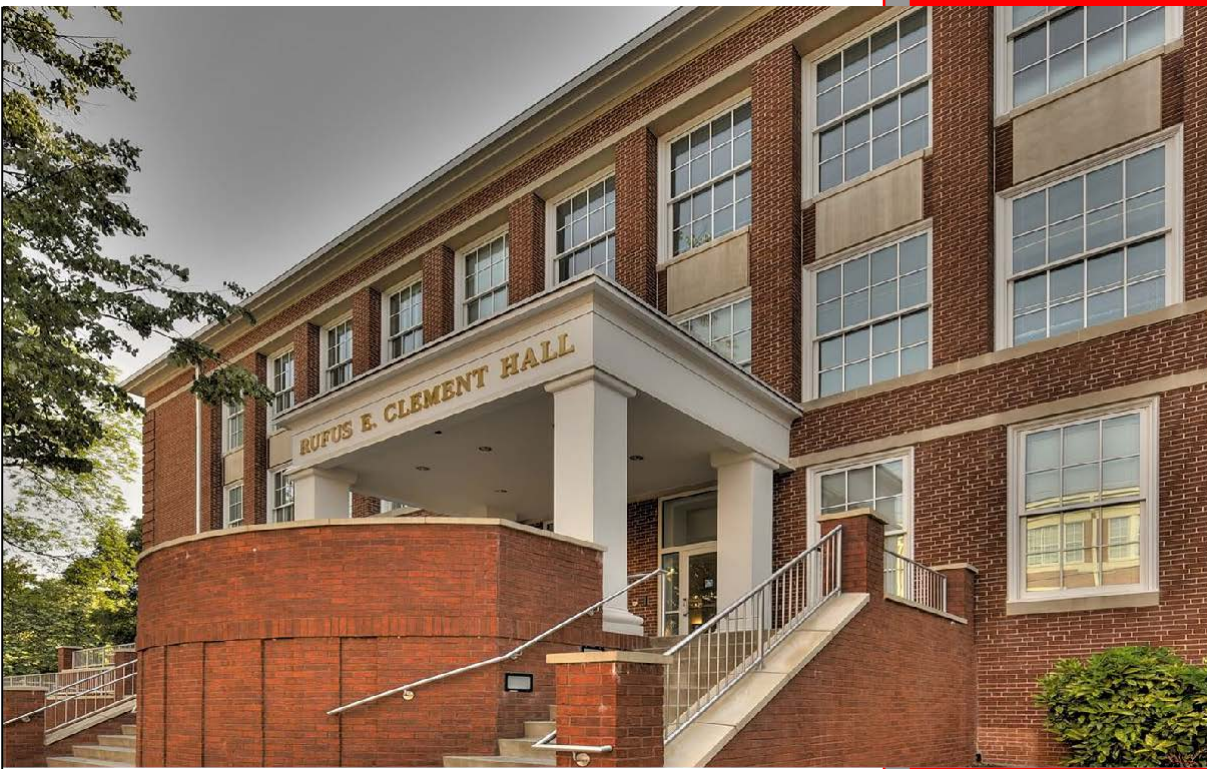




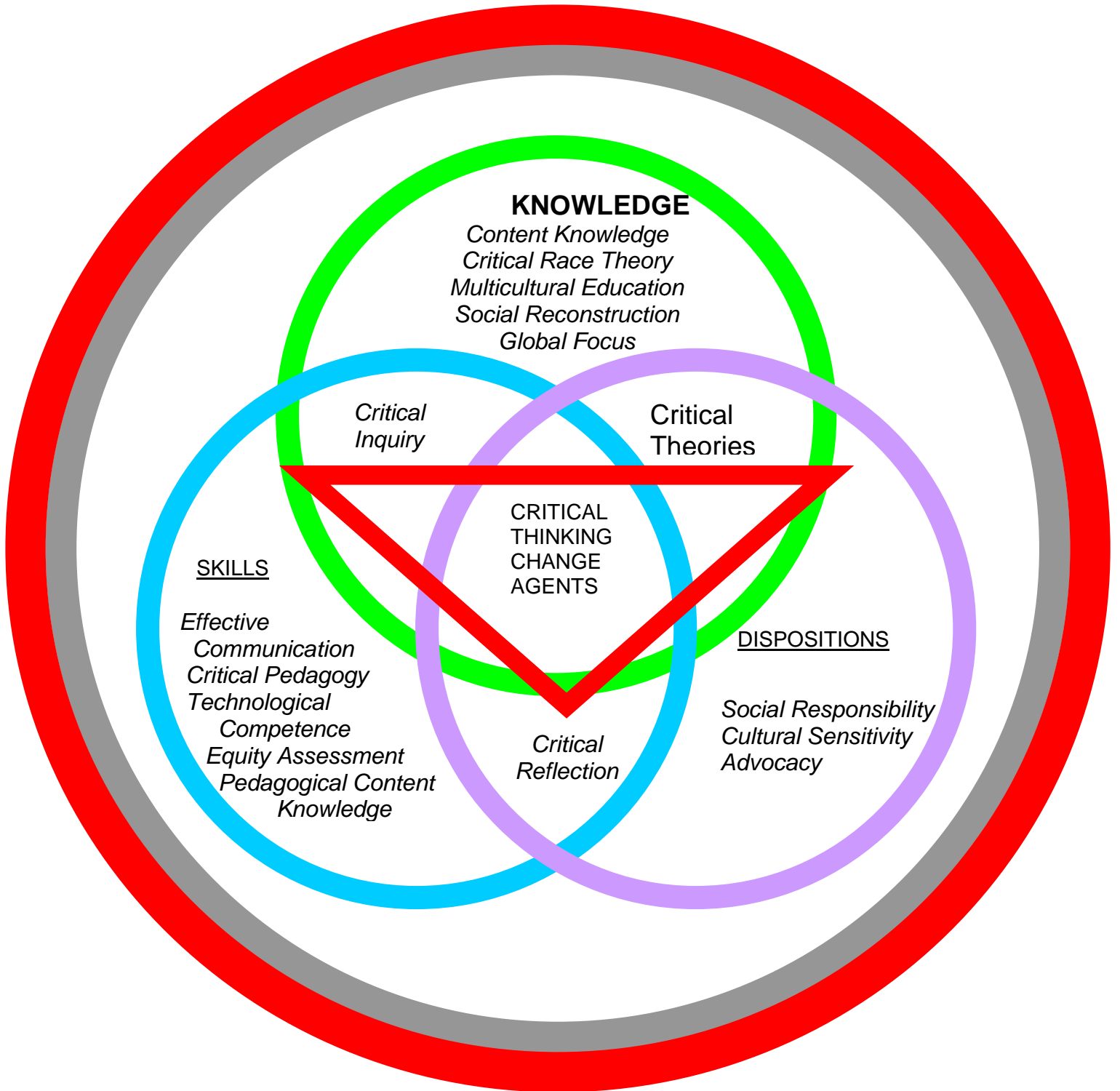
# **SCHOOL OF EDUCATION DEPARTMENT OF CURRICULUM AND INSTRUCTION**



## **STUDENT HANDBOOK**

**6-12 Certification  
and  
Masters of Arts in Teaching  
In Broad Field Science**

**Clark Atlanta University**  
School of Education  
**Conceptual Framework**



**Theme: Preparing Critical Thinking Change Agents  
for Social Justice in Urban Schools and Communities**

Dear MAT 6-12 Broad Field Science Student:

Welcome to the Department of Curriculum and Instruction MAT 6-12 Broad Field Science Certification program. We are pleased to learn of your interest in obtaining a clear and renewable teaching certificate. Your decision is a viable one because there is a tremendous demand for Pre-Kindergarten to Grade 12 teachers throughout our nation. Further, the need for ethnic and cultural diversity in the teaching force continues to grow. Our programs are highly successful in producing teachers for Georgia, the region, and the nation.

The School of Education (SOE) offers a certification program in Elementary Education (pre-K to Grade 5). All our programs are approved by the Georgia Professional Standard Commission (GaPSC). The School of Education was also formerly accredited by the National Council for Accreditation of Teacher Education (NCATE) which is now CAEP, The Council for the Accreditation of Educator Preparation. Clark Atlanta University is also accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor's, Master's, Specialist, and Doctoral degrees.

We have a tradition of producing educators who are critical thinking change agents for the urban and diverse environments of tomorrow. Our department's organizing theme is that effective schooling requires an elite cadre of teachers skilled in the facilitation of remaking cultures, reclaiming legacies, and celebrating heritages. We are prepared to make sure your education enables you to be and do these things for urban African-Americans, and other historically excluded ethnically and culturally diverse learners. We expect you to use advanced technological tools and skills in teaching and structuring learning experiences, and to be culturally sensitive to the human development and life-skills needs of learners in your classrooms.

Our faculty members are recognized for the quality of their scholarship and for their attention to students' needs for guidance and advisement. Take full advantage of the help they can provide, and you will be able to achieve your goal of becoming a professionally certified teacher. This handbook is designed to provide information on the requirements and procedures that will guide you as you pursue education that leads to professional certification in your specialty field.

Yours truly,

Felicia Mayfield, Ed.D.,  
Chair of the Department of Curriculum

Department of Curriculum and Instruction  
2020-2021

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**CLARK ATLANTA UNIVERSITY (CAU)**  
**School of Education**  
**Department of Curriculum: Elementary Education**

**I. INTRODUCTION**

Education is currently a highly viable career choice. Nationwide, there is a growing demand for teachers at all grade levels from pre-kindergarten to grade 12. With the current focus on diversity, school systems are reaching out as never before to hire an ethnically and racially diverse faculty and staff. The Teacher Education Programs of the Department of Curriculum at CAU are fully accredited by the Professional Standards Commission (PSC) of the State of Georgia and by the National Council for the Accreditation of Teacher Education (NCATE), now CAEP Council of Accreditation for Educator Preparation. Clark Atlanta University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor's, Master's, Specialist, and Doctor's degrees. These programs have produced an appreciable number of these teachers for Georgia, the region and the nation. This student handbook provides undergraduate students with information about requirements and procedures for programs that prepare them to teach at these levels.

The Curriculum Department Elementary Education Certification Program leads to eligibility for teacher certification by the State of Georgia. It does not lead to a degree. The Post Baccalaureate Program is aligned to the Elementary Education Certification Program and is designed specifically for those who already have an undergraduate degree. Students entering this program usually have a wide variety of undergraduate academic backgrounds. Some students already have most of the courses they need for eligibility for certification, while others may have almost none. For this reason, each student's program is highly individualized and is determined in consultation with the Coordinator of the Program after admission to the university.

Initial teacher certification programs are offered in the area.

The program is aligned with the course content program standards as articulated in the approved teacher education programs offered through the Department of Curriculum.

Individuals with Elementary Education certification are considered in-field to teach any subject in grades P-5.

Because the program has providing the necessary courses and experiences to qualify candidates for teacher certification, modifications may be made in response to state certification changes. See <http://www.gapsc.com> for the Georgia Professional Standards Commission Web site.

## **II. THE SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK**

Whereas the Conceptual Framework was developed prior to the 21<sup>st</sup> century, the research involved is seminal and timeless. Recently, the trilogy—Culturally Relevant Pedagogy (1995) Culturally Responsive Pedagogy (2018), and Culturally Sustainable Pedagogy marries the theory to the practice (2017) and provides a bridge and scaffold from its foundational informational predecessors that built The Conceptual Framework.

The conceptual framework of the School of Education is the basis upon which all its programs and courses are grounded. Key to that conceptual framework is the belief that the programs of the School will produce educators who are critical thinking change agents who will positively impact the lives of learners, particularly those in urban environments.

Graduates of the programs of the School of Education will be adaptable in a changing multicultural, pluralistic society. They will be grounded in a solid knowledge base, will be competent in communication skills and interpersonal skills and will be technologically literate. They will have high self-esteem, will practice civility and team building, will engage in sound research practices and will believe in lifelong learning.

Participation in program courses and activities will move students toward becoming the kinds of educators envisioned in the School's conceptual framework.

### **Mission**

The CAU SOE's three-pronged mission is to serve urban schools and communities and to improve learning for P-12 students by: preparing graduates who are critical thinking change agents, conducting research on critical educational issues, and providing service to African Americans, diverse communities and members of other historically excluded groups.

### **Vision**

Within this first decade of the 21<sup>st</sup> century, CAU SOE intends to be recognized as a leading national institution for the preparation of teachers, administrators, and school service personnel for urban schools and communities. The expected outcomes of this vision are graduates, at the initial and at the advanced levels, who are highly motivated change agents, responsive to the needs of diverse populations, technologically competent, and motivated to resolve problems affecting urban education. These outcomes are justified in light of the social, economic, and political realities in urban schools and communities.

### **Essential Elements of the Theme**

The CAU SOE, working collaboratively with Arts and Sciences faculty, public schools, and other community agencies assumes responsibility for producing educators who are keenly

aware of, sensitive to and effective in teaching *all* students, especially those in urban environments. Part of the preparatory process involves ensuring that educators know and are able to use the appropriate content, pedagogical knowledge and clinical experiences that translate into excellent professional practices that promote student learning.



## **Critical Thinking**

*Critical thinking* is essential for preparing change agents. The skills and dispositions inherent in critical thinking lend themselves to the tasks of critiquing the structural realities of education and society, deconstructing negative images and myths, generating critical theories of urban education that reflect cultural truths, designing culturally responsive multicultural curricula for urban learners, and adding authentic voices in the political and policy arenas where, according to Kailin (2002), there is a lack of racial and ethnic representation.

## **Change Agents**

Given that the current system has not effectively served some groups, change is needed. Change agency refers directly to the Grant and Sleeter model (1999), “Education that is Social Reconstructionist.” This model directly promotes the notion of education as political activism and socially transforming. Educators who are change agents actively promote cultural pluralism, critique the system, advocate for involving students in democratic decision making, and effectively include formerly excluded groups into the total schooling process. This concept suggests that the schooling process should target the improvement of both social and academic goals for all students and provide opportunities for students to analyze inequality and societal oppression and develop skills to change the existing social structure.

## **Urban Schools and Communities**

Numerous studies (Berliner and Biddle, 1996) have attested to the crisis in the nation’s urban schools that report alarmingly high incidences of negative indicators (truancy, drop out rates, overcrowding, violence, and academic underachievement) and low incidences of positive indicators (teacher morale, parental involvement, and academic rigor). In addition, these characteristics of urban schools are not unique to American society; rather they are pervasive in urban areas internationally.

## **Knowledge Bases, Theoretical Constructs and Philosophical Underpinnings**

The theoretical constructs that underpin the CAU SOE’s conceptual framework include Banks’ Dimension Model (1993), the Sleeter and Grant’s Education that is social Reconstructionist Model (1999), and Critical Race Theory, developed by Derrick Bell (1992).

**Banks' Dimension Model.** The Banks' Dimensions Model, consisting of five components, indicates that effective multicultural programs involve the total school program including curriculum, instructional strategies, staffing patterns, and school policies and procedures. Banks' model further suggests that schools be proactive in promoting positive intergroup relationships. This model further advocates the importance of students' examining the construction of knowledge. According to Banks, students should question what knowledge is most important, why it is important and whose agenda this knowledge promotes.

**Grant and Sleeter's Model.** Grant and Sleeter's Model refers to education as Multicultural and Social Reconstructionist, suggesting that the schooling process should target the improvement of both social and academic goals for all students. In addition, it advocates that students analyze inequality and societal oppression and develop skills to change the existing social structure.

**Critical Race Theory (CRT).** CRT places race at the center of critical analysis. CRT scholars analyze racism's impact on individuals, institutions, and culture.

(Revised 10/14/03)frj

(Revised 06/29/20)fmm

### **III. INSTRUCTIONAL DESIGN and PROGRAM GOALS**

The Instruction design for all teacher preparation program at Clark Atlanta University is the InTASC Standards

<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

**The Alignment of Intasc Standards  
To  
The Program of Study for the MAT in 6-12 Broad Field Science  
Clark Atlanta University School of Education**

InTASC Standards	Courses where taught, and assessed	Areas of Challenge and Commentary
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Segment I CCPS 503 Human Growth and Development	Same at Mathematics 6-12
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Required for graduation and Certification CEDS 580 CEDC 530 Foundations of Culturally Responsive and Relevant Pedagogical Practices  Required for graduation and Certification CEDS 580 Psychology of Exceptional Education	Same as Mathematics 6-12
Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Segment III CEDC 570 Science for Grades 6-12 (200 Field hours, 100 hours grades 6-8 and 100 hours 9-12)	
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Segment III CEDC 571 Physics 6-12 CEDC 572 Chemistry 6-12 CEDC 573 Biology 6-12 CEDC 510 Earth Systems Science	
Standard #5: Application of Content. The teacher understands	Segment II	Same at Mathematics

how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	CEDC 597 Internship Grades 6-12 560 contact hours	
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Segment I CEDC 551 Research Design and Evaluation in Education	
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Segment I CEDC 538 Trends, Issues and Approaches in Middle and Secondary Curriculum	Same as Mathematics
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	CEDC 538 Trends, Issues and Approaches in Middle and Secondary Curriculum	Same as Mathematics
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Mandatory Ethics Training PAGE Learning Community	Same as Mathematics
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families,	CEDC 551 Research Design and Evaluation in Education CEDC 533 Educational Research Practitioner's Paper/ or, EdTPA	Same as Mathematics

colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.		
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Goals for certification candidates include the following:

An understanding of the field of education and its variety of settings and possibilities;

Opportunities to work with urban, culturally and ethnically diverse youth in varied educational settings using appropriate pedagogy;

Application of curricula and instructional principles of the specialty/subject area;

Experiences in applying affective, cognitive and psychomotor learning principles in curricula and instructional practices;

Practice in integrating and using the content, methodology, instructional materials and technology (ITSE Standards) of specialty/subject area;

Experience in planning, implementing, forecasting, evaluating and changing programs in various educational settings, using best practices concepts for modern education;

Expertise in the technology necessary to provide contemporary learners with up-to-date learning experiences.

#### **IV. ADMISSION REQUIREMENTS FOR THE PROGRAM**

Admission to the program requires the following:

1. Admittance to the Clark Atlanta University Graduate Program
2. A grade point average of not less than 3.0. ALL CURRENT RULES and guidelines for the pre-service certificate attainment  
<https://www.gapsc.com/ProspectiveEducator/ProspectiveEducator.aspx>
3. Establishment of a MyPSC account with claim.
4. Submission of passing scores on the ETS GACE I test of Program Admission Assessment. This requirement will be waived for applicants who meet the exemption criteria for ETS established by the Georgia Professional Standards Commission.

5. Completion of application package for admission to the University.
6. Ethics exam
7. Resume and statement of intent.
8. Documentation of a personal background consistent with state certification requirements.
9. Completion of the Admissions Packet (Induction pre-requisite)

Candidates receive a handbook that presents the knowledge, skills and dispositions for beginning teachers according to the Interstate Consortium for beginner teachers and the Georgia Professional standards rules and regulations for teaching fields. Candidates matriculate through the prescribed course of professional, pedagogical and experiential coursework. Once admitted, the candidate is expected to maintain a specified (3.0) grade point average. If a student's GPA drops below this level, he or she may be denied enrollment to restricted courses until the GPA reaches the approved level. Prior to the final capstone preservice teaching experience, candidates complete an application for acceptance into the Postbaccalaureate Internship.

## **V. GACE I, II Content and ETHICS**

### **EXEMPTION for GACE I WHO MUST PASS GACE II?**

The State of Georgia sets and changes the exemption scores from time to time. These exemptions are for GACE I:

- ❖ SAT exemption: 1000 total (for scores reported before 7/1/19 and 1080 combined total for scores reported after 7/1/19)
- ❖ GRE exemption: 1030 total
- ❖ ACT exemption: 43 composite (verbal plus mathematics).

All students are expected to successfully pass GACE II Content prior to student teaching.

### **WHAT ARE THE TESTS ABOUT?**

All test information is here:

<https://www.gapsc.com/EducatorPreparation/Assessment/Testing.aspx>.

### **WHEN DO STUDENTS TAKE THE TESTS?**

GACE I Program Admission Assessment must be completed prior to the attainment of a pre-service certificate

GACE II Content Assessment must be completed prior to student teaching

Ethics Test information is here:

<https://www.gapsc.com/EducatorPreparation/Assessment/Ethics/StatewideEthicsAssessment.aspx>

## **VI. MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

In addition to membership in SGAE (Students Georgia Educators Association; free online; provides required liability insurance for field experiences), PAGE (Professional Association of Georgia Educators) provides insurance and ethics training every semester. There is a student-centered organization—EYE Educating Youth Everywhere. And the honor society for those who attain a 3.25. Kappa Delta Pi. Also, consider joining the National Association for Multicultural Education (NAME), a professional organization directly related to the School of Education’s Conceptual Framework.

## **VII. BACKGROUND CHECK POLICY**

Students admitted into the MAT Mathematics 6-12 program should be eligible for a preservice certificate. All education is indicated, candidates/potential candidates are responsible for having criminal background checks and they are to be performed at the beginning of each semester. NOTE: the attainment of a preservice certificate requires a background check.

[https://www.gapsc.com/Certification/Downloads/PreS\\_Certificate\\_Process\\_Diagram.pdf](https://www.gapsc.com/Certification/Downloads/PreS_Certificate_Process_Diagram.pdf)

Required information is to be provided each semester no later than the third class meeting. Background checks with fingerprinting may be required at the following three times:

- At the initial background check,
- At admission to teacher education, and
- At admission to preservice teaching.

During other semesters, fingerprinting is optional.

Until Georgia publishes specific guidelines, students whose criminal background checks reveal felony convictions will be counseled to explore having their records expunged and informed that, if this is not possible, they should change majors or explore teacher education at another institution. Those whose criminal background checks reveal felonies pending

- will not be permitted to participate in field experiences and
- will need to withdraw from Practica and corequisite classes

until they are cleared of charges and/or their records are expunged.

## VIII. THE INTERNSHIP/STUDENT TEACHING

There are several options to fulfill the internship requirement, depending on the candidate's employment status and experience.

Certification candidates not employed as teachers enroll in a 9-credit-hour internship course at Clark Atlanta University. They attend weekly seminars and attend three action research seminars. They are observed by university supervisors and are also supervised by licensed teachers selected by the school principal and department chair.

Certification candidates who are employed as full-time teachers (not as paraprofessionals or as long-term substitute teachers) but do not meet other criteria for internship exemption may use their employment to fulfill the internship requirement of the postbaccalaureate certification program. During a 9-credit-hour internship course at Clark Atlanta University, they attend the same weekly seminars as those who have unpaid internships and three action research seminars. They are observed by university supervisors and are also supervised by licensed teachers selected by the school principal and department chair.

Certification candidates who have completed at least three courses in the School of Education at Clark Atlanta University and who are employed as full-time teachers by school districts with approved staff development internship programs may also use the staff development internship option to fulfill the internship requirement.

Georgia currently waives the internship requirement for candidates who have taught in-field for three years on a provisional license (not as paraprofessionals or as long-term substitute teachers). Certification candidates who wish to be recommended for certification by Clark Atlanta University must have completed at least three courses in the School of Education at Clark Atlanta University.

The application for internship includes:

- A rating of 3.0 or greater on the internship interview,
- Submission of a background clearance,
- Two appraisals
- Biographical statement
- Program clearance by the program coordinator and
- Posting passing scores on required sections of the Praxis II exam



Clark Atlanta University  
School of Education  
Department of Curriculum and Instruction

MAT Certification Program  
Admission and Matriculation Requirements Checklist

Full Name:

\_\_\_\_\_

900: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

Residence Phone #: \_\_\_\_\_ Work Phone #: \_\_\_\_\_

Cell Phone # \_\_\_\_\_ E-mail address \_\_\_\_\_

Applying for Admission to Postbaccalaureate Certification Program in:

Elementary Education

ADMISSION DOCUMENTS REQUIRED: (Check off documents on file.)

- 1. Graduate Application for Admission (typed)
- 2. A copy of all transcripts submitted to the Graduate Admissions Office (filed in the departmental advisement folder)
- 3. Minimum Overall GPA of 3.0 from all transcripts
- 4. Passing scores on the GACE I (or exemption based on SAT, ACT, or GRE scores)
- 5. Passing criminal background check

MATRICULATION DOCUMENTS REQUIRED: Check off documents on file:

- 6. A minimum overall GPA of 3.0 must be maintained during matriculation.
- 7. Current Resume
- 8. Post a passing score on the GACE I Exam, Ethics, and Pre-service Certificate
- 10. Other requirements: (use the back of the sheet if needed).

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

## X. PROGRAM OF STUDY

**Clark Atlanta University  
School of Education - Curriculum Department  
Science Education Advising Form  
Master of Arts in Teaching Degree Program – 36 Credit Hours \***

STUDENT \_\_\_\_\_ I.D. # \_\_\_\_\_

MAILING ADDRESS \_\_\_\_\_ e-mail \_\_\_\_\_

LOCAL PHONE \_\_\_\_\_ CELL \_\_\_\_\_ WORK PHONE \_\_\_\_\_

BEGINNING DATE \_\_\_\_\_ PROGRAM COMPLETION DATE \_\_\_\_\_

COURSE	CREDIT	TERM COMPLETED	GRADE
<b>Segment I</b>			
CEDC 551 Research Design and Evaluation in Education	3		
CEDC 530 Found. of Culturally Responsive & Relevant Pedagogical Practices	3		
CCPS 503 Human Growth and Development	3		
<b>Segment II</b>			
CEDC 538 Trends, Issues & Approaches in Middle Grades & Sec. Curriculum	3		
CEDC 510 Earth Systems Science	3		
C_____ Any graduate level biology, physics, or chemistry course selected in consultation with the student's advisor	3		
<b>Segment III</b>			
CEDC 570 Science for Grades 6-12 (200 field hours, 100 hours grades 6 – 8 and 100 hours grades 9 - 12)	3		
Two of the following (areas not represented by the previous degree area): CEDC 571 Physics for Grades 6 – 12 CEDC 572 Chemistry for Grades 6 – 12 CEDC 573 Biology for Grades 6 - 12	3 3		
<b>Segment IV</b>			
CEDC 553 Educational Research Practitioner's Paper	3		
CEDC 597 Internship – Grades 6-12 (560 hours)	6		

GRE Scores: Q \_\_\_\_\_ V \_\_\_\_\_ W \_\_\_\_\_

Basic Skills Tests: Q \_\_\_\_\_ R \_\_\_\_\_ W \_\_\_\_\_ (specify date passed)

Science Content Tests: \_\_\_\_\_ (specify date passed)

Communication Skills Requirement Met: Yes \_\_\_\_\_ No \_\_\_\_\_ Status \_\_\_\_\_

Comprehensive Examination Yes \_\_\_\_\_ No \_\_\_\_\_ Status \_\_\_\_\_ Date \_\_\_\_\_

Exceptional Education competency Met: Yes \_\_\_\_\_ No \_\_\_\_\_ Status \_\_\_\_\_

Computer skills competency (integrated into curriculum)

ATTACH TRANSFER OF CREDIT FORM IF APPLICABLE

\* If you have not earned a minimum of fifteen semester hours in two areas of concentration in addition to your major, you must do so before taking CEDC 597 Internship. Areas of science specialty include Biology, Chemistry, Earth Science, and Physics. If you need additional courses, these courses may be taken at the undergraduate level. They may be taken at Clark Atlanta University or at another regionally accredited institution, and they do not count toward the 25% maximum course work that may be transferred in to the program. The courses are required for certification. If you take the courses at another institution, a transient form must be used in advance, and you must direct the Registrar at the institution at which you took the courses to send your transcript to the CAU Registrar. Transient forms are available from the CAU Registrar and on the CAU web site.

Signatures:

Advisor \_\_\_\_\_ Date \_\_\_\_\_ Student \_\_\_\_\_

Bill of Rights for Culturally Diverse Learners  
In Urban Schools and Communities  
By Dr. Ruby Thompson

1. Every learner has the right to educational equity.
2. Every learner has the right to learn about his cultural heritage.
3. Every learner has the right to culturally responsive instruction.
4. Every learner has the right to develop skills for ensuring social justice in his community.
5. Every learner has the right to be respected as an individual and as a member of a cultural group.
6. Every learner has the right to instruction which embraces his cultural resources.
7. Every learner has the right to literature which is culturally authentic and culturally conscious.
8. Every learner has the right to teachers who demonstrate high levels of cultural competence.
9. Every learner has the right to a peaceful, nurturing, and enriching learning environment.
10. Every learner has the right to an education which prepares him to be economically self-reliant.
11. Every learner has the right to technology and other resources which enable him to be competitive and marketable in society.
12. Every learner has the right to the “cultural capital” needed to be successful in school.
13. Every learner has the right to assessment that is multidimensional and addresses multiple areas of learning.
14. Every learner has the right to a program and school services that promote psycho-emotional well-being.

**Every learner has the right to school leadership that is unrelenting in rallying teachers, families, students, and communities to the cause of social justice.**

Handbook Insert 2020-2021 for Certification Programs (with implications for non-certification programs)

## **Candidate Rights and Responsibilities for Field/Clinical/Internships/Practicum/Student Teaching Experiences and Program Progressions**

### **Purpose**

The purpose of this insert is to clarify the pacing expectations for field experiences, and the consequences for not meeting the benchmarks of pacing according to the Planned Program of Study. **Exhibit 1 The Transition points**

Freshmen will receive this information during the Seminar class and Sophomores and/or Transfer students will receive this information during CEDF 211 **Exhibit 2 The Drop-In Modules**

Failure to meet the expectations of benchmark testing will yield

1. Placement on the monthly faculty meeting agenda to generate strategies of support
2. Referrals to appropriate University resources
3. A conference with the candidate, and a letter **Exhibit 3 The Action Plan**

Failure to meet the expectations of the Action Plan will yield a warning letter **Exhibit 4 The Warning Letter**

1. Placement on the monthly faculty meeting agenda to generate strategies of support
2. Referrals to appropriate University resources
3. A conference with the candidate, and a letter

Failure to respond to the expectation of the 30-day Warning Letter will yield a recommendation to the Dean for removal from the certification program **Exhibit 5 The Exit Strategy Letter for Alternative Career Choices**

1. Placement on the monthly faculty meeting agenda to generate strategies of support
2. Referrals to appropriate University resources
3. A conference with the candidate, and a letter
4. A recommendation to the Dean following a vote by the faculty

### **Field Assessments**

During field experiences the following assessments are conducted to yield a 360-feedback opportunity

1. The survey of the Candidate's performance by the University Supervisor
2. The survey of the Candidate's performance by the Cooperating Teacher
3. The survey of the Cooperating Teacher's performance by the Candidate
4. The survey of the University Supervisor's performance by the Candidate  
(Course evaluation)
5. The survey of the Cooperating Teacher's performance by the University Supervisor (new summer 2020)
6. The survey of the University Supervisor's performance by the Cooperating Teacher (new summer 2020)
7. A partnership evaluation of the District/Agency/School

#### **Disciplinary Action Within a Field Experience**

At such time that an act or a series of acts raises to the level of a recommendation by the host school, a protocol will be enacted.

Step 1 The Cooperating Teacher will meet with the University Supervisor and inform the University Supervisor of the infraction(s). This may involve a local school administrator

Step 2 A written account of the infraction is generated

Step 3 The Candidate is asked to make a statement

Step 3 The University Supervisor is asked to prepare a statement and submit to the Department Chair and the Field Coordinator

Step 4 A plan is developed in response to the infraction (s)

Step 5 A written response with plan of action will be developed that is commensurate with the infraction which may include but is not limited to the following scale of events either singularly or in combination:

1. Change to a new assignment
2. Letters of apology
3. 14 day-removal for all assignments
4. Anger management exercises
5. Professional Development
6. Referral to University resources
7. Removal from the experience
8. Removal from the Program
9. Referral to the Department of Public Safety

#### **Background checks**

Background checks are required for all candidates throughout the program. **Exhibit 6** A disciplinary action that occurs beyond the assigned school may involve a background check and referral to the University's Disciplinary Council

**Exhibit 1**

The TRANSITION POINTS  
**Clark Atlanta University**  
**School of Education**  
**Department of Curriculum and Instruction**  
**Candidate Transition Points/Data Gathering Schedule**  
**Data Summary Table for Quality Assurance**

For use with  
**Decision-making**

**Standard 1.3 (Assessments), 1.4 (Teaching GSE) & 1.5 (Using technology in a P-12 setting)**

**Standard 2.3 (Depth, breadth, diversity, coherence, duration)**

**Standard 3.1 (Entrance expectations), Standard 3.3 (dispositions) 3.4 (progressions) & 3.5 (TPMS)**

**Standard 5**

Sunsetting Curriculum Freshman Entries in 2014, projected graduation 2018

Sunsetting Curriculum Freshman Entries in 2015, projected graduation 2019

Transitions	1	2		3	4	Completers
Target Populations	Sophomores	First Semester Juniors	Second Semester Juniors	Seniors	Seniors	Graduates
Clinical Coursework related to Transition Point	CORE CURRICULUM	Practicum I	Practicum II	Practicum III	Student Teaching (combining Practicum III and Student Teaching to give students a year long experience)	Recent graduates who are teaching in the field Horizon's at CAU
Expectations	Complete Admissions Packet Obtain preservice certificate <ul style="list-style-type: none"> <li>• Background</li> </ul>	Complete 100 hours	Complete 100 hours	Complete 100 hours	Complete 560 hours	Pass EdTPA Sign waiver for contacting employers concerning performance

	<ul style="list-style-type: none"> <li>• Eth ics tes tin g</li> <li>• Pro gra m Ad mis sions Exa m</li> <li>• Obt ain ins ura nce</li> </ul>					evaluations and K-12 student impact
Assessments	GACE I Program Admissions	<ul style="list-style-type: none"> <li>• Co op era tin g Tea che rs Sur vey</li> <li>• Les son Pla n Ru bric</li> </ul>	Cooperatin g Teachers Survey	Content Exam, GACE II	<ul style="list-style-type: none"> <li>• Int ern Key s</li> <li>• Att em pt EdT PA</li> <li>• Co op era tin g Tea che r Sur vey</li> <li>• Dis pos</li> </ul>	Surveys and focus groups



					<ul style="list-style-type: none"> <li>• Ethics</li> <li>• Portfolio</li> </ul>	
Foci	Preparing for GACE I and re-test using workshops and study groups	Observation	Instruction	Assessment	Professional Practice	<ul style="list-style-type: none"> <li>• P-12 student impact</li> <li>• CAU program improvement</li> </ul>
Assigned Grade Band	NONE	Kindergarten and First Grade	Second and Third Grades	Fourth and Fifth Grades	Assigned to area of diversity gap	Cohort graduation years

Current Curriculum Starting with Freshman Class Fall 2016 Graduating 2020

Transitions	1	2	3	4	5	6	Completers
Target Populations	Freshman	Sophomores	Juniors	Juniors	Seniors	Seniors	Graduates
Clinical coursework related to transition	Core curriculum completed with a 3.0 average	Practicum I	Practicum 2	Practicum 3	Year-long student teaching	Year-long student teaching second semester	<ul style="list-style-type: none"> <li>• Recent</li> </ul>

							r a d u a t e s w h o a r e t e a c h i n g i n t h e f i e l d H o r i z o n' s a t C A U
Expectations	Complete Admissions Packet Obtain preservice	Complete 100 Hours	Complete 100 hours	Complete 100 hours	Complete 560 hours	Complete 560 hours	• P a s s E d T

	certificat e <ul style="list-style-type: none"> <li>• B a c k g r o u n d c h e c k</li> <li>• E t h i c s t e s t i n g</li> <li>• P r o g r a m A d m i s s i o n s E x a m</li> </ul>						<ul style="list-style-type: none"> <li>• P A C o m p e t e t h e P r o f e s s i o n a l L e a r n i n g P l a n</li> <li>• S i g n w a i v e r f o r p e r f o r</li> </ul>
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	<ul style="list-style-type: none"> <li>Obtain insurance</li> </ul>						<p>man ce eval uati ons and K- 12 Stu dent imp act</p>
Assessments	<ul style="list-style-type: none"> <li>GA CEP Prong o g r a m A d m</li> </ul>	Cooperating teacher survey with triangulations, Self, University Professor	Cooperating teacher survey with triangulations, Self, University Professor	Cooperating teacher survey with triangulations, Self, University Professor	Intern Keys (Danielson) Dispositions	<ul style="list-style-type: none"> <li>Inter n K e y s ( D a n i e l</li> </ul>	Surveys and focus groups

	is si o n s					<ul style="list-style-type: none"> <li>• s o n ) E d T P A a t t e m p t</li> <li>• D i s p o s i t i o n s</li> <li>• E x i t E t h i c s</li> <li>• D e v e l o p P r o f e s s i o n a l</li> </ul>	
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							d e v e l o p s a f t e r E d T P A r e s u l t s
Foci	Core preparati on	Planning	Instructio n	Classroo m Assessme nt	Reflective Practice	Reflective Practice	<ul style="list-style-type: none"> <li>• I m p a c t o n K - 1 2 S t u d e n t L e a r n i n g</li> </ul>

							• C A U P r o g r a m I m p r o v e m e n t
Assigned Grade Band	NONE	Kindergarten and First Graders	Second and Third Graders	Fourth and Fifth Graders	Co-selection	Co-selection	Employment Assignment

Note: Clark Atlanta University School of Education Adopted a New Curriculum that was submitted to the GaPSC in 2018. The University infrastructure for undergraduates changed impacting our Emerging candidates. This change occurred in the Fall of 2016.

Yearlong student teaching has been strongly encouraged by the State as best practices.

Having three practicums under the new curriculum allows for diversity of grade band experiences prior to formal student teaching.

**Exhibit 2**

**Portable Module for Orientation of Educational Studies—  
Childhood Development**  
For  
*CGED 101, First Year Seminar II,  
CECE 200, Introduction to Elementary Education and Early Childhood Education*

## ***CEDF 211, Foundations of Education***

### Day 1

What does it mean to be an educator?

- Welcome to the School of Education and the three departments
  - Testimonials from educators
  - What will it mean for me to be an educator?
    - o There are two majors for undergraduates
      - Elementary Education
      - Educational Studies—Child Development
    - o Examination of salaries for educators
    - o Ethical conduct required for educators
      - o [https://www.nasdtc.net/page/MCEE\\_Doc](https://www.nasdtc.net/page/MCEE_Doc)
      - o <https://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>
- What does it mean to transition from general education to my major—Educational Studies Child Development?
  - Who will be my new advisor when I leave General Education?
    - Degreeworks
    - When will I be advised?
  - Who are the people who will help me in addition to my advisor?  
[phall@cau.edu](mailto:phall@cau.edu), [fmayfield@cau.edu](mailto:fmayfield@cau.edu) [ebass@cau.edu](mailto:ebass@cau.edu)
    - Initial entry into my major
  - o Establish an account here: <https://gapds.decal.ga.gov/Login.aspx>
    - o Examine the Career Chart here:  
<https://gapds.decal.ga.gov/Documents/CareerLevels.pdf>
  - o Certificate guide is here: <https://gapds.decal.ga.gov/Search/Training>
    - o There is training outside CAU that may be helpful:  
<https://www.elcareerpathway.org/>

Day 2 What does it mean to be an educator?

- Hot topics from the last session
  - The GPA requirement
  - The Teacher Candidate Application
- Professional Engagement I, Professional Engagement II, Professional Engagement III and Cooperative Education I and II
  - o Every semester of clinical experiences you must:
    - Communicate site preferences by completing the form
    - Honor your commitment to the classroom assignment
      - Any barriers to honoring one's commitment should be communicated the semester prior to placement
      - Failure to honor your commitment is a serious infraction
        - Attend the Ethics Training
    - Complete a complete background check (National with fingerprints)



- Purchase liability insurance <https://www.pageinc.org/student-membership/>

Day 3 What does it mean to be an educator?

- Hot topics from the last session
- Your rights and responsibilities in the handbooks
  - Transition points and support at each point
- Course content and Program of Study for Educational Studies—Child Development
  - Chain of command, and communicating your needs
    - Honor societies
      - Newsletters
    - Course evaluations
- Campus involvement, employment, and clinical experiences
  - Other areas of concern
  - The noblest of careers

### Exhibit 3

July 10, 2020

Dear

#### **RE: ACTION PLAN FOR TEACHER CANDIDACY AND ON TRACK TRANSITION POINTS**

Please review the attachment transition points. We allow, in practice, a candidate a two semester to re-take and pass GACE I—Program Admissions Assessment. The following is list of action items to mitigate your current pacing misalignment to the Program of Study for K-5 Teacher Certification. (You have been made aware of these support mechanisms via separate communication):

1. Meet with your advisor to map out strategies for courses that address the basic skills (i.e. CECE 206, CECE 201 and 202 Literature)
2. Obtain the code for the online tutorial from Ms. Bass to go through Longsdale
3. Register for, and attend the MOORE2 tutorial session
4. Complete the GaPSC/ETS extensive support materials targeted at your specific needs

Jayla, our goal is to support you as a future teacher. With that said, we have an obligation to assist you in graduating on time—your current trajectory is not projected to meet that goal. You must present an ETS GACE PAA Score Report Sheet with a passing score, to our office by August 19, 2020,

or be asked to change your major. We stand ready to assist you in this journey. If you have any questions or concerns, please do not hesitate to give us a call at 404-880-6079. Thank you.  
Sincerely,

Felicia Mayfield, EdD  
Department Chairman, Curriculum and Instruction

**Exhibit 4**

July 15, 2020

Dear

**RE: WARNING LETTER FOR REMOVAL FROM THE CERTIFICATION PROGRAM**

It is with regret that I inform you that you have thirty days, August 15, 2020 to do the following:

1. Meet with the Department Chairman concerning lack of attainment of productivity with respect to the established action plan which is attached.
2. A written request to continue in the certification track.

We trust that if there are any hindrances or personal roadblocks in attainment of your goals that you will reach out to resources for students which is also attached. We look forward to hearing from you soon. My office number is 404-880-6079 or cell 404-392-55542.

Sincerely,

*Felicia Mayfield*

Felicia Mayfield, EdD

**Exhibit 5**

July 15, 2020

Dear \_\_\_\_\_

**RE: REMOVAL FROM CERTIFICATION PROGRAM**

In this period of time in our nation's history, we are in dire need of teachers. It is with regret that I inform you that we must exit you from the certification program because of the following:

1. Failure to meet the transition points of your program

2. Failure to meet the expectations of the action plan
3. Failure to meet the 30-day warning period

Again, I regret this action is necessary, and can only be revoked with a request from the Dean, and a subsequent majority vote of the Department of Curriculum and Instruction.

Regretfully,

*Felicia Mayfield*

Felicia Mayfield, EdD, Department Chairman Curriculum & Instruction

Exhibit 6

## **Ethical, Legal and Accreditation Standards and Protocols**

**Clark Atlanta University's School of Education (the "School of Education") is committed to graduating excellent educators. In order to meet the standards of our accrediting bodies, faculty, students, clinical/site/field supervisors and staff are required to adhere to ethical, professional and legal obligations set by the accreditation standards.**

Information regarding compliance with accrediting and governing authorities (including accreditation standards, professional and ethical standards, licensure and certification requirements) are provided to all students during orientation, introductory and seminar courses, workshops, and field experience courses.

Our programs of study are accredited by the Council for the Accreditation of Educator Preparation (CAEP) <http://caepnet.org/>, and the Georgia Professional Standards Commission (GaPSC) <https://www.gapsc.com/>. Programs with specialized national recognition include the Department of Counselor Education, which is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) <https://www.cacrep.org/>.

**Background Check Policy** The School of Education develops partnerships with educational agencies, such as public school districts, independently operated charter schools, early childhood education learning organizations, and mental health facilities, to promote the clinical field experiences for its students. We wholly support and value this component of our programs of study and are committed to preparing our students to meet the needs of our partners in this professional capacity.

Students are expected to display professionalism in conduct and disposition in the classroom, on and off campus, and throughout their respective clinical field placements.

Students are required to remain in good standing by following all CAU policies and procedures as well as those of their clinical placement, and by refraining from any unlawful or unethical activity.

As a condition to participate in any clinical field experience, students are required to submit to a background check for the Clinical Experiences, Partnerships and Placements office each semester to determine their character and fitness. Students whose background checks indicate that unprofessional and/or illegal activities have occurred will be referred to the Clark Atlanta University Office of Student Affairs, Director of Student Conduct and/or the Clark Atlanta University Department of Public Safety. This referral may result in the student's withdrawal from the School of Education's programs.

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**Background Check Protocol** Students are required to provide proof of the following clear background checks while assigned to practical, clinical and field experiences, for each semester that the student is enrolled in the prescribed courses.

- Georgia State Criminal Record Check (comprehensive)
  - Federal Criminal History Record
  - National Fingerprinting

Students will be considered non-compliant if these clearances are not submitted before beginning any clinical field experience.

Background checks that reveal a criminal indication will require immediate advisement for the student in question with their program advisor and chair of the respective department and may result in the revocation of an assignment at a partnering school or organization and possible dismissal from the program.

Until criminal background checks clear, placement for the school is unlikely, which will require the student to withdraw from the class. Continuance at assigned schools/organizations will be made by the school district, principal or organization's leader.

Our expectation is that CAU students represent the University, the School of Education, and the profession of teachers, counselors and therapists with the highest standards of ethics and professionalism. Guidance for these expectations can be found in the Code of Ethics for Georgia Educators and other profession specific organizations. These codes govern the professional conduct of educators, administrators and counselors in Georgia and throughout the United States.

#### **Department of Curriculum and Instruction**

- The National Association for the Education of Young Children (NAEYC) - <http://www.naeyc.org/>
- The Association of American Educators (AAE) – [www.aaeteachers.org](http://www.aaeteachers.org)
- National Education Association (NEA) - <http://www.nea.org/home/30442.htm>
- American Association of Colleges for Teacher Education (AACTE) - <http://aacte.org/>
- The Code of Ethics for Educators  
<https://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>

.01.pdf

- National Association of Ethics for Educators (NASDTEC), Model Code of Ethics for Educators (MCEE) – [https://www.nasdtec.net/page/MCEE\\_Doc](https://www.nasdtec.net/page/MCEE_Doc)
- The Association of Childhood Education International (ACEI) - <http://acei.org/>
- Special Education -The Council for Exceptional Children (CEC) - <https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>

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#### **Department of Counselor Education**

- Georgia Board of Professional Counselors, Social Workers, and Marriage & Family Therapists
- <https://sos.ga.gov/index.php/licensing/plb/43>
- American Counseling Association (ACA) - <http://www.counseling.org/knowledge-center/ethics>

#### **Department of Educational Leadership**

- Educational Leadership Constituency Council/National Policy Board for Educational Administration – (NPBEA) - Building and District Level Standards – Visit: <http://npbea.org/>

### **Licensing and Certification Agencies**

- Council for the Accreditation of Educator Preparation (CAEP) <http://caepnet.org/>
- Georgia Professional Standards Commission (GaPSC) <https://www.gapsc.com/>

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By signing below, you agree to submit to criminal background check(s) as identified in the above- referenced Background Check Policy and Protocol to verify your eligibility for clinical placement.

You agree that through your continued participation in the admissions process (and continued enrollment) at CAU, you assume any and all risks associated with any criminal conviction(s) currently on your record (in addition to any criminal convictions that occur during your tenure at CAU) and understand that such convictions may affect your continued eligibility as a student at CAU, your ability to matriculate from CAU, and your eligibility for clinical placement or licensure post-matriculation.

However, please note that CAU does NOT guarantee that admitted students will be eligible for clinical placement while in school or licensure upon matriculation. Any criminal charges, convictions, guilty pleas (including but not limited to a plea of nolo contendere) or acts that otherwise violate CAU's student code of conduct (as well as the policies and procedures of any clinical placement site) may ultimately affect your ability to continue as a student in the School of Education as well as licensure post-matriculation.

You acknowledge that CAU reserves the right to take any disciplinary action up to and including expulsion based on any additional criminal conduct (or knowledge of additional facts related to the same criminal conduct) that occurs during your tenure as a student at CAU.

Further, you agree to indemnify and hold harmless CAU, its affiliates (as well as their officers, directors, employees, and any third parties or law enforcement agencies contracted to complete and furnish your background check) from any and all claims or damages resulting from a denial of clinical placement, withdrawal from CAU, or denial of licensure post-matriculation.

I confirm the receipt of the Ethical, Legal and Accreditation Standards and Protocols from the Clark Atlanta University School of Education and understand my role, responsibility and expectations as a student assigned to a clinical field experience.

<b>Student:</b>	<b>Student 900#:</b>	<b>Date:</b>
<b>Advisor:</b>	<b>Course:</b>	<b>Date:</b>
<b>Site Supervisor:</b>	<b>Department Chair:</b>	<b>Date:</b>
<b>Professional Development &amp; Credentialing Coordinator:</b>		<b>Date:</b>