

**Morehouse College Education Department
Teacher Candidate Handbook**

**Course of Study
and
Field Experience**

“We must remember that intelligence is not enough. Intelligence plus character--that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate. The broad education will, therefore, transmit to one not only the accumulated knowledge of the race but also the accumulated experience of social living.”

*-- The Rev. Dr. Martin L. King '48 as published in the Morehouse College
Maroon Tiger January- February 1947*

The mission of Morehouse College is to develop men with disciplined minds who will lead lives of leadership and service. As a private, historically Black, liberal arts college for men, Morehouse realizes its mission by emphasizing its students' intellectual and character development. In addition, the College assumes special responsibility for teaching the history and culture of Black people.

Morehouse College, founded in 1867 and located in Atlanta, Georgia is an academic community dedicated to teaching scholarship and service and to the continuing search for truth as a liberating force. Morehouse College has been a pioneer in preparing young Black males to assume responsibility and leadership in higher education, science, and local, state, national, and international government agencies. In its effort to prepare young men to change the world, the College strives to ensure that graduates attain skills and values such as compassion, civility, integrity, and listening. Morehouse is poised to become the epicenter of ethical leadership as it develops leaders who are spiritually disciplined, intellectually astute, and morally wise.

In keeping with our institutional mandate to prepare students to lead consequential lives, the Morehouse Education Department offers a curriculum shaped by the theoretical and scholarly traditions that are unique to Morehouse College. Woven into all courses and activities are the Morehouse College standards of excellence that promote acuity, agency, integrity, and brotherhood, thus making the Morehouse College Educator Preparation Program the only one of its kind.

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Contact Information

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Morehouse College Education Department Frameworks

TAPS

The following 10 standards are required to be mastered by all teacher candidates. Although this content is intentionally integrated across all Education coursework, students are expected to confidently speak to and demonstrate each standard upon program completion. Evidence of standard mastery will be maintained in the Teacher Candidate portfolio - (Watermark System).

Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

Performance Standard 2: Instructional Planning

The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

Performance Standard 3: Instructional Strategies

The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

Performance Standard 4: Differentiated Instruction

The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Performance Standard 5: Assessment Strategies

The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

Performance Standard 6: Assessment Uses

The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

Performance Standard 7: Positive Learning Environment

The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Performance Standard 8: Academically Challenging Environment

The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

Performance Standard 9: Professionalism

The teacher candidate exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession

Performance Standard 10: Communication

The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Georgia Professional Standards Commission Literacy Standards

The following 14 standards are required to be mastered by all teacher candidates. Although this content is intentionally integrated into specific coursework (HEDU 311, HEDU 204, HEDU 300, HEDU 444), students are expected to confidently speak to and demonstrate each standard upon program completion. Evidence of standard mastery will be maintained in the Teacher Candidate portfolio.

Knowledge Literacy Acquisition

- (i) Candidates demonstrate awareness of the five language processing requirements for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.
- (ii) Candidates demonstrate awareness that learning to read requires explicit, structured, and cumulative instruction.
- (iii) Candidates demonstrate awareness of the reciprocal relationships between phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
- (iv) Candidates demonstrate an awareness of how aspects of cognition and behavior can affect reading and writing development.
- (v) Candidates demonstrate an awareness of how environmental and social factors can contribute to literacy development.
- (vi) Candidates demonstrate an awareness of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.
- (vii) Candidates demonstrate awareness of the most common intrinsic differences between proficient and striving readers, including linguistic, cognitive, and neurobiological factors.
- (viii) Candidates demonstrate an awareness of the typical developmental progression of oral language, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
- (ix) Candidates demonstrate an awareness of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.
- (x) Candidates demonstrate awareness of the integration of literacy skills across different subject areas.

Curriculum and Instruction

- (i) Candidates develop disciplinary literacy and content area literacy; developing academic vocabulary and writing for research. Key terms or concepts related to this area include:
 - Demonstrate skill in integrating literacy into specific disciplinary studies
 - Develop awareness and skill in utilizing a range of content area literacy strategies across the curriculum, including informational text.

Assessment and Evaluation

- (i) Candidates should be familiar with the student support services available in their school or district. These may include reading specialists, writing tutors, or special education services.
- (ii) Candidates should collaborate with student support service providers to ensure that students receive appropriate services. This may involve sharing information about the student's strengths and weaknesses, providing feedback on interventions, and monitoring the student's progress.

Professional Behaviors and Dispositions

The Professional Behaviors and Dispositions (PBDA) provides a thread through coursework to align expectations of student behavior and performance. The 14 domains of behavior are organized across content in both formal assessments and a measure of development for future educators.

1. **Collaboration** — The teacher or teacher-candidate collaborates with others.
2. **Attitude** — Demonstrates a positive attitude.
3. **Relationship with Adults** — Maintains positive relationships with adults (parents, colleagues, staff, etc.).
4. **Communication** — Communicates effectively.
5. **Attendance/Punctuality** — Adheres to attendance and punctuality policies.
6. **Relationship with Students** — Interacts appropriately and positively with students.
7. **Initiative** — Demonstrates evidence of initiative.
8. **Professional Appearance** — Adheres to good hygiene and follows school/university/district policies for professional appearance.
9. **Legal and Ethical Conduct** — Adheres to legal and ethical standards for behaviour.
10. **Diversity** — Demonstrates respect/appreciation for a wide variety of individual differences.
11. **Learning Environment** — Demonstrates a commitment to creating a positive, low-risk learning environment.
12. **Time Management** — Uses time effectively.
13. **Commitment to Student Learning** — Demonstrates commitment to students' learning (identifies strengths/needs, plans accordingly).
14. **Commitment to Continuous Improvement** — Demonstrates a commitment to continuous improvement as an educator.

Teacher Candidate Pathway: Course of Study

The Morehouse College Education Department provides candidates the opportunity to pursue an initial certification from the Georgia State Professional Standards Commission (GaPSC) by completing a course of study which includes four Transition Points. Each Transition Point culminates with a Checkpoint to ensure candidates are meeting expectations, completing requirements, and receiving appropriate supports.

Education Major Course Sequence/Checkpoints (Georgia Certification Pathway)

Students will concurrently complete a concentration in the content area of their intended certification with 29-50 total credits.

Transition 1: Checkpoint 1:	Pre-Admission to Teacher Candidate Pathway Teacher candidates can register for HEDU 305, HEDU 204, HEDU 300, and HEDU 311 if they demonstrate a minimum GPA of 2.5 and grade of B or higher in all content area courses. Students who wish to declare a Major in Education must meet with an advisor to review requirements, transcript, and graduation/certification plan and are required to earn a B or higher in Education coursework. Students must complete at least 2 core courses with progress toward a minor in the content area of certification in order to apply for the certification program in spring of year 2.	
Course	Credits	Description
HEDU 305: Orientation to Education	3	Overview of history and theories of education with a focus on Black, male educators
HEDU 204: Educational Psychology	3	Psychology of learning with foundations of developmental and social psychology
HEDU 300: Exceptional Learners	3	Review of exceptional learners and strategies to support diverse exceptionalities
HEDU 311: Developmental Literacy	3	Overview of literacy acquisition and development (with strategies) over all stages of schooling
Transition 2: Checkpoint 2:	Admission to Teacher Candidate Pathway Teacher candidates formally apply to the teacher certification program at Morehouse in spring of their second year, and are required to verify their GaPSC Pre-Service Certification, clear a background check, hold liability insurance, and pass the Ethics exam. Students may apply to the Pathway using the online form and will be required to complete a second advising meeting. Students are eligible to apply to the Pathway once they have completed at least two foundational courses and before registration for HEDU 444.	
Transition 3:	Teacher Candidate Pathway Practicum Coursework	
HEDU 444: Curriculum and Methods in Content	3	Methods course is aligned to the content major—students of a common field are grouped together with assignments differentiated by content area.
HEDU 451: Seminar 1	3	Seminar 1 course is aligned to content major, includes GACE prep, and is organized around deeper curricular and instructional strategy development.
Checkpoint 3:	Teacher candidates must maintain a minimum GPA of 2.5 and grade of B or higher in all coursework and fieldwork and pass the GACE Content exam. Students will meet with their advisor to review progress toward requirements, portfolio, and field experience placement.	
HEDU 452: Seminar 2	2	Seminar 2 course is taken concurrently with Student Teaching to provide content-specific assignments and content.
HEDU 458: Student Teaching	12	Student Teaching is completed in a partner field placement site and requires students to build and implement unit plans, lesson plans, and lead the classroom in their target content area.
Checkpoint 4:	Teacher candidates must submit the Teacher Candidate Initial Certification Checklist and Final Portfolio by March 30 of their graduation year. This includes completion/satisfactory progress of required concentration coursework.	

TOTAL EDUCATION CREDITS	32*
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***Note:** The 32 hour requirement listed above is specific to the teacher certification requirement and does not include all requirements for completing the Education Studies major.

Transition 1: Pre-Admission to Teacher Candidate Pathway

Checkpoint 1= Teacher candidates can register for HEDU 305, HEDU 204, HEDU 300, and HEDU 311 if they demonstrate a minimum GPA of 2.5 and grade of B or higher in all content area courses.

Transition 2: Admission to Teacher Candidate Pathway

Candidates will be able to complete the application for the Teacher Candidate credential-eligibility pathway on the Morehouse College Education Department website. The program prepares and supports candidates for eligibility to apply for a T-license in Georgia (check other states for reciprocity) in Biology (6-12), English (6-12), History (6-12), Science (6-12), Music (P-12), PE/Health (P-12), or Computer Science (P-12) from the GaPSC. (Additional content areas may be added in SY 2027-28.) Candidate submission must include:

1. **Application.** The application includes a checklist of courses taken and in progress (IP). All students applying to the program must have completed at least two foundational courses (HEDU 305, HEDU 204, HEDU 300, HEDU 311) with a B or better, have declared a minor in the content area of certification, and maintain a cumulative GPA of 2.5 or higher.
2. **Resume.** Resumes should include contact information, educational background, any work experience and community service activities. Be sure to include all paid or volunteer work with children and young people. Provide these with the most recent experiences first.
3. **Transcript.** Your transcript should include coursework from the most recent semester and an overall GPA of 2.5 or greater. Students who have transferred to or are transferring to Morehouse College must include transcripts from other institutions that show their grades on transfer courses.
4. **GACE Ethics Entrance Exam.**
5. **Verification of GaPSC Pre-Service Certification** (supported by the Program Manager once accepted)
6. **Recommendation Letters.** Two letters should be submitted. One should be completed by a Morehouse College faculty member and a second one from an individual who can provide insight into your academic ability and/or experience working with children.
7. **Background Check.** A clear background check and *proof of liability insurance* (see your Education advisor for resources to obtain this coverage at no cost or an estimated cost of \$15/annually).

* An interview/meeting with the Education advisor is required to complete and submit the Pathway application.

Checkpoint 2: Submit admission requirements to Teacher Candidate Pathway at least three business weeks prior to enrollment for call of your Junior Year

- Overall GPA of 2.5 or greater
- Grade of B or higher in all courses required for Education Major and concentration
- Completion of at least two foundational Education courses (HEDU 305, HEDU 204, HEDU 300, HEDU 311)
- Receive GaPSC Pre-Service Certification
- Completion of Key Assessment II: PBDA self assessment and faculty assessment (HED 305 and 204)
- Must pass the Georgia Professional Practices Commission's Code of Ethics for Professional Educators
- Must agree to the conduct regulations outlined in the Morehouse College Student Handbook and Teacher Candidate Pathway Handbook
- Must maintain liability tort insurance and a clear background check

Education Major Content Concentration Coursework

All teacher candidates are required to complete the assigned concentration coursework, in the content area in which they are pursuing certification, with a C or better. For guidance on enrollment in these courses, you will meet with the Education Department advisor. Note: The Education Major/teacher certification cannot be completed without the requisite coursework in the target content area.

Morehouse **Biology** Minor Requirements (6-12 Certification)

(General Ed Requirement: Calculus or Statistics)

HBIO 112: Systems Biology
 HBIO 112L: Systems Biology Lab
 HBIO 111: Cell and Molecular Biology
 HBIO 111L: Cell and Molecular Biology Lab
 HBIO 215: Molecular Genetics
 HBIO 114: Populations, Community, and Biosphere
 HCHE 111: Elementary Inorganic Chemistry I

Morehouse **Computer Science** Minor Requirements (P-12 Certification)

HCSC 110: Computer Programming (3)
 HCSC 411: Data Science I (3)
 HCSC 375: Operating Systems (3)
 HCSC 310: Data Structure and Algorithm Analysis (3)
 HCSC 105: Data and the African Diaspora (3)
 HMTH 130: Basic Statistics (3)

Morehouse **English** Minor Requirements (6-12 Certification)

HENG 241: Literary Form (3)
 HENG 247: Advanced Grammar and Language
 HENG 363: Survey of American Literature I
 OR
 HENG 364: Survey of American Literature II
 One 400-level course: African American Literature
 One 400-level course: Writing
 One 400-level course: British Literature

Morehouse **Music** Minor Requirements (P-12 Certification)

HMUS 264: Conducting I (2)
 HMUS 206: Introduction to Composition (3)
 HMUS 251 and 252: Elementary Theories of Music (6)
 OR
 HMUS 351 and 352: Advanced Theories of Music (6)
 HMUS 353: History of Music I (3)
 HMUS 354: History of Music II (3)
 Performance (4 courses): Lessons and Performance in Major Instrument
 Ensemble (4 courses): Participation in Ensemble of Choice

Morehouse **Health and Physical Education** Minor Requirements (P-12 Certification)

HKSP 100: History and Principles of Health & PE
 HKSP 162: Organization and Administration of Health, Physical Education, Recreation I
 HKSP 253: Programs in Health Education
 HKSP 258: Preventive and Therapeutic
 HKSP 321: Human Anatomy
 HPED 150G: Health and Wellness

Morehouse **History** Minor Requirements (6-12 Certification)

HCOM 253 (Public Speaking)
 HHIS 111 or 112 World History
 HHIS 231 History of the Ancient World
 HHIS 232 History of Modern Europe
 HHIS 215 History of the U.S. to 1876
 HHIS 216 History of the U.S. since 1876
 HHIS 221 or 222 History of African Americans
 HHIS 360 (History of the Civil and Human Rights Movement)

Morehouse General Science Minor Requirements

(6-12 Certification)

Scenario A: Balanced General Science

This option maximizes breadth by including foundational courses across Biology, Chemistry, and Physics.

HCHE 111/111L - Elementary Inorganic Chemistry I

Lecture and Lab (4 credits)

HPHY 154 - Mechanics (4 credits)

HBIO 111 - Cell and Molecular Biology + Lab (4 credits)

HBIO 114 - Populations, Community and Biosphere + Lab
(4 credits)

HCHE 112/112L - Elementary Inorganic Chemistry II

Lecture and Lab (4 credits)

Scenario B: Physical Science Emphasis

This option prioritizes depth in Physical Science, covering chemical and physical processes comprehensively.

HCHE 111/111L - Elementary Inorganic Chemistry I

Lecture and Lab (4 credits)

HCHE 112/112L - Elementary Inorganic Chemistry II

Lecture and Lab (4 credits)

HPHY 154 - Mechanics (4 credits)

HPHY 253 - Electricity & Magnetism (4 credits)

HBIO 111 - Cell and Molecular Biology + Lab (4 credits)

Scenario C: Life and Environmental Science Emphasis

This option maximizes coverage of Life Science and environmental systems while meeting minimum Physical Science prerequisites.

HBIO 111 - Cell and Molecular Biology + Lab (4 credits)

HBIO 112 - Systems Biology + Lab (4 credits)

HBIO 114 - Populations, Community and Biosphere + Lab
(4 credits)

HCHE 111/111L - Elementary Inorganic Chemistry I

Lecture and Lab (4 credits)

HPHY 154 - Mechanics (4 credits)

Application for Admission

The EPP application is located on the Education Department webpage, in the Viva Engage Education Department community, and a QR code for the application is posted in printed materials.



All students interested in applying for the Morehouse Educator Preparation Program must complete an application after **completing at least two foundations courses** and prior to the advising period for fall of junior year. Contact an Education Department advisor at EducationDepartment@morehouse.edu or the Assistant Director of Teacher Education at William.Greene@morehouse.edu with questions.

Please note that your cumulative GPA and Major GPA are tallied for you in your DegreeWorks portal. Please provide the numbers exactly as they appear in your DegreeWorks.

GaPSC Pre-Service Certification

Teacher candidates participating in pre-service field experiences in Georgia schools [must apply to the Georgia Professional Standards Commission \(GaPSC\) for a pre-service certificate](#) and receive approval prior to starting any field experience. The pre-service certificate is required for all candidates who are enrolled in an initial teacher preparation program and who plan to participate in field and clinical experiences in Georgia B/P-12 schools ([GaPSC 505-3-.01](#)). All teacher candidates must complete the pre-service certificate paperwork and complete the Ethics exam. To apply for a pre-service certificate, see the Program Manager (kofi.kinney@morehouse.edu).

GACE Exams

Comprehensive and up-to-date information about the required Georgia assessment program for teachers may be found on the web at <https://www.gace.es.pearson.com/>

This information includes registration information, test dates, required tests, test blueprints, preparation materials and passing scores. Information about older tests (PRAXIS) and testing exemptions may be found at the Professional Standards Commission web site: <http://www.gapsc.com/TeacherTesting.asp>.

GACE resources such as test prep materials, tutorials, videos, webinars are available to assist teacher candidates and will be formally provided in HEDU 311 (for literacy assessments) and HEDU 451 (but may be independently accessed at any time after declaring the Education Major). Please email kofi.kinney@morehouse.edu if you need help setting up your profile in the system to begin sample tests and test preparation.

Assessment Type	Assessment Description
Content	Content assessments test content knowledge and skills in specific certification areas. They are required for certification in the state of Georgia. Assessments consist of either one or two tests and contain selected-response questions, and, in some cases, one or more constructed-response (written, spoken, or signed) assignments. See Assessments Offered for specific information.
Georgia Ethics	The Georgia Educator Ethics assessment is a training and assessment program composed of a series of modules that combine instruction and testing. The goal of the assessment is to help educators become familiar with, understand, and apply the Georgia Code of Ethics for Educators, as well as comprehend and embrace the principles of ethical decision making in an educational context. Several of the modules include an end-of-module test with immediate feedback. There is also an end-of-course, or summative, test after you have completed all of the modules. The Georgia Ethics for Educational Leadership assessment is also composed of a series of interactive modules that combine instruction and testing. Several of the modules include an end-of-module test with immediate feedback. There is also an end-of-course, or summative, test after you have completed all of the modules.

Liability Insurance

Teacher Candidates are required to maintain liability insurance coverage throughout the entirety of the course of study. This insurance covers expenses related to civil suits brought against teacher candidates that occur during any type of field experience. Your membership information will be needed to complete your application for field placements.

Teacher candidates are required to provide proof of tort liability coverage at the beginning of each term. Proof of coverage will need to be entered in Watermark. If coverage expires prior to the beginning field experience or during the experience, candidates will be required to renew their coverage and submit proof again. This insurance may be obtained by joining one of the following two professional organizations:

[Georgia Association of Educators \(GAE\)](#) at the student level

100 Crescent Centre Parkway (Ste. 500), Tucker, GA 30084, (404) 289-5867

Forms can be obtained online at www.gae.org. Membership runs from September 1 – August 31.

[Professional Association of Georgia Educators \(PAGE\)](#) at the student level

P.O. Box 942270, Atlanta, GA 31141-2270, 770-216-8555 or 1-800-334-6861

Forms can also be obtained online at www.pageinc.org. Expires one year from date of enrollment.

By joining any other professional organization that provides Tort Liability Insurance or by private coverage

Transition Point 3: Teacher Candidate Pathway Practicum Courses

After being formally accepted into the program by April 1 of year 2, (see Checkpoint 2), students will be supported in enrolling for HEDU 444 and 451 for fall of year 3. In this review, student transcripts will be reviewed for satisfactory progress/completion of general education requirements, coursework for the content concentration, and Education Major coursework. Student portfolios will be reviewed for Key Assessments (eligibility for field placements) and field experience completion (associated with foundation coursework). Should a student require a performance improvement plan around Professional Behaviors and Dispositions or need to repeat a course for the content major/Education major, the advisor will support the student in scheduling any outstanding trainings or courses.

Checkpoint 3: Teacher candidates must maintain a minimum GPA of 2.5 and grade of B or higher in all coursework and fieldwork and attempt the GACE Content and Literacy exams prior to the close of year 3. Students will meet with the Program Manager to review progress toward requirements, portfolio, and field experience placement needs.

FIELDWORK REQUIREMENTS

- All 6-12 Teacher Candidates will complete 20 combined hours of Level 1 and Level 2 fieldwork in 6-8 and 9-12 grade classrooms prior to enrolling in the teacher certification program.
- All P-12 Teacher Candidates will complete 20 combined hours of Level 1 and Level 2 fieldwork in K-5, 6-8, and 9-12 grade classrooms prior to enrolling in the teacher certification program.
- All candidates will experience Level 1 and Level 2 fieldwork in diverse educational settings, including exposure to school models with different organizational structures (charter, independent, and traditional public) and/or community setting (rural, suburban, and urban).
- All Level 3 & Level 4 fieldwork experiences will be in the candidate's certification area and preferred grade band and placed by the Assistant Director of Teacher Education.

Step 1: Program Application and Acceptance (before March 30 of year 2)

Step 2: Obtain a GaPSC Pre-Service Certificate (through the Program Manager)

Step 3: Complete field experience and maintain documentation in Watermark

Step 1: Apply and be enrolled in the Teacher Certification Pathway

After completion of two of the four core courses and declaration of minor in the certification area, students will apply for the teacher certification pathway (documented in Watermark):

- Admission to the teacher certification pathway (prior to fall registration for year 3)
- Pass the Georgia Educator Ethics Assessment (prior to close of year 2)
- Proof of Liability/Tort Insurance (prior to the start of Practicum in spring of year 3)
- Have a successful Georgia Crime Information Center (GCIC) criminal record check (upon program acceptance)
- Complete [Verification of Lawful Presence](#)

Step 2: [Candidate Eligibility for Fieldwork Assignments](#)

A pre-service certificate is required prior to in-person fieldwork placements. [Register for a myPSC account](#)

- Apply for certification by registering at <https://mypsc.gapsc.org/Register.aspx> (see Program Manager for support)
- The application will remain open for 45 days to allow for document submission. Documents will be uploaded by student under the Applications/ Documentation/Status tab
- All documentation submitted to the GaPSC must include [the Certification Identification Number](#).

Step 3: Complete field experience and submit documentation.

- All field experience logs (for in-person and virtual) must be completed in Watermark by the supervising professor or site manager.

- Documentation of *student teaching* hours completed (in HEDU 442 and 458) must be submitted to the GaPSC *by the student* using the log-in information from Step 2.

Field Experience Requirements

- Observations at sites and/or virtual experiences are required in HEDU 204, HEDU 300, and HEDU 311 as part of the coursework/curriculum. Students will complete an observation, as directed by the facilitator, in each of these courses.
- Fieldwork is required in HEDU 444, 451, and 452. Use of virtual or remote classroom access may be implemented in these courses and is at the discretion of the facilitator.

Transition Point 4: Student Teaching

In collaboration with district and school partners, Morehouse College Education Department offers a 30-week (part-time in fall; full-time in spring) student teaching placement in which students will apply pedagogical knowledge, skills, and mindsets to support student achievement. Each student will be paired with a highly qualified Mentor Teacher at a public school in a partner district who will provide coaching and support as the student gradually takes on a range of teaching responsibilities. Students will receive feedback aligned with TAPS standards and the PBDA from their Mentor Teacher and Morehouse College Site Supervisor. For further information, refer to the section titled Teacher Candidate Pathway: Student Teaching.

Checkpoint 4: Submit Teacher Candidate Initial Certification Checklist by March 30th of Senior Year, Spring Semester

- Passing score on the GACE Ethics Exam
- Overall GPA of 2.5 or greater
- Grade of B or higher in all Education and Minor content courses
- “Satisfactory” Rating on Key Assessment II, Key Assessment III, and Key Assessment IV
- Passing score on the GACE Content Exam for content area of certification (Biology, History, English, Science, Computer Science, Music, Health/PE)
- Passing score on the GACE Literacy Assessment
- Completion of all field experience requirements (documented in Watermark)
- Must adhere to the Georgia Professional Practices Commission's Code of Ethics for Professional Educators
- Must adhere to the conduct regulations outlined in the Morehouse College Student Handbook and Teacher Candidate Pathway Teacher Candidate Handbook
- Must maintain liability tort insurance and a clear background check across years 3 and 4

Initial Certification from GaPSC

The [Georgia Professional Standards Commission Office](#) has an online process for certification candidates to submit their own application materials via their [MyPSC](#) accounts. Upon a candidate's successful submission of the Morehouse College Teacher Candidate Initial Certification Checklist, the department chair will recommend the candidate to GaPSC for initial certification as a professional educator. After recommendation, candidates will be able to check the progress of their certification application on the GaPSC website.

Candidates will follow the instruction at these links to submit their application materials to GaPSC after they submit the Teacher Candidate Initial Certification Checklist:

- [How to Submit Application Materials](#)
- [Application Forms and Procedures](#)

As noted in the procedures, you will need to submit a request to the Morehouse College registrar to have an official transcript sent directly to the GaPSC via mail or electronically. Candidates should check their [MyPSC](#) account to determine what documents are already on file for them. In most cases, candidates will need to submit:

- The [Verification of Lawful Presence](#)
- The signed and dated application for [GaPSC Initial Certification application](#)

The Morehouse College Director of Teacher Education will submit the [Approved Program Recommendation](#) form for candidates electronically.

Teacher Candidate Initial Certification Checklist Morehouse College Education Department

			VERIFIED BY:
	HEDU 305: Orientation to Education (3) Key Assessment II: PBDA	GPA: Rating:	_____ Date: _____
	HEDU 204: Educational Psychology (3) Key Assessment II: PBDA	GPA: Rating:	_____ Date: _____
	HEDU 300: Exceptional Learners (3)	GPA: Rating:	_____ Date: _____
	HEDU 311: Developmental Literacy (3)	GPA: Rating:	_____ Date: _____
Pre-Service Educator Requirements			
Application to GaPSC	Date Verified	Verified By:	
Ethics Exam	Date Verified	Verified By:	
Liability Insurance	Date Verified	Verified By:	

Year 3 Fall	EDU 444 Curriculum and Methods for Teaching in Secondary Schools (3) EDU 451 Seminar I (3) Key Assessment III: Instructional Practices Assessment	GPA: _____ GPA: _____ Rating: _____	_____ Date: _____
Year 3 Spring	EDU 399 Practicum (3)	GPA: _____ Rating: _____	_____ Date: _____
Year 4 Fall	EDU 442 Internship (9) (part-time at student teaching placement)	GPA: _____ Rating: _____	_____ Date: _____
Year 4 Spring	EDU 452 Student Teaching Seminar II (2) EDU 458 Student Teaching (12) (full-time at student teaching placement) Key Assessment II: PBDA Key Assessment IV: Teacher Candidate Observation Instrument Completion of all requirements for content minor Completion of all requirements for Education Studies Major	GPA: _____ Rating: _____ Rating: _____	_____ Date: _____
GACE	GACE Ethics Exam GACE Content Exam GACE Literacy Exam	_____ _____ _____	Date: _____ Date: _____ Date: _____

Teacher Candidate Support

Teacher Candidate Support during Coursework

All candidate data from key assessment, course assignments, and checkpoint requirements will be available on Watermark. If candidates fail to demonstrate progress at each checkpoint, Starfish will flag students for advisement. The program director will implement a Candidate Development Plan combined with an advisement schedule to ensure the candidate receives remediation and support.

Teacher Candidate Support during Field Placements

If a teacher candidate requires support during field placement, a Candidate Development Plan that addresses the specific areas of concern will be developed with input from the candidate's Site Supervisor, Mentor Teacher, and Field Placement Coordinator. Each support plan will be individualized for the Teacher Candidate, and implementation will be supervised by the Department Chair and Director of Academic Programs. Specific time limits will be set, and the remediation plan must be successfully completed prior to any new placement. *It is important to note that a field experience can be repeated only once.*

When the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students as determined by the Host Site Administration or Morehouse Education staff/faculty, the termination of the placement may be immediate. In such cases, the Director of Academic Programs will review the data and confer immediately with the teacher candidate to be sure that they are aware of the seriousness of the situation and review input from the candidate.

One of the following actions can be recommended by the Morehouse College Education Department: (a) a second classroom placement, (b) administrative withdrawal from all courses associated with the student teaching experience, or (c) a grade of D or F is earned in each course associated with the student teaching placement.

A second placement within a semester is an option only if sufficient time remains in the semester for the student to fulfill all field requirements. The teacher candidate is informed of the decision in writing and verbally.

The Director of Academic Programs and supervising professor will discuss with the teacher candidate options for a second placement, available supporting campus resources, and/or other career alternatives. The teacher candidate is informed of the appropriate appeal procedure. Appeals regarding student teaching discontinuation, and all other complaints, follow the procedure outlined in the Morehouse College Catalog for grade appeals.

Candidate complaints are filed in writing with the Director of Academic Programs. If the complaint is not resolved, the candidate may file a complaint in writing with the Department Chair. If resolution is not reached, the candidate may file a final written complaint with the Dean of Professional and Continuing Studies and appeal the decision made at the division level. All complaints are kept on file in the Morehouse College Education Department Office.

Dismissal from Course of Study

An individual candidate's field experience assignment will be dismissed from field experience if Host Site Administration, the Field Placement Coordinator, and/or the Site Supervisor recommend termination. The dismissal will be justified by official documentation that indicates any of the following: the candidate jeopardizes instructional processes at the school; the candidate has not followed proper school procedures or has repeatedly not followed instruction from the cooperating teacher or university supervisor. The candidate has exhibited a lack of professionalism and/or unethical behavior; the candidate has not demonstrated the expected professional dispositions or there are substantial concerns about this area of the candidate's development. If the documentation also indicates that the candidate had adequate time and opportunity to remedy the problem(s) and has not successfully worked with the school and the Site Supervisor to resolve the problem(s), then the candidate is removed from the classroom setting and will not be placed in another setting during the same semester.

Site Supervisors must discuss any consideration for termination with the Field Placement Coordinator who will inform the Director. Decisions regarding grade, opportunities to meet goals in the student support plan, and subsequent reassignment will be made by the Director of Academic Programs after consultation with the Site Supervisor and the Morehouse Education Department Chair. If a joint decision does not recommend a Candidate Development Plan and/or a new placement, the Director of Academic Programs will arrange a conference with the teacher candidate to discuss options available and to recommend a course of action.

The Georgia Professional Standards Commission (GaPSC) has adopted standards that represent the conduct generally accepted by the education profession. The Code of Ethics for Educators defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety, and general welfare of students and educators. The GaPSC has the authority to investigate valid complaints of improper conduct. The Ethics Division of the GaPSC investigates all applicants for certification who have criminal histories to ensure that the applicant presents no threat to children. When appropriate, the GaPSC may impose disciplinary sanctions including warnings, reprimands, certificate suspensions, revocations, or denials.

An open ethics case may impact a candidate's course of study at Morehouse College. Teacher candidates that have an open ethics case with the GaPSC are responsible for reporting suspected violations of the Code of Ethics to the Morehouse College Education Department during Checkpoint 2. Candidates under investigation will be suspended from field placement (which may result in a delay in completing the program/degree) until the case has been closed.

Mental Health and Wellness

The Morehouse Center for Excellence in Education faculty and staff recognize that mental health concerns can impact academic performance and interfere with daily life activities. Please notify a faculty member for academic assistance, as needed. [The Student Counseling and Accessibility Services Center in the James B. Ellison Student Health Center](#) supports the positive mental health of Morehouse students with quality care from a team of professionals, including accessibility experts, licensed psychologists, professional counselors, and licensed social workers.

Access and Accommodation Services for Students

The Student Counseling and Accessibility Services Center also facilitates accessibility services to students who meet the criteria for a disability under the Americans with Disabilities Act (ADA). The center strives to provide the best quality of care in a confidential, safe, and supportive environment. The team of professionals, including accessibility experts, licensed psychologists, professional counselors, and licensed social workers, are available to serve the needs of students with a diverse range of accessibility needs.

For additional information:

Teacher Candidates may call the Morehouse College Student Counseling and Accessibility Services Center at (470) 639-0231.

You may visit the James B. Ellison, Sr. Student Health Center in Brazeal Hall, Ground Floor on the north end of campus Monday through Friday from 9 a.m. to 5 p.m.* For emergency assistance, call the Morehouse Police Department at (404) 215-2666 on-campus or 911 if off-campus. The National Suicide Prevention Lifeline is available at 1-800-273-TALK (8255).

Policies and Procedures for Field Experiences

A series of directed field experiences in off-campus school settings and on-campus participation is included in candidate coursework. Field experiences are categorized in four levels. Prior to admission to the program, candidates will complete Level 1 and 2 fieldwork requirements as part of coursework. Candidates will engage in Level 3 and 4 experiences following successful passing of the Georgia Ethics Exam and formal admission to the program. During Student Teaching, candidates complete the requirement for one semester of fieldwork in an assigned classroom. The Georgia Professional Standards Commission defines this requirement as “one full semester is 15 weeks (5 days a week, 8 hours a day), which totals 600 hours. For reporting in TPMS, the total hours has been reduced by 100 hours to account for school breaks, holidays, and illness.” Students are evaluated by a university supervisor as well as the cooperating teacher/mentor.

Levels

1	Case-study instruction: Realistic case studies with TAPS aligned problems of practice are introduced to build understanding of classroom pedagogy and characteristics of children, families, and communities.
	Guided video observations: TAPS aligned observations with videos of full classroom and small group instruction with reflections
2	Micro-teaching: Develop micro-teaching experiences aligned with TAPS standards and course content and work with virtual simulators on classroom and individual behavior management scenarios.
	Guided video observations: TAPS aligned observations with videos of full classroom and small group instruction with reflections
3	Guided in-person observations: TAPS aligned observations of in person full classroom and small group instruction with reflections
	Micro-teaching: Develop micro-teaching experiences aligned with TAPS standards and course content and work with virtual simulators on classroom and individual behavior management scenarios.
	Tutoring: Apply TAPS aligned practices for tutoring individual and small groups of students.
	Lesson Study: Field experience provides opportunity to analyze student data, standards, and curriculum, plan a lesson based on the analysis, implement instruction with assigned students, analyze impact of instruction on student learning, debrief and discuss subsequent instruction.
4	Student Teaching: full classroom responsibilities

Systems for Assignment and Tracking

Each course that requires field experience (including Student Teaching) is tracked through the student's Watermark log-in. Supervising professors review hours log sheets weekly and provide intervention/follow-up as needed. The yield experience logs include hours tracking (with sign off from site supervisor), feedback from the site to the supervising professor about the student, space to track artifacts (pictures, videos), and integration into the student's portfolio. Specific policies related to fieldwork can be found in the course syllabus of practicum courses. Teacher candidates enrolled in field experiences are required to adhere to policies and procedures.

	Course	Level	Frequency	Hours	Grade Bands
Before HEDU 300 and HEDU 311 Enrollment	HEDU 305	L1	10 wks * 1 hour	10	6-12: 6-8, AND 9-12 P-12: P-2, 3-5, 6-8, AND 9-12
	HEDU 204	L1	10 wks * 1 hour	10	6-12: 6-8, AND 9-12 P-12: P-2, 3-5, 6-8, AND 9-12
Before Seminar II and Student Teaching Enrollment	HEDU 300	L1 & L2	10 wks * 1 hour	10	All grade bands for L1 Student Choice for L2
	HEDU 311	L1 & L2	10 wks * 1 hour	10	All grade bands for L1 Student Choice for L2
Before EDU 444 and Seminar I	<i>Receive Pre-Service Certificate: program enrollment, insurance, background check, Ethics exam</i>				
Before Seminar II and Student Teaching Enrollment	EDU 444	L2 & L3	10 wks * 3 hrs	30	6-12: 6-8 AND 9-12 P-12: (choose 2) P-2, 3-5, 6-8, 9-12
	Seminar I	L2 & L3	10 wks * 3 hrs	30	6-12: 6-8 AND 9-12 P-12: (choose 2) P-2, 3-5, 6-8, 9-12
During Senior Year Concurrently	<i>Complete GACE</i>				
	Seminar II	L2 & L3	10 wks * 2 hrs	20	6-12: 6-8 AND 9-12 P-12: (choose 2) P-2, 3-5, 6-8, 9-12
	Student Teaching Fall- HEDU 442 Spring - HEDU 458	L4	Fall: 15 wks * 16 hrs Spring: 14 wks * 35 hrs	600+	6-12: Choose 1 P-12: Choose 1

Placement Policy Statement

Morehouse College Education Department has contractual agreements with area school districts that allow us to place teacher candidates for field experiences. All field placements are arranged by the Site Supervisor in accordance with procedures set forth in the contractual agreements. Candidates are required to experience a minimum of two different placements in terms of school demographics.

Teacher Candidates must not attempt to arrange their own placements or supervision while they are enrolled in the Teacher Candidate Pathway course of study. Students who have grievances regarding their placements, Mentor Teachers, Site Supervisors, or others before, during, or at the conclusion of their experience should contact the Field Placement Coordinator.

Code of Ethics for Educators

All teacher candidates must review and adhere to the [Code of Ethics for Educators](#). The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Georgia Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the

health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

Attendance and Holidays for Student Teaching Placement

Candidates are expected to attend all teacher workdays, unless the school administrator requests that they not be present. Every student is expected to be in his/her assigned classroom (on time) every day that school is in session. Tardiness will not be tolerated and can result in the termination of student teaching placement. If a candidate is absent for medical reasons, both the Site Supervisor and Mentor Teacher should be notified by phone and/or email as soon as possible, but no later than the morning of the absence. In addition, any absences in excess of two days in a row will require a doctor's note.

Employment and Coursework during Student Teaching Placement

The student teaching placement is a full-time experience. Candidates assume responsibility for full-time teaching and are to be fully involved in the school experience, including faculty meetings, parent teacher organizations, and other activities outside the school day. When they are free from outside responsibilities, teacher candidates can function as a full-time member of the staff of the school to which they have been assigned. Therefore, teacher candidates are not allowed to take any other courses other than Seminar II or maintain outside employment during their final semester.

Other Required Documents

In addition to applying for a pre-service certificate and obtaining liability coverage, you may need other required documentation for the following counties.

- Fulton County Schools will require you to apply for your position with a resume and formal application. Accepted candidates will complete a background check and fingerprinting at your expense.
- Atlanta Public Schools (APS) will require you to complete a background check and fingerprinting at your expense.
- Clayton County may require additional documents and additional notarization. Clayton County will require you to complete a background check and fingerprinting at your expense. They also require a school volunteer application.
- DeKalb County Schools will require you to complete a background check and fingerprinting at your expense.
- Gwinnett County may require additional documents and additional notarization. Required forms include a Memorandum of Understanding and a resume template.

All forms can be accessed in Watermark.

Grading Policies and Procedures

Teacher candidates must maintain a 2.5 or higher cumulative grade point average in all coursework, including field experience courses. Falling below a 2.5 cumulative grade point average will require the teacher candidate to repeat a course or be dismissed from the program.

Teacher Candidate Pathway: Student Teaching

In collaboration with district and school partners, Morehouse College Education Department offers a 30-week student teaching placement in which students will apply pedagogical knowledge, skills, and mindsets to support student achievement across two semesters. Students will join their classroom part-time for the fall, on hours and days mutually agreed upon by the student and mentor-teacher. All students will transition to full-time placements (five days weekly from the opening and closing of each school day) for the spring. Student teaching and all requisite tasks within the placement must be completed prior to April 30 of each year.

Each student will be paired with a highly qualified mentor who will provide coaching and support as the student gradually takes on a range of teaching responsibilities. Students will receive feedback aligned with Teacher Candidate Pathway instruments on practice regularly from the Mentor Teacher and Site Supervisor.

Mentor Teachers and Site Supervisors meet monthly. During this time, the Site Supervisor will observe the Teacher Candidate performance. Mentor Teachers share their schedule with the Site Supervisor so that they may schedule Teacher Candidate schedules as well as their observation schedules accordingly. If a change in schedule occurs, Mentor Teachers notify the Site Supervisor. Mentor Teachers share any concerns they have with Teacher Candidate performance or behavior with the Site Supervisor, as well as Teacher Candidate successes that they feel should be uplifted to the wider program.

Roles and Responsibilities During Student Teaching

During their student teaching placement, students will have opportunities both to observe and to implement the competencies necessary for effective teaching as well as to develop insights and an understanding of teaching and learning in a context of supervised practice. Student teaching experiences are cooperative efforts involving the Teacher Candidate, the Mentor Teacher, and Site Supervisor.

Working with the Mentor and Morehouse College Education Department Staff

The Site Supervisor serves as the link between Morehouse College Education Department and the work that is happening in schools. You will meet with the Site Supervisor during observations and training sessions. Your Site Supervisor will have an understanding of the school placement and program expectations. The roles and expectations for Mentors and Site Supervisor are:

Mentor Teacher:

- Familiarize self with program expectations and Teacher Candidate expectations
- Attend Orientation and Morehouse College Education Department Training Sessions
- Model key practices as identified by the program
- Use tools provided by the program to observe and provide feedback and coaching to Teacher Candidates
- Provide dedicated time and space for Teacher Candidates to practice key skills and strategies
- Consider feedback for the program regarding program structure, expectations, etc.
- Reflect on one's practice and seek support from the Site Supervisor and peers as necessary
- Assess Teacher Candidate performance using Key Assessment V: Teacher Observation Instrument

Site Supervisor

- Coordinate Teacher Candidate observation scheduling
- Meet with school administrator to develop and maintain program relationship
- Collect and assess Mentor deliverables
- Collect and review Mentor and Teacher Candidate feedback to share with the program and use to inform training sessions
- Serve as point of contact for Mentor Teachers, principals, and Teacher Candidates to respond to questions and address field-based concerns

Teacher Candidate

To Morehouse College Education Department:

- Follow established procedures regarding application for Student Teaching
- Submit any required materials regarding placement according to the requirements of the Teacher Candidate Handbook.
- Abide by policies and procedures established for specific field experiences.
- Attend required Seminar II sessions while completing student teaching requirements.
- Notify the appropriate persons of any changes in schedule or assignment.

- Keep a reflective journal of field experiences and to self-evaluate
- Abide by Morehouse College Education Department TEACH policies as described in the Teacher Candidate Handbook

To the Host School:

- Establish a good working relationship with the Mentor Teacher and familiarize oneself with the school placement
- Fulfill the fieldwork requirements as described in the Gradual Release
- Meet, as needed, with the Mentor Teacher to discuss strengths, weaknesses, and areas for improvement.
- Conform to school regulations and policies, including dressing professionally.
- Safeguard all personal and confidential information concerning pupils.
- Avoid partiality and favoritism toward students.
- Refrain from making unfavorable remarks about the school, the Mentor Teacher, and/or the community.
- Model the behavior and the standards of the teaching profession both inside and outside the classroom.

Student Teaching Gradual Release Expectations

Field Experience Gradual Release Expectations			
Month	Domain	Task*	Assessment
1-3	Domain 4: Candidates will effectively utilize digital and distance learning tools to engage learners.	Student and parent introductions Mimic part of a lesson, Provide 1:1 student support Mimic whole lesson Provide small group student support	Observation 1 Data review reflection Mid-Semester Evaluation
4-5	Domain 3: Candidates will identify and properly respond to the social, developmental, psychological, and biological needs of learners. Domain 5: Candidates will model leadership skills while engaging students, colleagues, and parents.	Participate in PT conference Plan and teach 2 consecutive days Support a school-related activity (trip, assembly, etc.)	Observation 2 Colleague feedback from school activity
6-7	Domain 2: Candidates will model appreciative inquiry tactics and approaches when interacting with learners and communities of color.	Plan and teach 2 consecutive days Support a school-related activity (trip, assembly, etc.) Plan and teach 4 consecutive days Design an assessment and review data, plan accordingly Identify academic or social student goal, create and use tracker Plan 1 unit (at least 8 days)	Observation 3 Goal setting and reflection
8	Domain 1: Candidates will demonstrate knowledge of how theories guide their approach to teaching and learning. Domain 4: Candidates will effectively utilize digital and distance learning tools to engage learners. Domain 6: Candidates will show evidence that they are reflective practitioners who can apply what they have learned, receive and respond to feedback effectively.	Teach 1 unit Collect feedback from students Incorporate a digital platform into a lesson	Observation 4 Mid-Semester Evaluation Unit plan review Student feedback self-reflection
9	ALL	Teach 1 unit Incorporate student feedback and data tracking	Key Assessment IV and Key Assessment V

Student Teaching Instruments and Instructions

Classroom Observations

Teacher candidates will be supported through consistent feedback throughout their student teaching experience. Daily observations from Mentor Teachers will guide them to gain valuable skills and knowledge aligned with the Teacher Candidate Pathway Performance Standards. The purpose of the formative observations is to provide commentary along with ratings on each performance standard. Walkthrough observations will be at least ten minutes in duration and may assess select performance standards; formative observations will be at least thirty minutes in duration and will assess performance in all ten performance standards, as recommended by the Georgia Department of Education Teacher Keys Effectiveness System.

Site Supervisors will observe candidate practice at least three times each semester. One formative and one summative observation will be conducted by the Site Supervisor during the second semester of student teaching according to the Gradual Release Calendar. The Mentor Teacher will conduct one summative assessment using the Key Assessment V: Teacher Observation instrument.

Teacher candidates will complete a self-assessment using Key Assessment II: PBDA aligned with the Georgia Department of Education Teacher Keys Effectiveness System at the beginning of their student teaching semester. The Mentor Teacher and Site Supervisor will also complete a Professional Behaviors and Dispositions assessment, Key Assessment II: PBDA at the end of student teaching.

Reflective Journals and Notebook

During their Seminar II course, students will complete reflective journals on their student teaching experiences. Prompts will be provided during the course that align with the teacher candidate's gradual release expectations. The final journal submission, Journal 3, will reflect on their overall development as a teacher aligned with professional standards included in the Georgia Teacher Keys Effectiveness System and the Professional Behavioral and Dispositions rubric.

During student teaching, students will keep a notebook of lesson plans, feedback received, and student work samples for Seminar II assignments, site supervisor meetings, mentor meetings, and reflection. Directions on how to compile and format the notebook will be provided during the Seminar course.

Weekly Log Sheets for Field Experience

All field experience completed must be logged in Watermark, in the appropriate corresponding course, and approved by the Site Supervisor or supervising professor. Hours are tracked weekly with a brief description of responsibilities, and supervisors affirm the hours/description and provide feedback. The supervising professor reviews these logs to engage students around strengths and growth areas, support students with completion of required hours, and to note trends in field experiences and feedback. The Watermark portal is cross-listed in your LMS course (there is a link from courses with field experience) and can be accessed via Watermark in your portal. Field experience hours without verification from Site Supervisors will not be accepted toward required totals.

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Student Learning & Licensure

Morehouse College

Academics & Offices

In Progress

Timeline

ePortfolios

Templates

Rubrics

STANDARDS & OUTCOMES

RUBRICS

COURSES

TEMPLATES

LOG CATEGORIES

Category Types

NEW CATEGORY TYPE

CATEGORY TYPES

Experience Environment

Experience Function

Log Categories

NEW LOG CATEGORY

LOG CATEGORY	CATEGORY TYPE	STATUS
Co-Teaching	Experience Function	NOT USED
Direct Instruction	Experience Function	NOT USED
Elementary Band (P-5)	Experience Environment	NOT USED
Grading	Experience Function	NOT USED

HEDU:49964:499 SpTp Practicum Ed Studies Majo

SECTION NAME	OBSERVING	OTHER DIRECT WORK EXPERIENCE	NO CATEGORY	SECTION TOTAL
Fall 2024:49964:SpTp Practicum Ed Studies Majo:03	116h 30m	06h 00m	01h 00m	123h 30m
Category Total	116h 30m	06h 00m	01h 00m	123h 30m

Total Hours Across Courses and Sections

CATEGORY TYPE	CATEGORY	TOTAL
Experience Function	Observing	116h 30m
Experience Function	Other Direct Work Experience	06h 00m
None	No Category	01h 00m
Grand Total		123h 30m

Key Assessments

Key Assessment I: GACE Content Exam

According to GaPSC (2013), “the GACE content assessments test a variety of content knowledge areas as required for certification.” The EPP uses the exam to ensure teacher candidates possess fundamental content knowledge and skills. All candidates must pass the GACE content exam prior to enrolling in HEDU 452: Seminar II and HEDU 458 Student Teaching. Passing the GACE Content Exam is required to apply for initial teacher certification from GaPSC.

Key Assessment II: Professional Behaviors and Dispositions Assessment (PBDA)

The PBDA is intended to measure candidate dispositions that are critical in effective teaching, learning, and the exercise of professional responsibility. Dispositional outcomes include collaboration, attitude, relationship with adults, communication, attendance, relationship with students, initiative, professional appearance, legal and ethical conduct, diversity, learning environment, time management, commitment to student learning, and commitment to continuous improvement. Teacher candidates will complete a PBDA self-assessment during their pre-practicum course and will be evaluated by a faculty member, site supervisor, and mentor teacher as they continue their program of study.

Pre-Admission to Program		Student Teaching
EDU 305: Orientation to Education	EDU 204: Educational Psychology	EDU 458: Student Teaching
Teacher Candidate completes self-assessment using Key Assessment II: PBDA	Faculty completes Formative PBDA-aligned Key Assessment II: PBDA	Site Supervisor, and Mentor Teacher complete Key Assessment II: PBDA Teacher Candidate completes self-assessment using Key Assessment II: PBDA

Key Program Assessment III: Instructional Practices-Lesson Plan AND

Key Program Assessment IV: Instructional Practices- Connected Learning Segment

The Instructional Practices Assessments are two TAPS and InTASC aligned performance-based assessment tools which are administered during EDU 444: Curriculum and Methods. The course is taken after program admission and prior to Student Teaching. In this course, students will plan a learning segment and lesson plans which demonstrate candidate ability to:

- Design instruction appropriate for students’ diverse backgrounds and contextual factors
- Ensure alignment between learning goals, standards, and assessments.
- Design rigorous, meaningful, and relevant learning experiences for students
- Analyze student data to inform instruction
- Demonstrate and reflect on teaching practices as defined by the Georgia TAPS Performance Standards.

Key Assessment V: Teacher Observation Instrument

Key Assessment V: Teacher Observation Instrument is a summative assessment used to evaluate candidate performance in the areas of professional knowledge, pedagogical content knowledge and professional responsibility during student teaching. The Performance Standards contained in Key Assessment V (CAPS) are closely aligned to the Teacher Keys assessment (TKES), an instrument used to evaluate the professional practice of teachers in the state of Georgia. Key Assessment V measures candidates on Professional Knowledge, Instructional Planning, Instructional Strategies, Differentiated Instruction, Assessment Strategies, Assessment Uses, Positive Learning Environment, Academically Challenging Learning Environment, Professionalism, and Communication. The Key Assessment V: Teacher Observation will be completed by the Mentor Teacher and Site Supervisor during Week 12-15 and before Week 16 of student teaching. A teacher candidate self-assessment, one formal formative assessment, and ongoing feedback from the Mentor Teacher will prepare the candidate to understand the standards and indicators. Candidates must receive an overall rating of “Proficient Beginning Practice” on their summative observation from the mentor teacher and site supervisor to be recommended for credentialing.

	Week 1-3	Week 4-7	Week 12-15
<i>Observation</i>	<i>Self-Assessment</i>	<i>Formative Observation</i>	<i>Summative Observation</i>
Assessment and Evaluator	Teacher Candidate complete Self-Assessment using the Formative Assessment Instrument	Site Supervisor completes Formative Assessment and post-observation conference before Week 8	Mentor Teacher and Site Supervisor complete Key Assessment V and post-observation conference before Week 16

Teacher Candidate Pathway Performance Standards Rubric

With Sample Performance Indicators

Teacher Candidate Pathway Performance Standards are adapted from the GaDoE Teacher Keys Effectiveness System Evaluator Training & Credentialing Materials and the Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards

Performance Standard 1: Professional Knowledge <i>The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i>			
Sample Performance Indicators at Proficient Beginning Practice <i>Examples may include, but are not limited to:</i> The teacher: 1.1 Addresses appropriate curriculum standards and integrates key content elements. 1.2 Implements students' use of higher-level thinking skills in instruction. 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world applications. 1.4 Demonstrates accurate, deep, and current knowledge of subject matter. 1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practices based on current research. 1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum. 1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.			
Rubric for Performance Standard 1: Professional Knowledge			
4=Exceptional Beginning Practice	3=Proficient Beginning Practice	2=Developing Beginning Practice	1=Not Demonstrated
The teacher candidate continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. (Teacher candidates rated as Level 4 continually seek ways to serve as role models or teacher candidate leaders.)	The teacher candidate consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and needs of students by providing relevant learning experiences.	The teacher candidate inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher candidate inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.

Performance Standard 2: Instructional Planning <i>The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</i>			
Sample Performance Indicators at Proficient Beginning Practice <i>Examples may include, but are not limited to:</i> The teacher: 2.1 Analyzes and uses student learning data to inform planning 2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi). 2.3 Plans instruction effectively for content mastery, pacing, and transitions. 2.4 Plans for instruction to meet the needs of all students. 2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs. Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.			
Rubric for Performance Standard			
4=Exceptional Beginning Practice	3=Proficient Beginning Practice	2=Developing Beginning Practice	1=Not Demonstrated
The teacher candidate continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement.	The teacher candidate consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	The teacher candidate inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.	The teacher candidate does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.

Performance Standard 3: Instructional Strategies

The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

Sample Performance Indicators at Proficient Beginning Practice

Examples may include, but are not limited to:

The teacher:

- 3.1 Engages students in active learning and maintains interest.
- 3.2 Builds upon students' existing knowledge and skills.
- 3.3 Reinforces learning goals consistently throughout the lesson.
- 3.4 Uses a variety of research-based instructional strategies and resources.
- 3.5 Effectively uses appropriate instructional technology to enhance student learning.
- 3.6 Communicates and presents material clearly, and checks for understanding.
- 3.7 Develops higher-order thinking through questioning and problem-solving activities.
- 3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.

Rubric for Performance Standard

4=Exceptional Beginning Practice	3=Proficient Beginning Practice	2=Developing Beginning Practice	1=Not Demonstrated
The teacher candidate continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways.	The teacher candidate consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.	The teacher candidate inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.	The teacher candidate does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.

Performance Standard 4: Differentiated Instruction

The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Sample Performance Indicators at Proficient Beginning Practice

Examples may include, but are not limited to:

The teacher:

- 4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
- 4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.
- 4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.
- 4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.
- 4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.
- 4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.

Rubric for Performance Standard

4=Exceptional Beginning Practice	3=Proficient Beginning Practice	2=Developing Beginning Practice	1=Not Demonstrated
The teacher candidate continually facilitates each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests.	The teacher candidate consistently challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	The teacher candidate inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.	The teacher candidate does not challenge students by providing appropriate content or by developing skills which address individual learning differences.

Performance Standard 5: Assessment Strategies

The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are

valid and appropriate for the content and student population.

Sample Performance Indicators at Proficient Beginning Practice

Examples may include, but are not limited to:

The teacher:

- 5.1 Aligns student assessment with the established curriculum and benchmarks.
- 5.2 Involves students in setting learning goals and monitoring their own progress.
- 5.3 Varies and modifies assessments to determine individual student needs and progress.
- 5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.
- 5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.
- 5.6 Uses assessment techniques that are appropriate for the developmental level of students.
- 5.7 Collaborates with others to develop common assessments, when appropriate.

Rubric for Performance Standard

4=Exceptional Beginning Practice	3=Proficient Beginning Practice	2=Developing Beginning Practice	1=Not Demonstrated
The teacher candidate continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress.	The teacher candidate systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	The teacher candidate inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.	The teacher candidate chooses an inadequate variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.

Performance Standard 6: Assessment Uses

The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

Sample Performance Indicators at Proficient Beginning Practice

Examples may include, but are not limited to:

The teacher:

- 6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.
- 6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.
- 6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.
- 6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.
- 6.5 Shares accurate results of student progress with students, parents, and key school personnel.
- 6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.
- 6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.

Rubric for Performance Standard

4=Exceptional Beginning Practice	3=Proficient Beginning Practice	2=Developing Beginning Practice	1=Not Demonstrated
The teacher candidate continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. (Teacher candidate rated as Level IV continually seeks ways to serve as role models or teacher candidate leaders.)	The teacher candidate systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher candidate inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	The teacher candidate does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.

Performance Standard 7: Positive Learning Environment

The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Sample Performance Indicators at Proficient Beginning Practice

Examples may include, but are not limited to:

The teacher:

- 7.1 Responds to disruptions in a timely, appropriate manner.
- 7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.
- 7.3 Models caring, fairness, respect, and enthusiasm for learning.
- 7.4 Promotes a climate of trust and teamwork within the classroom.
- 7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.
- 7.6 Actively listens and pays attention to students' needs and responses.
- 7.7 Creates a warm, attractive, inviting, and supportive classroom environment.
- 7.8 Arranges the classroom materials and resources to facilitate group and individual activities.

Rubric for Performance Standard

4=Exceptional Beginning Practice	3=Proficient Beginning Practice	2=Developing Beginning Practice	1=Not Demonstrated
The teacher candidate continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior.	The teacher candidate consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher candidate inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher candidate inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.

Performance Standard 8: Academically Challenging Environment

The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

Sample Performance Indicators at Proficient Beginning Practice

Examples may include, but are not limited to:

The teacher:

- 8.1 Maximizes instructional time.
- 8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.
- 8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.
- 8.4 Provides transitions that minimize loss of instructional time.
- 8.5 Communicates high, but reasonable, expectations for student learning.
- 8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.
- 8.7 Encourages students to explore new ideas and take academic risks.

Rubric for Performance Standard

4=Exceptional Beginning Practice	3=Proficient Beginning Practice	2=Developing Beginning Practice	1=Not Demonstrated
The teacher candidate continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials.	The teacher candidate consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	The teacher candidate inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.	The teacher candidate does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.

Performance Standard 9: Professionalism

The teacher candidate exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession

Sample Performance Indicators at Proficient Beginning Practice

Examples may include, but are not limited to:

The teacher:

- 9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.
- 9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).
- 9.3 Respects and maintains confidentiality.
- 9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
- 9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.
- 9.6 Demonstrates flexibility in adapting to school change.
- 9.7 Engages in activities outside the classroom intended for school and student enhancement
- 9.8 Maintains appropriate interactions with students, parents, faculty, and staff.
- 9.9 Engages in self-reflection about the success of the lesson after teaching; seeks feedback from mentor teacher about teaching and impact on student learning.

Rubric for Performance Standard

4=Exceptional Beginning Practice	3=Proficient Beginning Practice	2=Developing Beginning Practice	1=Not Demonstrated
The teacher candidate continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community.	The teacher candidate consistently exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	The teacher candidate inconsistently supports the school's mission or seldom participates in professional growth opportunities.	The teacher candidate shows a disregard toward professional ethics or the school's mission or rarely takes advantage of professional growth opportunities.

Performance Standard 10: Communication

The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Sample Performance Indicators at Proficient Beginning Practice

Examples may include, but are not limited to The teacher:

- 10.1 Uses verbal/ non-verbal communication techniques to foster positive interactions and promote learning in classroom & school environment.
- 10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.
- 10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.
- 10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.
- 10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.
- 10.6 Adheres to school and district policies regarding communication of student information.
- 10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.
- 10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).
- 10.9 Uses modes of communication that are appropriate for a given situation.
- 10.10 Engages in appropriate conversations and maintains confidentiality of information related to students, parents, faculty, and staff. Such conversations include text messaging, social media, emails, etc.

Rubric for Performance Standard

4=Exceptional Beginning Practice	3=Proficient Beginning Practice	2=Developing Beginning Practice	1=Not Demonstrated
The teacher candidate continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning.	The teacher candidate communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	The teacher candidate inconsistently communicates with students, parents or guardians, district and school personnel, or other stakeholders or communicates in ways that only partially enhance student learning.	The teacher candidate inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.

Frequently Asked Questions

- **What programs does the Teacher Candidate Pathway offer?** The Teacher Candidate Pathway offers prospective teachers a certification pathway in Computer Science (P-12), Biology (6-12), Music (P-12), Science (6-12), Health & Physical Education (P-12), History (6-12) and English (6-12). Additional areas of certification eligibility may be forthcoming as the program grows. Please see the Department Chair for additional information.
- **Are these programs day or evening programs?** They are daytime programs that may require completion of some coursework (especially during senior year) in the evenings.
- **What are the program's admission requirements?**
 - A current official transcript that verifies:
 - A grade of B or above in HEDU 305- Orientation to Education
 - Minimum of 30 credit hours of college coursework
 - Cumulative grade point average of 2.5 or above
 - A passing score on the GACE Ethics Exam
 - A passing score on the GACE content assessment
 - A passing score on the GACE literacy assessment
 - Resume
 - Two professional recommendations, *one faculty recommendation required*
 - Education Philosophy and Personal Statement essay (*completed in HEDU 305*)
 - A clear background check
 - Proof of liability insurance
- **If I am admitted to the program, are there requirements for continuation?** You must maintain a 2.5 overall GPA, receive a “satisfactory” rating in five Key Assessments, and successfully complete clinical placement requirements. All requirements will be verified according to the Degree Program Checklist and maintained in your Watermark portfolio.
- **When I complete this program, will I be certified to teach in Georgia?** Morehouse College Education Department will recommend you to Georgia state for certification upon completing program requirements outlined in the Degree Program Checklist, including a passing score on the Ethics Exit Exam ,GACE Literacy exam and GACE content assessment.
- **What about teaching out of state?** Many other states have a reciprocity arrangement with Georgia, so you can receive a certificate in another state based on your Georgia certificate. Some states have additional requirements. Please see your advisor for more information about the state in which you want to teach.
- **Will I have to spend time in schools?** Yes. There will be a significant amount of field experience hours, with ≥ 600 hours during your final year. The department chooses your field experience placements in order to give you a range of experience and an opportunity to work with diverse students.
- **What is student teaching?** Student teaching is a full-time school-based experience that you will complete during your final semester at Morehouse College. You will gain practical experience on pedagogical skills under the supervision of a school based Mentor and university faculty. This is not a paid experience and is required for certification eligibility.
- **Can I do these programs part-time, or must I go to school full-time?** These programs require a part-time commitment in the fall (2-3 days per week) and full-time commitment in the spring (5 days a week) field placement experiences.

Code Of Ethics for Professional Educators

The Code of Ethics for Educators 505-6-.01

(1) Introduction. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Georgia Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

(2) Definitions

- (a) "Breach of contract" occurs when an educator fails to honor a signed contract for employment with a school/school system by resigning in a manner that does not meet the guidelines established by the Georgia Professional Standards Commission.
- (b) "Certificate" refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.
- (c) "Child endangerment" occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.
- (d) "Educator" is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, "educator" also refers to paraprofessionals, aides, and substitute teachers.
- (e) "Student" is any individual enrolled in the state's public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics for Educators, the enrollment period for a graduating student ends on August 31 of the year of graduation.
- (f) "Complaint" is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A "complaint" will be deemed a request to investigate.
- (g) "Revocation" is the invalidation of any certificate held by the educator.
- (h) "Denial" is the refusal to grant initial certification to an applicant for a certificate.
- (i) "Suspension" is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.
- (j) "Reprimand" admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.
- (k) "Warning" warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.
- (l) "Monitoring" is the quarterly appraisal of the educator's conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.
- (m) "No Probable Cause" is a determination by the Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.

(3) Standards

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

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

1. committing any act of child abuse, including physical and verbal abuse;
2. committing any act of cruelty to children or any act of child endangerment;
3. committing any sexual act with a student or soliciting such from a student;
4. engaging in or permitting harassment of or misconduct toward a student that would violate a state or federal law;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or

7. failing to prevent the use of alcohol or illegal or unauthorized drugs by students under the educator's supervision (including but not limited to at the educator's residence or any other private setting).

(c) **Standard 3: Alcohol or Drugs** - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

1. being on school or Local Unit of Administration (LUA)/school district premises or at a school or a LUA/school district-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. being on school or LUA/school district premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc.).

(d) **Standard 4: Honesty** - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting, or omitting:

1. professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
 2. information submitted to federal, state, local school districts and other governmental agencies;
 3. information regarding the evaluation of students and/or personnel;
 4. reasons for absences or leaves;
 5. information submitted in the course of an official inquiry/investigation; and
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6. information submitted in the course of professional practice.

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

1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school or school district property without the approval of the local board of education/governing board or authorized designee.

(f) **Standard 6: Remunerative Conduct** - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. soliciting students or parents of students, or school or LUA/school district personnel, to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;
 2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
 3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and
 4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee.
- These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

(g) **Standard 7: Confidential Information** - An educator shall comply with state and federal laws and states school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:

1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
2. sharing of confidential information restricted by state or federal law;
3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and
4. violation of other confidentiality agreements required by state or local policy.

(h) **Standard 8: Required Reports** - An educator shall file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

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1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;

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

(i) **Standard 9: Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. Unethical conduct includes but is not limited to a resignation that would equate to a breach of contract; any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position; or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

(j) **Standard 10: Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

1. committing any act that breaches Test Security; and
2. compromising the integrity of the assessment.

(4) Reporting

(a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Georgia Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, etc.).

(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearing house.

(5) Disciplinary Action

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

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-11-10 (GaPSC Rule 505-6-.01);
2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-11-10 (GaPSC Rule 505-6-.01);
3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);
4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295); Teacher Education Handbook: Revised 08/6/19 46
5. suspension or revocation of any professional license or certificate
6. violation of any other laws and rules applicable to the profession (O.C.G.A. §16-13-111); and
7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or, in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the educator designated by the superintendent/Local Board of Education shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification. Should the superintendent's certificate be revoked, suspended, or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.