# Teacher Education Handbook

BSED in Elementary Education/Special Education (P-5)

- Traditional
- Parapro- to- Teacher (P2T)

BSED in Secondary Education

- English Track
- History Track

BS in Biology with Teaching Certification

# Contents

Purpose of the Teacher Education Handbook ..... 4
Welcome ..... 4
Program Philosophy ..... 4
Purpose ..... 4
Vision ..... 4
Mission ..... 4
Conceptual Framework ..... 4
Learning Outcomes ..... 5
About the Program ..... 5
Two Options ..... 6
BSED in Elementary/ Special Education ..... 7
Admission to the Elementary/Special Education Teacher Education Program ..... 7
Upper-Level Course of Study for Elementary Education/ Special Education ..... 9
BSED in Secondary Education ..... 10
Admission to the Secondary Teacher Education Program ..... 10
Upper-Level Course of Study for Secondary Education ..... 12
Field Experiences ..... 14
Explanation ..... 14
Traditional Track Field Experience ..... 14
Parapro-to-Teacher Field Experience ..... 15
Secondary Field Experience ..... 16
Final Internship (Student Teaching) ..... 16
Final Internship (Student Teaching) Expectations ..... 17
Change in Placement ..... 18
Professional Expectations for all Field Experiences ..... 18
Social Media Guidance ..... 19
- Code of Ethics ..... 19
Technology Requirements for the Education Program ..... 20
Minimum Technology Requirements: ..... 20
Program Progression ..... 20
*Academic* Requirements to Progress in the Education Program: ..... 21
*Professionalism* Requirements to Progress in the Education Program: ..... 21
Disposition Letter of Concern ..... 21

Program Dismissal ..... 22
Readmission ..... 22
Partners ..... 23
College Supervisors ..... 23
Mentor Teachers ..... 23
Director of Field Placement ..... 24
Program Completion and Certification ..... 25
A Final Word ..... 26

# Purpose of the Teacher Education Handbook

This handbook serves as a guide to provide specific information to the Gordon State College Teacher Candidate. All GSC students are subject to the rules, regulations, and policies of the College as set forth in the Gordon State College Academic Catalog and the Policies and Procedures of the Board of Regents of the University System of Georgia. In addition, Teacher Candidates are obligated to observe, follow, and satisfy the requirements for the education program as presented in the current Teacher Education Handbook. The Handbook is reviewed once per year and revised as needed. Students will be notified in writing about any policy changes in the Handbook. Students are subject to the changes made, no matter when they entered the education program. Students must meet the course requirements, as detailed in the Gordon State College Catalog and the syllabus of the individual program courses.

# Welcome

## Program Philosophy

Gordon State College School of Education, Arts, and Humanities graduates will make a difference in the lives of the students and communities they serve. Their careers will build on the foundations of competence and disposition of character which were initially guided and shaped in their professional preparation at Gordon State College.

## Purpose

The purpose of the Bachelor of Science in Education degrees (BSED) is to further the mission of Gordon State College by offering programs and upper-division courses that meet the educational and employment needs of the community and region. The program will be aligned with national and state standards, incorporating the most current research and recommendations for teacher preparation.

## Vision

The vision of the Gordon State College Education Program is to inspire and empower future educators who positively transform learners, schools, and communities.

## Mission

The mission of the Gordon State College Education Program is to prepare reflective, innovative educators through rigorous coursework, meaningful clinical experiences, and professional collaboration.

## Conceptual Framework

The conceptual framework that guides Gordon State College's Education Program is designed to prepare future Georgia teachers in the best traditions of the profession and to ensure they are informed by current research and evidence-based practices that support effective teaching and learning. Through rigorous coursework and high-quality clinical experiences, the program serves to develop teachers who demonstrate professional knowledge, reflective practice, confidence, and a commitment to supporting the unique needs and strengths of every learner. Our conceptual framework incorporates two goals: demonstrating knowledge and skills that support student learning, and valuing character dispositions expected of ethical and effective teachers. The driving force of this program is the connection between teacher candidates and faculty. Teacher candidates learn from veteran educators who will share their personal stories, insights, and pedagogical knowledge. Ultimately, the quality of our graduates will establish the college's reputation.

## Learning Outcomes

Graduates will demonstrate proficiency in the Georgia Teacher Assessment on Performance Standards (TAPS) and the standards delineated in GaPSC Rule 505-3-.03, Foundations of Reading, Literacy, and Language, by effectively planning and delivering instruction, assessing and using student learning data, creating positive learning environments, and exhibiting professionalism and effective communication.

**Georgia TAPS:**
https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/FY15%20TKES%20and%20LKES%20Documents/TAPS_Reference_Sheet%206-5-14.pdf
505-3.03:
https://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.03.pdf?dt=%3C%25

1. Planning: Candidates will demonstrate effective instructional planning by designing standards-based lessons that reflect strong content and pedagogical knowledge, align with state and local curricula, incorporate appropriate instructional strategies and resources, use student data to inform decision-making, and address the diverse learning needs of all learners.

2. Instructional Delivery: Candidates will implement research-based instructional strategies that actively engage learners, promote the acquisition of content knowledge and skills, and differentiate instruction to meet the diverse learning needs of all students.

3. Assessment: Candidates will design, implement, and analyze valid diagnostic, formative, and summative assessments to monitor student learning, use assessment data to inform instructional decisions, and provide timely, constructive feedback that supports student growth.

4. Learning Environment: Candidates will establish and maintain safe, inclusive, and well-managed learning environments that promote respect, foster positive relationships, support high levels of student engagement and achievement, and encourage students to become self-directed learners.

5. Professionalism and communication: Candidates will demonstrate professionalism by upholding ethical standards as required by the Georgia Department of Education and engaging in continuous professional learning, contributing positively to the profession, and communicating effectively with students, families, colleagues, and other stakeholders to support student success.

6. Literacy: Candidates will apply the science of reading to plan, deliver, and evaluate evidence-based literacy instruction by assessing students' reading development, analyzing assessment data, and implementing targeted instructional strategies and interventions that support all learners in becoming proficient readers.

# About the Program

The Bachelor of Science in Education (BSED) was Gordon State College's first four-year degree program. The program of study focuses on preparation for a Georgia teaching certificate in Elementary Education/Special Education General Curriculum (PreK-5). ***Upon passing the appropriate GACE assessments, graduates will be certified to teach every core academic subject, as the teacher of record, in the regular PreK-5 classroom and/or teach special education students who are in the general curriculum through fifth grade in the state of Georgia.***

The BSED in Secondary Education prepares students to teach in grades 6-12 in Georgia. With this degree, the student choose either English or History content areas. They may also choose to earn a BS in Biology with Georgia teaching certification.

These programs are approved by the Georgia Professional Standards Commission to lead to a Georgia Educator Induction Certificate. Our programs are not designed to meet the requirements for certification for any other state.

## Two Options

Gordon State College offers two tracks for both the Elementary/Special Education program and the Secondary Education program: traditional track and the Parapro-to-Teacher (P2T) track. Students can enroll in the track that best suits their needs. The courses and outcome of each track are the same.

- The **traditional** track is targeted toward students who currently do not work in education, and *all classes are offered in-person, on campus only* on Tuesdays and Thursdays leaving Mondays, Wednesdays, and Fridays for practicum hours. In the third term (summer between junior and senior year), students will take classes *online*. Students are expected to participate in their field experience a ***minimum of two days per week, completing at least eight hours per day***. Traditional students will complete at least ***200*** practicum hours in Practicum I, II, and III. The final semester requires a ***600-hour*** internship. Attendance in the field experience classroom is required through the final day of the Gordon State semester and must follow the grade band requirements:
    - *Practicum 1: Prek or K inclusion classroom*
    - *Practicum 2: grade 1st, 2nd, or 3rd inclusion classroom*
    - *Practicum 3: grade 4th or 5th inclusion classroom*
    - *Student Teaching: any grade PreK-5 inclusion classroom*

- The **parapro-to-teacher** track option is for those who are ***currently working full-time as paraprofessionals in a public school system in Georgia only***. The courses in this track are all *online*. The P2T candidates will complete at least ***100*** practicum hours in Practicum I, II, and III. The final semester requires a ***600-hour internship***. The application for this track includes a Memorandum of Understanding signed by the school principal who agrees to allow the paraprofessional to complete practicum and student teaching hours within the school where they work *according to the grade band requirements:*
    - *Practicum 1: Prek or K inclusion classroom*
    - *Practicum 2: grade 1st, 2nd, or 3rd inclusion classroom*
    - *Practicum 3: grade 4th or 5th inclusion classroom*
    - *Student Teaching: any grade PreK-5 inclusion classroom*

  Students in the parapro-to-teacher track are expected to participate in their field experience for a minimum of ***three days per week, completing at least seven hours per week***. Attendance in the field experience classroom is required through the final day of the Gordon State semester.

- Content area course (history, English, and biology) schedules for Candidates in the Secondary program are offered at the discretion of the faculty in those departments.

# BSED in Elementary/ Special Education

## Admission to the Elementary/Special Education Teacher Education Program

Admission to the B.S. in Elementary Education/Special Education program is competitive and granted on a space available basis. To be considered for admission:

1. Applicants must be admitted to Gordon State College and in good standing with the College.
2. Applicants are projected to complete all the lower-level courses required as preparation for the Bachelor of Science by the end of the summer semester prior to beginning upper-level courses in the fall semester. The overall institutional GPA for the lower-level courses completed must be 2.75 or better.
3. Applicants must have a grade of "C" or higher in all Area A and Area F courses. Students who matriculate in Fall 2023 or later will follow the IMPACTS core schedule. Applicants from non-USG institutions must have a grade of "C" or better in courses comparable to courses found in USG Areas A and F. Non-Gordon students must provide an official transcript.
4. Applicants may not have repeated any foundation or core course (EDUC 2110, 2120, 2130, 2140, MATH 2008, ISCI 2001, and ISCI 2002) more than once.
5. Applicants must complete all portions of the "Application for Admission to the Bachelor of Science in Education Program."
6. Applicants must register with the PSC and create a MyPSC account.
7. Applicants must submit proof of successful completion of the GACE Ethics for Teachers Assessment (351).
8. Applicants must complete all paperwork for the Pre-Service Certification with the PSC. If the student does not have the Pre-Service Certificate when GSC classes begin, they are not able to begin practicum until the next semester which will delay graduation.

Students accepted for admission will be part of a cohort of students enrolled in the program of study throughout the Elementary Education courses, field experiences, and internship. Upon acceptance, students are required to submit proof of professional liability insurance coverage. Currently, candidates are admitted only for full-time study.

**Once accepted into the Education Program, a student may still have pre-requisite courses to complete or unresolved non-course requirements. It is the *student's responsibility* to register for and complete those pre-requisites and resolve non-course requirements *within the first semester in the program*. Any student with missing prerequisite courses or unresolved non-course requirements after the first semester will be removed from the program until all requirements are met. Be mindful that this will cause a delay in program completion.**

Students transferring to Gordon State College from other schools must meet all criteria for admission to the Elementary/Special Education Certification Program as outlined. Transfer students who do not meet the criteria for admission may be advised to take additional courses to complete the core curriculum in education in order to qualify for admission. Since the curriculum in education is linked to state and national accreditation requirements and mandates, the curriculum is subject to change.

Academic Catalog: **https://www.gordonstate.edu/academics/student-resources/academic-catalog/index.html**

## *Pre-requisite Courses (IMPACTS core) for Elementary Education/ Special Education P-5*

| **Institutional Priority (4 Semester Hours)** | **Course** | **Term** | **Cr Hrs** |
|---|---|---|---|
| FIRE 1000: Freshman Introduction to Reasoning Essentials | | | **2** |
| Choose **one** of the following: COLQ 2991, 2992, 2993, 2994H, or 2995 | | | **2** |
| **Math & Quantitative Skills (3-4 Semester Hours)** | | | |
| Choose **one** of the following: MATH 1001, 1111, 1113, 1401, 1501 ***(must earn at least a C)*** | | | **3-4** |
| **Political Science & US History (6 Semester Hours)** | | | |
| POLS 1101 (American Government) | | | **3** |
| Choose **one** of the following: HIST 2111 or 2112 | | | **3** |
| **Arts, Humanities, & Ethics (6 Semester Hours)** | | | |
| Choose **one** of the following: ARTS 1100, 1101, 1102; COMM 1100, 1110, 1500; FREN 1001, 1002; HUMN 1501, 1502; MUSC 1100; SPAN 1001, 1002, 1060; THEA 1000, 1100 | | | **3** |
| Choose **one** of the following: ENGL 2111, 2112, 2121, 2122, 2131, 2132, 2141, 2142, or PHIL 2010, 2020 | | | **3** |
| **Communication in Writing (6 Semester Hours)** | | | |
| ENGL 1101 ***(must earn at least a C)*** | | | **3** |
| ENGL 1102 ***(must earn at least a C)*** | | | **3** |
| **Technology, Mathematics, and Science (11-12)** | | | |
| Choose **one** of the following: ASTR 1010K; ASTR 1020K; BIOL 1107K; BIOL 1111K; CHEM 1151K; CHEM 1211K; GEOL 1121L; PHYS 1111K | | | **4** |
| Choose **one** of the following: ASTR 1010K; ASTR 1020K; BIOL 1107K; BIOL 1111K; BIOL 1108K; BIOL 1112K; CHEM 1151K; CHEM 1152K; CHEM 1211K: CHEM 1212K; GEOL 1121K; GEOL 1122K; PHYS 1111K; PHYS 1112K | | | **4** |
| Choose **one** of the following: BIOL 1011: BIOL 1050; BIOL 1107K; BIOL 1108K; BIOL 1111K; BIOL 1112K; CHEM 1151K; CHEM 1152K; CHEM 1211K; CHEM 1212K; CHEM 2200; CSCI 1101, CSCI 2102; DATA 1501; GEOL 1121K; GEOL 1122K; ISCI 1121K; MATH 1113; MATH 1401, MATH 1501, MATH 1502, PHSC 1011; PHYS 1111K; PHYS 1112K | | | **3-4** |
| *Note: Credit is not awarded for both BIOL 1107 and 1111 or both BIOL 1108 and 1112* | | | |
| **Social Sciences (6 Semester Hours)** | | | |
| Choose **two** of the following: ANTH 1102; any ECON; any HIST not taken above; PSYC 1101; SOCI 1101; or POLS 2201, 2301, 2401 (PSYC 1101 and SOCI 1101 recommended) | | | **3** |
| | | | **3** |
| **Literacy Foundations (3 Semester Hours)** | | | |
| EDUC 2140 (Foundations of Reading) ***(Must earn at least a C)*** | | | **3** |

| **Core Courses for the BSED in Elementary/Special Education (Grades Pre-K to 5)** ***(Must earn at least a C in all)*** | **Term** | **Cr Hrs** |
|---|---|---|
| EDUC 2110 (Investigating Critical and Contemporary Issues in Education) | | **3** |
| EDUC 2120 (Exploring Socio-Cultural Perspectives in Educational Contexts) | | **3** |
| EDUC 2130 (Exploring Learning and Teaching) (EDUC 2110 is a prerequisite) | | **3** |
| MATH 2008 (Foundations of Numbers and Operations) | | **3** |
| ISCI 2001 (Life/Earth Science for Elementary and Middle Grades Education) | | **3** |
| ISCI 2002 (Physical Science for Elementary and Middle Grades Education) | | **3** |
| | | |
| | **Total** | **63** |

## Upper-Level Course of Study for Elementary Education/ Special Education

Once a student is accepted into the Elementary Education/ Special Education Program (traditional or parapro-to-teacher), course work includes 12 semester hours in reading, 9 additional hours in mathematics, 9 hours in special education, and 27 hours in pedagogy and additional curriculum studies in art, science, and social studies. As a cohort, these students take all their upper-level courses together over 5 semesters, *including the summer between their junior and senior years*.

**Traditional track:** Coupled with their course work, candidates participate in field experiences in *area partner school districts* throughout the two years, culminating in their internship in the last semester prior to graduation. In each of the first three semesters, traditional candidates will complete at least 200 field experience hours in specific grade bands (PreK-K, 1-3, 4-5). In the final semester, students complete a 600-hour internship in any grade PreK-5.

**Parapro-to-Teacher track:** Coupled with their course work, candidates participate in field experiences *in the school where they are employed* throughout the two years, culminating in their internship in the last semester prior to graduation. In each of the first three semesters, parapro candidates will complete at least 100 field experience hours in specific grade bands (PreK-K, 1-3, 4-5). In the final semester, students complete a 600-hour internship in any grade PreK-5.

### *Upper-Level Courses for Elementary Education/ Special Education*

***Candidates must earn at least a C in all EDUC, LART, and MATH courses.***
***Candidates must earn at least a B in all SPED courses.***

| **Fall Term 1 Courses for the BSED in Elementary/Special Education (Pre-K to 5)** | **Cr Hrs** |
|---|---|
| MATH 3001 (Topics in Algebra for Elementary Education) | 3 |
| LART 3005 (Introduction to the Teaching of Reading) | 3 |
| SPED 3100 (Characteristics of Students with Mild Disabilities) | 3 |
| EDUC 3003 (Classroom Management) | 3 |
| EDUC 3500 (Professionalism: Field Experience I)<br>Traditional track 200 hours/ P2T 100 hours in grade PreK or K inclusion classroom | 1 |
| **Total** | **13** |
| **Spring Term 2 Courses for the BSED in Elementary/Special Education (Pre-K to 5)** | **Cr Hrs** |
| MATH 3002 (Geometry for Teachers) | 3 |
| LART 3090 (Literature for Children) | 3 |
| SPED 4200 (Educational Interventions for Students with Mild Disabilities) | 3 |
| LART 3006 (Teaching Reading in the Content Areas) | 3 |
| EDUC 3501 (Professionalism: Field Experience II)<br>Traditional track 200 hours/ P2T 100 hours in grade 1, 2, or 3 inclusion classroom | 1 |
| **Total** | **13** |
| **Summer Term 3 Courses for the BSED in Elementary/Special Education (Pre-K to 5)** | **Cr Hrs** |
| EDUC 3200 (Instructional Technology and Media) | 3 |
| EDUC 3000 (Integrated Applied Arts: Art, Music, Creative Performance, and Movement) | 3 |
| EDUC 3300 (Integrated Social Studies for Elementary Education) | 3 |
| EDUC 4200 (Science in Elementary Education) | 3 |
| **Total** | **12** |
| **Fall Term 4 Courses for the BSED in Elementary/Special Education (Pre-K to 5)** | **Cr Hrs** |
| MATH 3003 (Data Analysis, Probability, and Connections) | 3 |

| | |
|---|---|
| SPED 4000 (Educational Assessment of Exceptional Children) | 3 |
| EDUC 4001 (Elementary Methods and Materials) | 3 |
| EDUC 3002 (Assessment in Elementary Education) | 3 |
| LART 3007 (Analysis and Correction of Reading Problems) | 3 |
| EDUC 3502 (Professionalism: Field Experience III)<br>Traditional track 200 hours/ P2T 100 hours in grade 4 or 5 inclusion classroom | 1 |
| **Total** | **16** |
| **Spring Term 5 Courses for the BSED in Elementary/Special Education (Pre-K to 5)** | **Cr Hrs** |
| EDUC 4204 (Internship in Elementary Education) 600 hours in any grade PreK-5 inclusion classroom | 6 |
| EDUC 4404 (Internship Special Education) | 6 |
| EDUC 3090 (Classroom Data Analysis) | 1 |
| **Total** | **13** |
| | |
| **Total Upper-Level Course Hours** | **67** |
| **Total hours for the BSED Elementary/Special Education PreK-5** | **130** |

The combination of in-class and field studies allows candidates the opportunity to develop a maturity level for the work of teaching and the pedagogical knowledge to meet the needs of all learners.

**Per the Professional Standards Commission: Courses taken to meet the identification and education of children who have special educational needs requirement must be passed with a grade of B or better.**

If a Teacher Candidate feels the need to deviate from the chosen course of study, exceptions will be made *only* in accordance with federal and state guidelines (such as Title IX and ADA). In such instances, the Teacher Candidate should inquire about specific procedures from the Department Head or Dean. Furthermore, traditional students needing an online semester due to a hardship may submit a request to the Department Head or Dean. Not all requests will be granted, and the severity and length of the hardship will need to be documented. Requests granted will be reviewed on a semester-by-semester basis.

# BSED in Secondary Education

## Admission to the Secondary Teacher Education Program

1. Applicants must be admitted to Gordon State College and in good standing with the College.
2. Applicants are projected to complete all the lower-level courses required as preparation for the Bachelor of Science by the end of the summer semester prior to beginning upper-level courses in the fall semester. The overall institutional GPA for the lower-level courses completed must be 2.5 or better.
3. Applicants must have a grade of "C" or higher in all Area A and Area F courses. Students who matriculate in Fall 2023 or later will follow the IMPACTS core schedule. Applicants from non-USG institutions must have a grade of "C" or better in courses comparable to courses found in USG Areas A and F. Non-Gordon students must provide an official transcript.
4. Applicants may not have repeated any foundation or core course (EDUC 2110, 2120, 2130, 2140) more than once.
5. Applicants must complete all portions of the "Application for Admission to the Bachelor of Science in Education Program."

6. Applicants must register with the PSC and create a MyPSC account.
7. Applicants must submit proof of successful completion of the GACE Ethics for Teachers Assessment (351).
8. Applicants must complete all paperwork for the Pre-Service Certification with the PSC. If the student does not have the Pre-Service Certificate when GSC classes begin, they are not able to begin practicum until the next semester which will delay graduation.

Students accepted for admission will be part of a cohort of students enrolled in the program of study throughout the Elementary Education courses, field experiences, and internship. Upon acceptance, students are required to submit proof of professional liability insurance coverage. Currently, candidates are admitted only for full-time study.

**Once accepted into the Education Program, a student may still have pre-requisite courses to complete or unresolved non-course requirements. It is the *student's responsibility* to register for and complete those pre-requisites and resolve non-course requirements *within the first semester in the program*. Any student with missing prerequisite courses or unresolved non-course requirements after the first semester will be removed from the program until all requirements are met. Be mindful that this will cause a delay in program completion.**

Students transferring to Gordon State College from other schools must meet all criteria for admission to the Secondary Certification Program as outlined. Transfer students who do not meet the criteria for admission may be advised to take additional courses to complete the core curriculum in education in order to qualify for admission. Since the curriculum in education is linked to state and national accreditation requirements and mandates, the curriculum is subject to change.

Academic Catalog: **https://www.gordonstate.edu/academics/student-resources/academic-catalog/index.html**

### *Pre-requisite Courses (IMPACTS core) for Secondary Education*

| **Institutional Priority (4 Semester Hours)** | **Course** | **Term** | **Cr Hrs** |
|---|---|---|---|
| FIRE 1000: Freshman Introduction to Reasoning Essentials | | | **2** |
| Choose **one** of the following: COLQ 2991, 2992, 2993, 2994H, or 2995 | | | **2** |
| **Math & Quantitative Skills (3-4 Semester Hours)** | | | |
| Choose **one** of the following: MATH 1001, 1111, 1113, 1401, 1501 (must earn at least a C) | | | **3-4** |
| **Political Science & US History (6 Semester Hours)** | | | |
| POLS 1101 (American Government) | | | **3** |
| Choose **one** of the following: HIST 2111 or 2112 | | | **3** |
| **Arts, Humanities, & Ethics (6 Semester Hours)** | | | |
| Choose **one** of the following: ARTS 1100, 1101, 1102; COMM 1100, 1110, 1500; FREN 1001, 1002; HUMN 1501, 1502; MUSC 1100; SPAN 1001, 1002, 1060; THEA 1000, 1100 | | | **3** |
| Choose one of the following: ENGL 2111, 2112, 2121, 2122, 2131, 2132, 2141, 2142, or PHIL 2010, 2020 | | | **3** |
| **Communication in Writing (6 Semester Hours)** | | | |
| ENGL 1101 (must earn at least a C) | | | **3** |
| ENGL 1102 (must earn at least a C) | | | **3** |
| **Technology, Mathematics, and Science (11-12)** | | | |

| | | | |
|---|---|---|---|
| Choose **one** of the following: ASTR 1010K; ASTR 1020K; BIOL 1107K; BIOL 1111K; CHEM 1151K; CHEM 1211K; GEOL 1121L; PHYS 1111K | | | **4** |
| Choose **one** of the following: ASTR 1010K; ASTR 1020K; BIOL 1107K; BIOL 1111K; BIOL 1108K; BIOL 1112K; CHEM 1151K; CHEM 1152K; CHEM 1211K: CHEM 1212K; GEOL 1121L; GELO 1122K; PHYS 1111K; PHYS 1112K | | | **4** |
| Choose **one** of the following: BIOL 1011: BIOL 1050; BIOL 1107K; BIOL 1108K; BIOL 1111K; BIOL 1112K; CHEM 1151K; CHEM 1152K; CHEM 1211K; CHEM 1212K; CHEM 2200; CSCI 1101, CSCI 2102; DATA 1501; GEOL 1121K; GEOL 1122K; ISCI 1121K; MATH 1113; MATH 1401, MATH 1501, MATH 1502, PHSC 1011; PHYS 1111K; PHYS 1112K | | | **3-4** |
| *Note: Credit is not awarded for both BIOL 1107 and 1111 or both BIOL 1108 and 1112* | | | |
| **Social Sciences (6 Semester Hours)** | | | |
| Choose two of the following: ANTH 1102; any ECON; any HIST not taken above; PSYC 1101; SOCI 1101; or POLS 2201, 2301, 2401 | | | **3** |
| | | | **3** |
| **Literacy Foundations (3 Semester Hours)** | | | |
| EDUC 2140 (Foundations of Reading) (must earn at least a C) | | | **3** |

***Education students must earn at least a C in the math course and in the English Composition courses taken for the IMPACTS core. They must also earn at least a C in EDUC 2140 and in all courses listed below.***

| **Core Courses for the BSED in Secondary Education (Grades 6 to 12) (must earn at least a C in all)** | **Term** | **Cr Hrs** |
|---|---|---|
| EDUC 2110 (Investigating Critical and Contemporary Issues in Education) | | 3 |
| EDUC 2120 (Exploring Socio-Cultural Perspectives in Educational Contexts) | | 3 |
| EDUC 2130 (Exploring Learning and Teaching) (EDUC 2110 is a prerequisite) | | 3 |
| Content Course in Focus Area | | 3 |
| Content Course in Focus Area | | 3 |
| Content Course in Focus Area | | 3 |
| | | |
| | **Total** | **63** |

## Upper-Level Course of Study for Secondary Education

Candidates accepted into the Secondary Education Program complete 6 hours in literature/reading, 3 hours in special education, 9 hours in middle and secondary pedagogy, and an additional 24 hours in upper-level content focus area (history or English).

**Per the Professional Standards Commission: Courses taken to meet the identification and education of children who have special educational needs requirement must be passed with a grade of B or better.**

Along with their coursework, candidates participate in a 150-hour field experience in their 3rd term in grades 6-8. Their final semester consists of a 600-hour clinical practice in any grade 9-12.

### *Upper-Level Courses for Secondary Education*

| **Fall Term 1 Courses for the BSED in Secondary Education (Grades 6 to 12)** | **Cr Hrs** |
|---|---|
| EDUC 3005 (Middle and Secondary Curriculum, Instruction, and Assessment) | 3 |
| EDUC 4600 (Classroom Management for Middle and Secondary Education) | 3 |
| LART 3006 (Teaching Reading in the Content Areas) | 3 |
| LART 3030 (Adolescent Literature) | 3 |
| Upper-Level Course in Content Focus Area | 3 |
| Upper-Level Course in Content Focus Area | 3 |
| **Total** | **18** |
| **Spring Term 2 Courses for the BSED in Secondary Education (Grades 6 to 12)** | **Cr Hrs** |
| EDUC 4800 (Curriculum and Instruction in Education) | 3 |
| SPED 3105 (The Exceptional Learner in the Middle School and Secondary Curriculum) | 3 |
| EDUC 3610 (Nature and Needs for the Adolescent Learner) | 3 |
| Upper-Level Course in Content Focus Area | 3 |
| Upper-Level Course in Content Focus Area | 3 |
| **Total** | **15** |
| **Summer Term 3 Course for the BSED in Secondary Education (Grades 6 to 12)** | **Cr Hrs** |
| EDUC 3200 (Instructional Technology and Media) | 3 |
| **Total** | **3** |
| **Fall Term 4 Courses for the BSED in Secondary Education (Grades 6 to 12)** | **Cr Hrs** |
| EDUC 3505 (Secondary Practicum) (150 hours grades 6-8) | 1 |
| EDUC 3504 (Seminar in Secondary School Practicum) | 1 |
| Upper-Level Course in Content Focus Area | 3 |
| Upper-Level Course in Content Focus Area | 3 |
| Upper-Level Course in Content Focus Area | 3 |
| **Total** | **11** |
| **Spring Term 5 Courses for the BSED in Secondary Education (Grades 6 to 12)** | **Cr Hrs** |
| EDUC 4505 Secondary Student Teaching (600 hours grades 9-12) | 11 |
| EDUC 4504 Seminar in Secondary Student Teaching | 1 |
| EDUC 3090 Classroom Data Analysis | 1 |
| **Total** | **13** |
| | |
| **Total Upper-Level Course Hours** | **60** |
| **Total hours for BSED Secondary Education** | **123** |

The combination of in-class and field studies allows candidates the opportunity to develop a maturity level for the rigorous work of teaching and the pedagogical knowledge to meet the needs of all learners.

If a Teacher Candidate feels the need to deviate from the chosen course of study, exceptions will be made *only* in accordance with federal and state guidelines (such as Title IX and ADA). In such instances, the Teacher Candidate should inquire about specific procedures from the Department Head or Dean.

# Field Experiences

## Explanation

Field experience is a crucial component of GSC's Education Program. It is an experiential learning opportunity where Teacher Candidates work alongside an experienced **Mentor Teacher with *at least three years successful teaching experience*,** in a real classroom setting for a total of 1200 hours (Elementary Traditional), 900 hour (Parapro-to-Teacher), or 750 hours (Secondary). This is a dynamic and evolving process. The primary goal is to provide Teacher Candidates with hands-on, practical experience in applying the knowledge, skills, and pedagogy acquired during their academic coursework.

**In compliance with GAPSC guidelines, clinical practice will occur in regionally accredited public schools, charter schools approved by the Georgia State Charter School Commission, charter schools approved by the Georgia Department of Education, out-of-state charter schools approved by the state's charter schools commission or department of education, private schools accredited by a GaPSC-accepted accreditor, or Department of Defense schools.**

**Mentor Teachers are required to have at least three years of teaching experience.**

## Traditional Track Field Experience

Traditional Candidates are assigned to field placements within Gordon State's partner school systems. Field placements are intentionally designed to provide candidates with varied experiences across the required grade bands. Therefore, students should expect to be assigned to a ***different placement each semester*** as they progress through the program.

Traditional candidates are required to complete a minimum of ***200 hours during each practicum semester.*** Because these candidates are not employed full time in a school setting, the practicum hours provide the sustained classroom experience necessary to develop and apply their knowledge and skills in an authentic PreK–5 environment.

Teacher Candidates are expected to remain with their assigned Mentor Teacher throughout the entire school day. This includes instructional periods as well as lunch, recess, planning periods, meetings, professional learning activities, and other duties or responsibilities that are part of the Mentor Teacher's regular schedule. These experiences are an important part of understanding the full professional responsibilities of a classroom teacher. ***Only time spent with the assigned Mentor Teacher may be recorded as practicum hours.***

Field experience is a ***semester-long professional commitment***, not simply an hourly requirement. Candidates must be prepared to begin their assigned field placement at the start of the Gordon State semester and remain actively engaged in the placement through the end of the semester. Candidates enrolled in Practicums I, II, and III must attend their assigned field placement for a minimum of ***two days per week, with at least eight hours completed each day***, according to a consistent schedule established in collaboration with the Mentor Teacher and shared with the College Supervisor. ***Reaching the minimum required number of field experience hours does not end the placement or release a student from continued attendance*.** Candidates are expected to remain engaged in their assigned classroom for the full practicum period and fulfill all attendance, instructional, and professional responsibilities associated with the experience.

Students may be given an opportunity to indicate placement preferences; however, ***placement preferences are not guaranteed***. While preferences will be considered when possible, placements are determined based on program requirements including grade-band requirements, availability of qualified Mentor Teachers, school and

district capacity, and other factors necessary to provide an appropriate clinical experience. Students should not expect to remain at a preferred school or request the same school for multiple semesters.

Students are responsible for ***providing their own reliable transportation to and from their assigned placement***. Because placements are made within GSC partner school systems and will vary from semester to semester, ***students must be prepared to travel to their assigned school, even when it is not their preferred school or the school closest to their home or campus.***

***Students are not to make personal arrangements with a school administrator or teacher in an attempt to secure a preferred placement; all placements are coordinated through Gordon State's field placement process.***

Additionally, the Director of Field Placement will not place Teacher Candidates in a school where a relative is employed. The evaluation of the field experience is crucial to determining candidate proficiencies with respect to program outcomes. Therefore, the validity of this assessment must be protected from any possible bias.

## Parapro-to-Teacher Field Experience

Parapro-to-Teacher (P2T) candidates typically complete their practicum experiences within the school in which they are employed. Each semester, candidates must complete practicum experiences within the ***required grade band*** for that practicum. This may require the candidate to work with a Mentor Teacher in a classroom or grade level different from the candidate's regular work assignment.

**P2T candidates** are required to complete a minimum of ***100 practicum hours during each practicum semester***. Since P2T candidates are employed full time in a P-12 school and are immersed in the school environment throughout the week, their ongoing employment provides additional opportunities to observe instruction, interact with students and educators, participate in the daily operation of a school, and develop an understanding of the professional responsibilities of educators.

Field experience is a ***semester-long professional commitment***, not simply an hourly requirement. Candidates must be prepared to begin their assigned field placement at the start of the Gordon State semester and remain actively engaged in the placement through the end of the semester. P2T candidates enrolled in Practicums I, II, and III must attend their assigned field placement for a ***minimum of seven hours each week*** according to a consistent schedule established in collaboration with the school administration, Mentor Teacher, and shared with the College Supervisor. ***Reaching the minimum required number of field experience hours does not end the placement or release a student from continued attendance*.** Candidates are expected to remain engaged in their assigned classroom for the full practicum period and fulfill all attendance, instructional, and professional responsibilities associated with the experience.

The reduced practicum-hour requirement for the P2T track recognizes the extensive, ongoing school-based experience for those candidates. However, employment in a school does *not* replace the practicum requirements. P2T candidates must complete the required practicum hours in the appropriate grade bands and under the supervision of a qualified Mentor Teacher while completing all required practicum activities and assessments.

***Only time spent with the assigned Mentor Teacher may be recorded as practicum hours.***

Because P2T candidates complete practicum within their place of employment, candidates are responsible for working with their school administration and Mentor Teacher to ensure they are able to participate consistently in the assigned practicum classroom and meet all program requirements. Employment responsibilities do not replace or reduce the requirements of the practicum experience.

The Parapro-to-Teacher track is designed for candidates who are employed as paraprofessionals in a public PreK-12 school setting. Because employment is directly connected to field placement requirements, P2T Candidates must immediately notify the Department Chair and Director of Field Placement of any change in their employment status. This includes resignation, termination, leave of absence, change of school or school system, or change in position/assignment.

A change in employment may affect the candidate's field placement and ability to meet field experience requirements. The Director of Field Placement and Department Chair will review the change and determine whether the candidate can continue in the current placement or whether an alternative program pathway is necessary.

## Secondary Field Experience

Teacher Candidates in the Secondary program will complete a 150-hour field experience in their 3rd term and follow the guidelines for the traditional track or P2T track as described above.

***Only time spent with the assigned Mentor Teacher may be recorded as practicum hours.***

## Final Internship (Student Teaching)

During the final semester of the program, ***all candidates, regardless of pathway, complete a 600-hour, full-time internship*** in an assigned school setting. The internship represents the culminating clinical experience of the teacher preparation program and requires candidates to assume increasing responsibility for the planning, instruction, assessment, and professional responsibilities of a classroom teacher. During the semester, interns complete assignments and assessments aligned with the Georgia Teacher Assessment on Performance Standards (TAPS) and demonstrate their ability to apply the knowledge, skills, and professional practices developed throughout the program.

Interns are expected to attend their placement ***full time and follow the daily schedule and calendar of the placement school and Mentor Teacher.*** Internship attendance is *based on the schedule of the placement school* rather than Gordon State College's class schedule. Candidates should be prepared to report and remain at the school during the same hours required of their mentor teacher and to participate in appropriate professional responsibilities associated with the placement.

The internship is a ***semester-long professional commitment, not simply an hourly requirement****.* Candidates must remain actively engaged in the internship through the end of Gordon State's semester, even if the minimum 600-hour requirement is met before that date.

Clinical experiences will occur in the following grade bands *without exception*:

| Elementary Traditional | Grade Level |
|---|---|
| Practicum I: 200 hours | PreK-K |
| Practicum II: 200 hours | 1-3 |
| Practicum III: 200 hours | 4-5 |
| Internship (Student Teaching): 600 hours | Any grade PreK-5 |

| | |
|---|---|
| Elementary Parapro-to-Teacher | Grade Level |
| Practicum I: 100 hours | PreK-K |
| Practicum II: 100 hours | 1-3 |
| Practicum III: 100 hours | 4-5 |
| Internship (Student Teaching): 600 hours | Any grade PreK-5 |
| | |
| Secondary | Grade Level |
| 150-hour practicum | 6-8 |
| 600-hour internship | 9-12 |

## Final Internship (Student Teaching) Expectations

Initially, the Teacher Candidate may observe the Mentor Teacher in action, gaining insights into classroom management, instructional strategies, and the dynamics of student-teacher relationships. As the experience progresses, the Teacher Candidate gradually takes on more responsibilities, including planning and delivering lessons and assessing student work and the effectiveness of the lesson.

Reflection is a crucial component of the field experience. Teacher Candidates are required to always reflect on their experiences, analyze their teaching methods, and consider ways to improve. This reflective practice helps them to refine their teaching skills and develop a deeper understanding of the profession.

The Mentor Teacher and College Supervisor provide ongoing guidance, feedback, and support throughout this progression. The pace at which responsibilities are assumed may vary based on the needs of the classroom and the intern's demonstrated readiness.

The following is a *suggested* timeline for the 600-hour internship in both Elementary Education/Special Education and Secondary Education. Though this is a suggestion, the actual timeline should be developed with the Mentor Teacher. *For Georgia certification, a Teacher Candidate must teach a minimum of four weeks.*

***Suggested Timeline for 600-hour Internship***

| Timeline | Activity |
|---|---|
| Week 1 | Observing is the primary activity. |
| Week 2 | Observing is reduced, assisting is increased. Teach 60-90 minutes per day. |
| Week 3 | Observing is limited, assisting is increased. Teach up to 90 minutes per day. |
| Week 4 | Observing is limited even more. Assisting is increased. Teach 90 minutes per day. |
| Week 5 | Observing occurs infrequently. Assisting is decreased. Teach 90-180 minutes per day. |
| Week 6 | Observing occurs infrequently. Assisting is decreased. Teach up to 180 minutes per day. |
| Week 7 | Observing occurs infrequently. Teach at least 180 minutes per day. |
| Week 8 | Observing occurs infrequently. Teach 180-270 minutes per day. |
| Week 9 | All day teaching may occur. |

| | |
|---|---|
| Week 10 | All day teaching may occur. |
| Week 11 | All day teaching may occur. |
| Week 12 | All day teaching may occur. |
| Week 13 | Observing and assisting are reinstated. Teaching is decreased to approximately 180 minutes per day. |
| Week 14 | Observing is maintained. Assisting is maintained. Teach 90-180 minutes per day. |
| Week 15 | Observing is maintained. Assisting is maintained. Teach 90-180 minutes per day. |

Teacher Candidates are expected to remain with their assigned Mentor Teacher throughout the entire school day. This includes instructional periods as well as lunch, recess, planning periods, meetings, professional learning activities, and other duties or responsibilities that are part of the Mentor Teacher's regular schedule. These experiences are an important part of understanding the full professional responsibilities of a classroom teacher. ***Only time spent with the assigned Mentor Teacher may be recorded as practicum hours.***

## Change in Placement

In rare instances, a Teacher Candidate may feel it necessary to change the practicum or field experience placement. Placement changes are granted *only* under exceptional circumstances. Teacher Candidates who believe a placement change is necessary must submit their request to the Director of Field Placement *and* the Department Head, along with a written explanation of the circumstances. The Director of Field Placement and Department Head will review the request and determine whether a change is warranted. Teacher Candidates may not independently seek or arrange a new placement and ***must not*** contact school administrators, principals, mentor teachers, or other school personnel regarding a placement change. Placement changes will not be approved after the midpoint of the practicum or field experience, except in extraordinary circumstances as determined by the Director of Field Placement and Department Head.

## Professional Expectations for all Field Experiences

When Gordon State College students are in partner schools completing their practicum or internship hours, it's vital to adhere to a high standard of professionalism. This helps create a positive learning environment, fosters effective communication, and ensures a successful teaching experience. The following requirements apply to all GSC Teacher Candidates ***without exception***:

1. Appearance:
    - Wear *professional* attire that aligns with the school's dress code.
    - Present a clean and polished appearance.
    - Always wear your Gordon State ID (not necessary for parapros who are employed by the partner school).
2. Punctuality:
    - Arrive *on time* for all classes, meetings, and school-related events required of teachers.
    - Sign in and out of the office ***daily***. There is ***no*** exception.
    - Notify your Mentor Teacher *and* College Supervisor if you anticipate being late or absent. **Do this every time without exception.**
    - Remain with your assigned Mentor Teacher throughout the entire school day. This includes instructional periods as well as lunch, recess, planning periods, meetings, professional learning activities, and other duties or responsibilities that are part of

the Mentor Teacher's regular schedule. ***Only time spent with the assigned Mentor Teacher may be recorded as practicum hours.***

3. Communication:
    - Use professional language in all communications with students, colleagues, school personnel, parents, and all GSC personnel.
    - Respond promptly to emails and messages.
4. Respect for confidentiality:
    - Maintain the privacy and confidentiality of students and colleagues.
    - Refrain from discussing sensitive information outside of the school setting.
5. Positive relationships:
    - Establish respectful and positive relationships with students, colleagues, administrators, and parents.
    - Be approachable and open to feedback.
6. School policies:
    - Familiarize yourself with and adhere to all school policies and procedures.
    - Seek guidance from your Mentor Teacher when uncertain about policies.
7. Collaboration and teamwork:
    - Work collaboratively with other teachers and staff members.
    - Contribute positively to the school community.
8. Preparation and organization:
    - Plan and prepare thoroughly for lessons and activities.
    - Keep materials and resources organized.
9. Adaptability:
    - Be flexible and open to adapting your teaching style to meet the needs of all learners.
    - Embrace feedback and continuously seek opportunities for professional growth.
10. Ethical behavior:
    - Uphold a high standard of ethical behavior.
    - Personal business (phone calls, emails, texting) should be conducted ***outside of practicum/student teaching hours***. Cell phones should be turned off while in the classroom.
11. Safety awareness:
    - Prioritize the safety and well-being of students.
    - Follow safety protocols and procedures.

By adhering to these rules of professionalism, Teacher Candidates can contribute positively to the school environment, build strong relationships, and maximize their learning experience.

## Social Media Guidance

Social media can be a valuable tool for Teacher Candidates to connect, share ideas, and engage with the education community. However, it's important to use social media responsibly and professionally. Teacher candidates in GSC's Education Program must be mindful of best practices and student privacy when using any social media. Inappropriate use of social media will fall under Confidential Information and Professional Conduct in the State of Georgia Code of Ethics for Educators: GaPSC - Code of Ethics.

GSC Teacher Candidates are expected to follow these guidelines ***without exception***:

- Remember that social media is a public space. Present yourself in a manner that reflects positively on your future career as an educator.
- Avoid sharing personal information that could compromise your safety or professionalism.
- Do not accept students as "friends" or initiate social networking with students or parents/guardians of students.
- Do not post to or update your social networking page during practicum/internship or in-class hours.
- Do not use school or personal technology for unrelated purposes during practicum/internship or in-class hours.
- Do not post student pictures or videos or use student names or other identifying information on any site.
- Do not discuss specific issues or situations from your practicum/internship school.
- If you learn information on a social networking site that falls under the mandatory reporting guidelines (GaPSC - Code of Ethics) you must report it as required by law.
- Remember that your online presence can have a lasting impact on your career. Consider how your social media activity may be perceived by future employers.

This policy applies to the use and content of all media including, but not limited to, Facebook, Twitter (X), Instagram, Snapchat, TikTok, LinkedIn, YouTube, blogs, wikis, web pages, etc.

## Technology Requirements for the Education Program

The Education Program integrates technology throughout coursework and field experiences to prepare teacher candidates for contemporary classroom environments. Candidates are expected to maintain regular access to the technology resources necessary to complete program requirements, communicate with faculty and school partners, participate in online learning activities, and demonstrate proficiency with instructional technologies used in P-12 settings. Failure to maintain access to required technology may negatively impact a candidate's ability to successfully complete program requirements and field experiences.

### Minimum Technology Requirements:

- Consistent, reliable high-speed internet
- Web browser supported by Brightspace/D2L (preferably Google Chrome)
- Microsoft Office which can be downloaded free through the Gordon State website (Search "Office 365")
- Consistent, reliable access to your Gordon State email and D2L
- Keep password up to date to maintain access.
- Microphone
- Webcam

## Program Progression

Students may be subject to review by the School of Education Discipline Committee for failure to meet academic or professional progression requirements. The committee will review all relevant information and may recommend one of the following:

- Retention in the program with a required Action Plan
- Dismissal from the program

## *Academic* Requirements to Progress in the Education Program:

- Maintain an overall GPA at the level required for admission to the student's specific program (2.75 for the Elementary/Special Education program and 2.5 for the Secondary program).
- Complete all upper division professional education courses with at least a grade of "C" in each course.
- All Special Education courses must be passed with a grade of "B" or better.
- All practicum and internship/student teaching courses must earn a grade of Satisfactory

Upper division professional education courses below the grade of "C," Special Education courses below "B," or Unsatisfactory in any field experience may be retaken *only once.*

## *Professionalism* Requirements to Progress in the Education Program:

- Follow the Gordon State College Student Code of Conduct available here: **Student Code of Conduct**.
- Adhere to Georgia Professional Standards Commission Policies on Ethics for Educators available here: GaPSC - Code of Ethics
- Adhere to all policies of Gordon State College, the School of Education and associated Local Boards of Education.
- Adhere to all course requirements and expectations outlined in faculty syllabi, including attendance, participation, assignments, deadlines, AI usage, and other course-specific policies.
- Complete one year of upper division coursework and student teaching internships in full-time residence at Gordon State College.
- Have professional liability insurance throughout the duration of the program.

## Disposition Letter of Concern

Any Gordon State College faculty may submit a Disposition Letter of Concern to be placed in a Teacher Candidate's file. This letter details unacceptable academic progress, unprofessionalism, and/or a Tier 1 offense from the GSC Student Code of Conduct. Other examples of behavior in the college and/ or PreK-12 setting that may result in a Disposition Letter of Concern include, but are not limited to, the following:

- Failure to adhere to Practicum/ Internship Placement guidelines listed above
- Failure to adhere to social media guidelines listed above
- Excessive, unexcused absences and/or tardies and/or leaving class early
- Academic dishonesty
- Poor academic performance as listed above
- Unprofessional behavior (in-person, online, or in writing)
- Unauthorized use of technology during class
- Disruption of the GSC classroom and interfering with a faculty member's ability to teach
- Inability to cooperate with faculty, colleagues, or field placement personnel
- Unauthorized use of AI tools or otherwise claiming another's work as their own
- Demonstrating a pattern of failing to take responsibility for course requirements or learning, including repeatedly requesting extensions or exceptions without extenuating circumstances, seeking special treatment or exceptions to established policies, or requesting individualized instruction or reteaching of content the candidate has not first accessed or attempted independently.
- Engaging in inappropriate or unprofessional classroom behavior, including sleeping during class, repeatedly leaving and returning which disrupts instruction, disrespectful or argumentative interactions with faculty or peers, or verbal aggression of any kind.

## Program Dismissal

Teacher candidates are expected to maintain the academic, professional, and ethical standards required of future educators. Failure to meet these standards may result in intervention or dismissal from the Education Program.

Candidates may be dismissed from the Education Program upon the occurrence of ***any*** of the following:

- Earning a grade below the required minimum in *two* upper-level Education Program courses:
  - Minimum grade: C in all EDUC, MATH, LART courses
  - Satisfactory in all field experience and internship/student teaching courses
  - B in all SPED courses
- Receiving two Disposition Letters of Concern for unprofessional conduct

Candidates will be dismissed from the Education Program for *any* of the following:

- Commission of a Tier II violation of the Gordon State College Student Code of Conduct https://www.gordonstate.edu/documents/departments/student-affairs/student-code-of-conduct_august-20232.pdf
- Violation of the Georgia Code of Ethics for Educators https://www.gapsc.com/Ethics/CodeOfEthics.aspx
- Conduct that jeopardizes the safety, well-being, or learning of P-12 students

Candidates are required to report any arrest to the Dean's Office immediately. Failure to do so may result in disciplinary action and/or dismissal from the program.

Additional disciplinary actions may also be taken at the College level by the College Judicial Committee.

Any student who withdraws from upper-level Education Program courses, including field placements, without prior communication with the Department Head, Director of Field Placement, or Dean will be removed from the Education Program.

## Readmission

Candidates who are dismissed from the Education Program or who voluntarily withdraw may apply for readmission **one time only**. Readmission, if approved, is to the term of the program from which the candidate was dismissed or withdrew.

To be considered for readmission, the candidate must:

- Submit a **written request for readmission** and a new, completed **Application for Admission to the BSED Program**, including dispositions (from GSC faculty) and references, no later than **midterm of the semester immediately prior to the semester in which the candidate wishes to return.**
- Meet **all Education Program admission requirements in effect at the time of reapplication**.

Meeting these requirements *does not guarantee* readmission. All requests for readmission are reviewed by the Program Admission Committee, which will determine whether the candidate is eligible to return to the program.

# Partners

## College Supervisors

The College Supervisor is an integral part of the field experience. They act as a mentor, guide, and evaluator for the Teacher Candidates. The College Supervisor observes Teacher Candidates and gives feedback based on the ten performance standards from the Georgia Teacher Assessment on Performance Standards (TAPS). To ensure triangulation of feedback, the Teacher Candidate will have a different College Supervisor for each placement (as staffing allows). The responsibilities of the College Supervisors include the following:

1. Mentorship and support:
   The College Supervisor provides ongoing mentorship and support to the Teacher Candidate throughout their placement. This includes offering guidance on lesson planning, classroom management, instructional strategies, and professional development.
2. Observation and feedback:
   The College Supervisor provides constructive feedback on observations and artifacts submitted based on the Field Experience Feedback form. Feedback will be given in written evaluations and may include in-person and/or online meetings.
3. Professional development:
   College Supervisors help Teacher Candidates identify areas for growth and development and support them in setting goals to improve their teaching practices. They may suggest resources, workshops, or additional training opportunities to help Teacher Candidates enhance their knowledge and pedagogy.
4. Assessment and evaluation:
   The College Supervisor assesses the Teacher Candidate's progress on the rubric based on the ten performance standards from the Georgia Teacher Assessment on Performance Standards. This includes areas such as instructional delivery, content knowledge, classroom management, assessment practices, and professionalism.
5. Collaboration with Mentor Teacher:
   The College Supervisor collaborates with the Mentor Teacher to ensure alignment between GSC's expectations and the realities of the classroom setting. They may also facilitate communication between the Teacher Candidate and Mentor Teacher to foster a supportive learning environment.
6. Advocacy and support:
   The College Supervisor serves as an advocate for the Teacher Candidate, advocating for their needs and interests within the college and school community. They may also provide support in navigating challenges or conflicts that arise during the field experience.
7. Documentation:
   Field Experience Feedback Form

The College Supervisor plays a pivotal role in supporting and guiding Teacher Candidates as they transition from theory to practice, helping them develop the knowledge, pedagogy, and dispositions necessary for success in the teaching profession.

## Mentor Teachers

*Mentor Teachers must have the following non-negotiable qualifications:*

1. *a minimum of three years teaching experience and*
2. *hold a renewable Professional Level Certification in the content area of the certification sought by the Candidate.*

The Mentor Teacher plays a crucial role in guiding and supporting Teacher Candidates in their field experience and clinical practice. They act as mentors, provide feedback, and share insights into effective teaching practices. The following are responsibilities of Mentor Teachers:

1. Mentorship and guidance:
   - Provide mentorship and guidance to the Teacher Candidate, offering support and advice throughout their placement.
   - Help the Teacher Candidate acclimate to the school environment, including introducing them to school policies, procedures, and culture.
2. Modeling effective teaching practices:
   - Demonstrate effective teaching practices by allowing the Teacher Candidate to observe classroom instruction regularly (100-200 hours for elementary field experiences, 150 hours for secondary field experiences, 600 hours for all internships).
   - Model strategies for lesson planning, classroom management, differentiation, and assessment.
3. Feedback and evaluation:
   - Provide constructive feedback on the Teacher Candidate's teaching performance, including strengths and areas for improvement.
   - Complete a formative and summative evaluation that provides specific and actionable recommendations.
4. Collaborative planning:
   - Collaborate with the Teacher Candidate to plan lessons, units, and assessments, ensuring alignment with curriculum standards and learning objectives.
   - Share teaching resources, materials, and instructional strategies to support the Teacher Candidate's professional growth.
5. Co-Teaching:
   - Provide opportunities for the Teacher Candidate to co-teach lessons, gradually increasing their level of responsibility as they gain experience (see suggested timeline for student teachers).
   - Offer guidance and support during co-teaching experiences, allowing the Teacher Candidate to take on progressively more independent roles.
6. *Documentation:*
   - Elementary Practicum I, II, and III, Secondary Practicum, Elementary and Secondary Internships:
     - Formative Evaluation
     - Summative Evaluation
     - Log Sheet (sign only if you agree with the logged hours)
   - Assist Teacher Candidate with the following:
     - Mentor Teacher Information
     - Survey of Classroom Characteristics

The Mentor Teacher has a fundamental role in shaping the future of education by providing aspiring educators with the guidance, support, and practical experience they need to succeed in the classroom. Their dedication and expertise contribute significantly to the development of competent and effective teachers.

## Director of Field Placement

The role of the Director of Field Placement is crucial for the effective management and success of Gordon State College's Education Program. The following are the key responsibilities and functions of the Director of Field Placement:

Key Responsibilities

1. Establishing Partnerships:
    - School and District Liaison: Build and maintain relationships with schools and districts to secure practicum and internship placements.
    - Community Engagement: Engage with the local community and education stakeholders to identify opportunities for student placements.
2. Placement Coordination:
    - Matching Candidates: Match Teacher Candidates with appropriate schools, Mentor Teachers, and classrooms *based on program requirements*.
3. Support and Guidance for Teacher Candidates:
    - Orientation: Provide orientation sessions for Teacher Candidates to prepare them for their practicum and/or internship assignments.
    - Ongoing Support: Offer continuous support and resources to Teacher Candidates, Mentor Teachers, and College Supervisors throughout the placement period.
4. Support and Guidance for College Supervisors and Mentor Teachers:
    - Orientation: Provide orientation sessions for College Supervisors and Mentor Teachers to prepare them to provide quality observations and feedback for Teacher Candidates.
    - Ongoing Support: Offer continuous support and resources to College Supervisors and Mentor Teachers throughout the placement period.
5. Monitoring and Evaluation:
    - Assessment: Coordinate the assessment and evaluation process, ensuring that Teacher Candidates meet the required standards and learning outcomes.
6. Administrative Duties:
    - Documentation: Manage and maintain accurate records of district contacts, placements, evaluations, and feedback.
    - Compliance: Ensure that all placements comply with the GaPSC requirements for approved Teacher Education Programs.
7. Specific Functions:
    - Conflict Resolution: Work with department head to address and resolve any issues or conflicts that arise during the placement, whether between Teacher Candidates, Mentor Teachers, or school administrators.
    - Feedback Mechanism: Collect and analyze feedback from all parties involved in the placement process to continually improve the program.

The Director of Field Placement plays a pivotal role in bridging the gap between the GSC Teacher Education Program and practical classroom experience, ensuring that Teacher Candidates are well-prepared and supported throughout their teaching journey.

## Program Completion and Certification

Teacher Candidates are released to take the appropriate GACE assessments for their certification area after they have completed all coursework except the final internship (usually after fall semester of senior year). Passing the GACE is *not* a requirement for graduation from Gordon State, however, it is a requirement to earn Ga teacher certification.

## A Final Word

The Gordon State Education Program is designed to prepare candidates not only to meet the requirements for certification, but also to enter the profession ready to serve students, families, schools, and communities with knowledge, skill, professionalism, and integrity. Successful completion of the program requires commitment, personal responsibility, openness to feedback, and continued professional growth.

The policies and expectations outlined in this handbook are intended to support candidates as they progress from education students to professional educators. Candidates are encouraged to take full advantage of the opportunities provided through coursework, field experiences, mentorship, and collaboration with faculty and school partners.

We look forward to supporting you throughout your journey and, ultimately, welcoming you into the teaching profession.

Gordon State College Education Faculty