinical practice extend the professional education unit’s conceptual framework into practice through modeling by clinical faculty and well designed opportunities to learn through doing. During clinical practice, candidate learning is integrated into the school program and into teaching practice. Candidates observe and are observed by others. They interact with teachers, families of students, administrators, college or university supervisors, and other interns about their practice regularly and continually. They reflect on and can justify their own practice. Candidates are members of instructional teams in the school and are active participants in professional decisions. They are involved in a variety of school-based activities directed at the improvement of teaching and learning, such as collaborative projects with peers, using information technology and engaging in service learning.</p> <p>Candidates in advanced preparation programs for teachers participate in field experiences that require them to critique and synthesize educational theory related to classroom practice based on their own applied research. Candidates in programs for other school professionals participate in field experiences and clinical practice that require them to design, implement, and evaluate projects related to the roles for which they are preparing. These projects are theoretically based, involve the use of research and technology, and have real-world application</p> |

| | | |
|--|---|--|
| | <p>conferencing, group discussion, email, and the use of other technology.</p> <p>Candidates in advanced programs for teachers participate in field experiences that require them to apply course work in classroom settings, analyze P-12 student learning, and reflect on their practice in the context of theories on teaching and learning.</p> <p>Candidates in programs for other school professionals participate in field experiences and clinical practice that require them to engage in structured activities related to the roles for which they are preparing. These activities involve the analysis of data, the use of technology and current research, and the application of knowledge related to students, families, and communities.</p> | <p>in the candidates' field placement setting.</p> |
|--|---|--|

3c. CANDIDATES' DEVELOPMENT AND DEMONSTRATION OF KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITION TO HELP ALL STUDENTS LEARN

| Unacceptable | Acceptable | Target |
|--|--|---|
| <p>Assessments before admission to and used during clinical practice are not linked to candidate competencies delineated in professional, state, and institution/agency standards. Assessments do not examine candidates' effect on student learning. Assessments of candidate performance are not conducted jointly by candidates and clinical faculty. Feedback and coaching in field experiences and clinical practice are not evident. Field experiences and clinical practice do not provide opportunities for candidates to develop and demonstrate knowledge, skills, and professional dispositions for helping all students learn. Candidates do not work with students with exceptionalities or with students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in their field experiences or clinical practice.</p> | <p>Candidates demonstrate mastery of content areas and pedagogical and professional knowledge before admission to and during clinical practice. Assessments used in clinical practice indicate that candidates meet professional, state, and institution/agency standards identified in the professional education unit's conceptual framework and affect student learning. Multiple assessment strategies are used to evaluate candidates' performance and impact on student learning. Candidates and clinical faculty jointly conduct assessments of candidate performance throughout clinical practice. Both field experiences and clinical practice allow time for reflection and include feedback from peers and clinical faculty. Candidates and clinical faculty systematically examine results related to P-12 learning. They begin a process of</p> | <p>Candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each others' practice and their effects on student learning with the goal of improving practice. Field experiences and clinical practice facilitate candidates' exploration of their knowledge, skills, and professional dispositions related to all students. Candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms and schools.</p> |

| | | |
|--|---|--|
| | <p>continuous assessment, reflection, and action directed at supporting P-12 student learning. Candidates collect data on student learning, analyze them, reflect on their work, and develop strategies for improving learning.</p> <p>Field experiences and clinical practice provide opportunities for candidates to develop and demonstrate knowledge, skills, and professional dispositions for helping all students learn. All candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic/racial, gender, and socioeconomic groups.</p> | |
|--|---|--|

SUPPORTING EXPLANATION

Field experiences and clinical practice are integral program components for the initial and advanced preparation of teacher candidates and candidates for other professional school roles. They provide the opportunity for candidates to apply the knowledge, skills, and professional dispositions in the unit’s conceptual framework in a variety of settings appropriate to the content and level of their preparation program. Designed and sequenced well, field experiences and clinical practice help candidates develop the competence necessary to begin or continue careers as teachers or other school professionals. Student teaching or an internship is the culminating experience for teacher candidates at the baccalaureate level. Internships at the post-baccalaureate, or master’s level are often integrated with coursework throughout the program. Candidates preparing for new roles such as special education teachers or principals or school psychologists at the graduate level are expected by their profession to complete internships as part of their preparation programs.

Licensed teachers who are continuing their education in advanced preparation programs are expected to complete structured field experiences in settings that (1) deepen their understanding of the knowledge, skills and professional dispositions so that they are able to help all students learn. These structured field experiences can take place in multiple settings such as neighboring schools or school districts, day care centers and after-school programs, alternative youth centers, or in the schools and classrooms in which the candidates work.

Candidates preparing for other professional roles in schools are also expected to complete field experiences and clinical practice. The field experiences should introduce candidates to the various responsibilities of the roles for which they are preparing and help candidates meet expectations in the standards for the respective professional organizations. Both field experiences and clinical practice for these candidates can take place in settings such as neighboring schools or school districts, day care centers and after-school programs, alternative youth centers, or in the schools and classrooms in which the candidates work. The clinical experience should allow candidates to assume the roles for which they are preparing under the supervision of clinical faculty.

Field experiences and clinical practice are characterized by collaboration, accountability, and an environment and practices associated with professional learning. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, participate in service learning projects, or conduct applied research. Clinical practice includes student teaching and internships that provide candidates with experiences that allow for full immersion in the learning community so that candidates are able to demonstrate proficiencies in the professional roles for which they are preparing. Clinical practice provides opportunities for candidates to interact with students’ families and communities in ways that support student learning. Clinical practice provides for candidates’ use of information technology to support teaching, learning, and other professional responsibilities.

The professional education unit and school partners collaboratively design and implement field experiences and clinical practice, including the assessment of candidate performance. School and university faculty share the responsibility for candidate learning. The partners share and integrate resources and expertise to create roles and structures that support and create opportunities for candidates to learn. The partners select and prepare clinical faculty to mentor and supervise teacher candidates.

Georgia Standards for the Approval Professional Education Units Page 18 of 33 and Educator Preparation Programs (Effective 9/1/08)

Accountability for clinical practice includes (1) the application of both entry and exit requirements for candidates; (2) candidates' demonstration of content, pedagogical and professional knowledge aligned with standards; (3) candidates' demonstration of proficiencies in early field experiences; (4) candidates' application of the skills, knowledge, and professional dispositions defined by the professional education unit in its conceptual framework, including the capacity to have positive effect on P-12 student learning; and (5) candidates' demonstration of skills for working with colleagues, parents and families, and communities. The professional education unit and its school partners use diverse assessment approaches to evaluate candidates.

Candidates are expected to study and practice in settings that include diverse populations, students with exceptionalities, and students of different ages. They are placed in clinical settings at grade levels and in the subjects or school roles (e.g., counselor) for which they are preparing. Candidate learning is integrated into the clinical setting. Scheduling, use of time, and resources support clinical faculty and allow candidates to participate as teachers, professional educators, and learners in the school setting

B.5. Other Learning Activities

- The program has four advisors for students not yet admitted to the program. These students are generally freshmen and sophomores. Each of these advisors has between 60-80 advisees. Once students are admitted to the program they are put into cohort groups and each group is advised by one faculty member. These cohorts range from 40-60 students.
- The department has started study abroad trips. Early Childhood majors have participated in each trip.
- The students are required to complete four field placement practica. The first three are five weeks in duration and the last is 15 weeks long.

B.6. Research and Scholarship

- The faculty members in the Department of Teacher Education have been very productive in the past five years. The faculty members have more than 35 scholarly publication and more than 90 presentations. Members have taken students to professional conferences, presented with student and involved students in publications. Faculty have worked to help students to write successful grant applications and receive numerous awards.
- The department's travel budget has adequate in the past five years but has reached a level of diminishing returns. The faculty has grown by 25% and travel costs have skyrocketed while the travel budget has remained the same. More money is needed to help the faculty maintain and improve scholarly productivity.
- The Assistant Chair of the department, Dr. Judi Wilson has started a new faculty induction program to help mentor faculty in addition to the assigned faculty mentoring program.
- The Department of Teacher Education has been awarded approximately \$750,000 in grants in the past five years.

B.7. Service

- The department works with seven local school district and 48 Professional Development Schools.
- Faculty members serve on departmental, college, university, and state committees. In addition faculty members hold a number of professional offices and service on committees of professional organizations.
- Faculty members serve the Augusta community in numerous capacities such as local school committees, charitable organizations, religious organizations, and supporting the arts.

Summary

Quality of the Program

The major indicator of program quality for the Department of Teacher Education's Early Childhood Education program comes from accreditation by the State of Georgia Professional Standards Commission (PSC) and from the National Council for Accreditation of Teacher Education (NCATE). The accrediting agencies cited the following strengths of the program.

- *The unit's conceptual framework, based on the INTASC standards is closely linked to the tasks assigned candidates as reflected in course syllabi and a number of the program assessments. Faculty members, school-based faculty, and the candidates themselves indicate that candidates are able to perform successfully on conceptual framework principles. All of the programs have been approved through the state program approval process. Candidates demonstrate professional and pedagogical skills and knowledge through internships and apprenticeships in schools.*
- *The unit has developed an assessment system, titled College of Education Assessment Paradigm, in which evaluations are completed at different stages of the candidate's program. The unit's assessment system was designed by the Acting Dean, members of the Teacher Education Council, and representatives from Information Technology Services. It reflects the unit's conceptual framework, addresses INTASC standards at the initial level and NBTP standards at the advanced levels, as well as standards of the appropriate professional associations at both the initial and advanced levels.*
- *The Assessment System includes a comprehensive and integrated set of evaluation measures. The evaluation measures assess candidate performance and unit operations. It includes transition points at admission, mid-way, completion, and post graduation. Decisions made about candidate's performance are based on multiple assessments, which are predictors of the candidate's success.*
- *The unit and its community partners have been actively engaged in designing and developing a series of field experiences that assure that candidates develop the knowledge, skills, and dispositions reflected in the conceptual framework, the NCATE standards, the Georgia Quality Core Curriculum Standards, the PSC standards and the standards of appropriate learned societies. By implementing the PDS initiative, the collaboration with area schools has been strengthened, and there is evidence that school partners are involved in all aspects of the design, implementation, and evaluation of the clinical and field experiences. Candidates in all areas are given the opportunity to increase their responsibility for planning student learning, developing appropriate counseling activities, and coordinating School Improvement Plans that positively impact student learning. Candidates are assessed by their participation in these practica and*

through the completion of culminating student portfolios. Activities, assignments, and assessments are aligned with the knowledge, skills, and dispositions identified in the conceptual framework.

- *The unit designs, implements, and evaluates curriculum and experiences for candidates that enable them to help all students learn. The unit consciously constructs experiences that provide candidates interactive experiences with their peers. Further, the unit continues to make ongoing, good faith efforts to improve the diversity among faculty. In summary, the unit provides evidence that it attempts to infuse diversity within all components of the educational program to enhance learning for all students.*
- *Unit faculty has extensive academic backgrounds, with over 73% of the full-time faculty holding terminal degrees. A significant majority of the faculty currently provides services to the public schools, community agencies, and organizations. The faculty is productive in many scholarly areas and, when judged by a number of measures, are considered to be excellent teachers. The faculty collaborates in a variety of ways and seeks professional development opportunities.*

Overall the ECED program is healthy and vital to the mission of the College of Education and the University. The program should continue to grow with the expected number of Georgia teachers approaching retirement.