

**School of Teacher Education**

**Savannah State University**



**PRECONDITIONS**

**Submitted to the Georgia Professional Standards Commission**

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## **Introduction**

Savannah State University is submitting this preconditions report as evidence of the University's capacity to support two Bachelor of Science degree programs for the preparation of secondary teachers. The degree programs are the Bachelor of Science in Biology with a secondary education concentration and the Bachelor of Science in Mathematics with a secondary education concentration. The programs are administratively housed in the new School of Teacher Education (SOTE) academic unit and managed collaboratively with the College of Sciences and Technology. The School of Teacher Education has been established as the unit responsible for the implementation and management of all programs, policies, and procedures related to teacher preparation.

## **Historical Overview of Savannah State University**

On November 26, 1890, by act of the General Assembly, the state of Georgia "established in connection with the State University, and forming one of the departments thereof, a school for the education and training of Negro students." The Commission on the School for Negro Students was established as the Board of Trustees and directed to procure the grounds and buildings and to prescribe a curriculum to include studies required by the Morrill Land Grant Acts of 1862 and 1890. The school held a preliminary session during the summer of 1891, in Athens, Georgia. The following year it moved to its present site in Savannah and was named the Georgia State Industrial College for Colored Youth.

The institution has undergone many changes during the hundred plus years of its existence. After its inception as a land grant institution with a high school curriculum, it added a normal, that is, teacher training department. It admitted women students as boarders in 1921 and conducted its first summer session in 1922. The school became a four-year college operating as a unit of the University System of Georgia in 1931, and began offering bachelor's degree programs. The institution ceased to be a land grant institution in 1947 and was renamed Savannah State College in 1950. At that time the curriculum was expanded and the college became accredited by the Southern Association of Colleges and Schools. A graduate studies program in elementary education was initiated in 1968. In 1971 and 1973, respectively, the college was accredited by

the National Council for the Accreditation of Teacher Education and the Engineers Council for Professional Development. In 1979, in compliance with a desegregation plan, the Division of Education moved from Savannah State to Armstrong and the Division of Business moved from Armstrong to Savannah State. The institution adopted its current organization plan of three schools (now colleges) during this time. The undergraduate social work program was accredited in the 1980's, and a master's degree in public administration was first offered in 1986. The faculty approved the creation of a faculty senate in 1996. The institution achieved university status during that year, 1996, and changed its name to Savannah State University.

### **Location**

Savannah State University (SSU) is located approximately five miles east southeast from the center of beautiful historic Savannah, the original European settlement in Southeast Georgia, founded by James Oglethorpe in 1733. Today, Savannah is an extraordinarily attractive and busy port city with nearly 200,000 inhabitants. Nearby are historic and contemporary sea island resorts of St. Simons and Jekyll in Georgia, and Hilton Head in South Carolina. Daufuskie, home of the famed Gullah culture, a blend of early African and American ways of life, language, and music, is also nearby. Tybee Island lies to the east and is noted for its easy-going life style and sport fishing.

Savannah State University is accessed from north/south Interstate 95 and east/west Interstate 16. A beautiful, modern and convenient Savannah/Hilton Head International Airport makes the region accessible from anywhere in the USA. Nearby cities include Atlanta, Georgia; Jacksonville, Florida; Charleston, South Carolina; and Charlotte, North Carolina.

### **School of Teacher Education Facility**

The School of Teacher Education, SSU's newest academic unit, is currently located in the Colston Administration Building while its permanent location, Morgan Hall is being renovated. Renovations to Morgan Hall are scheduled for completion in March 2012. Morgan Hall has 5,100 square feet. Of the 5,100 square feet, 1,240 square feet is for two classrooms, 288 square feet for the director's office, 349 square feet for the reception area, 160 square feet for the

administrative assistance office and workroom, 304 square feet for a seminar/conference room, 684 square feet for the computer lab, and 528 square feet for four faculty offices. Additional space will be available in the College of Sciences and Technology for education faculty in the content area.

## University Operational Budget

*Click on the link below for the University financial information.*

<http://www.savannahstate.edu/fiscal-affairs/financial-reports.shtml>

## SOTE Operational Budget

*Click on the link below for the Unit budget information*

<http://web.savannahstate.edu/academic-affairs/sote/documents/SchoolofTeacherEducationFiscalEstimatedBudget.pdf>

## Library

The Asa H. Gordon Library offers a variety and wealth of informational resources and services to the university community. The library ensures access to resources to serve both the research and general needs of undergraduates, graduate students, and faculty through its collections of print and electronic journals, Georgia Library Learning Online (GALILEO) databases, a project funded by the Board of Regents of the University System of Georgia (USG), interlibrary loans, a reference collection, and archival materials that relate to Savannah State University's history.

The library houses and provides access to approximately 190,209 volumes of books, 30,000 bound periodicals, 548,273 microforms and print periodical subscriptions, 4,000 audio visual materials, various educational media materials including television monitors, projectors, and distance learning facilities, and over 240 electronic databases including Journal Storage (JSTOR). The library also has study and conference rooms that are equipped with computers with access to the Internet along with printing capabilities. Students have access to over 75 computers located in study rooms, the computer lab and the reference area of the library.

In addition to its resources and collections, the library also offers services and programs desired by the faculty, staff, and students of Savannah State University. The library is the most reliable point of access for needed materials and information. The library's online catalog is located at <http://gil.savannahstate.edu>. The Voyager system, an integrated automated library system, enables patrons to access the library catalog 24/7 anywhere there is an Internet connection. Through interlibrary loan services, patrons may obtain materials that are not owned by the library or through GALILEO Interconnected Libraries Express (GIL Express), a resource sharing initiative that allows students, faculty, and staff to borrow all eligible circulating materials at all 35 USG libraries. Additionally, the library provides instruction to any class offered at Savannah State University. Through this service, the objectives for Information Literacy Instruction and support for E-learning courses are also provided. The library has a well-trained staff available to assist the campus community at all times during the hours of operation.

*Click on the link below for the Library Resource information*

[\(Appendix E: Library Resource Information\)](#)

## **Preconditions for PSC Developmental Approval Review\***

**Precondition 1.0 The institution/agency recognizes a professional education unit that has responsibility and authority for the preparation of teachers and other school professionals, and identifies a unit head such as a dean, director, or chair.**

**1.1 A letter from the CEO (1) designates the unit as having primary authority and responsibility for the preparation of educators and (2) identifies the person who has been assigned the authority and responsibility for the unit's overall administration and operations.**

[\(See Appendix A: Click here for the President's Letter\)](#)

**1.2 A job description for the head of the professional education unit.**

[\(See Appendix B: Click here for Unit Head Job Description\)](#)

**1.3 A letter of support from the appropriate governing body (e.g., Board of Regents, Board of Trustee, School Board, and Board of Control).**

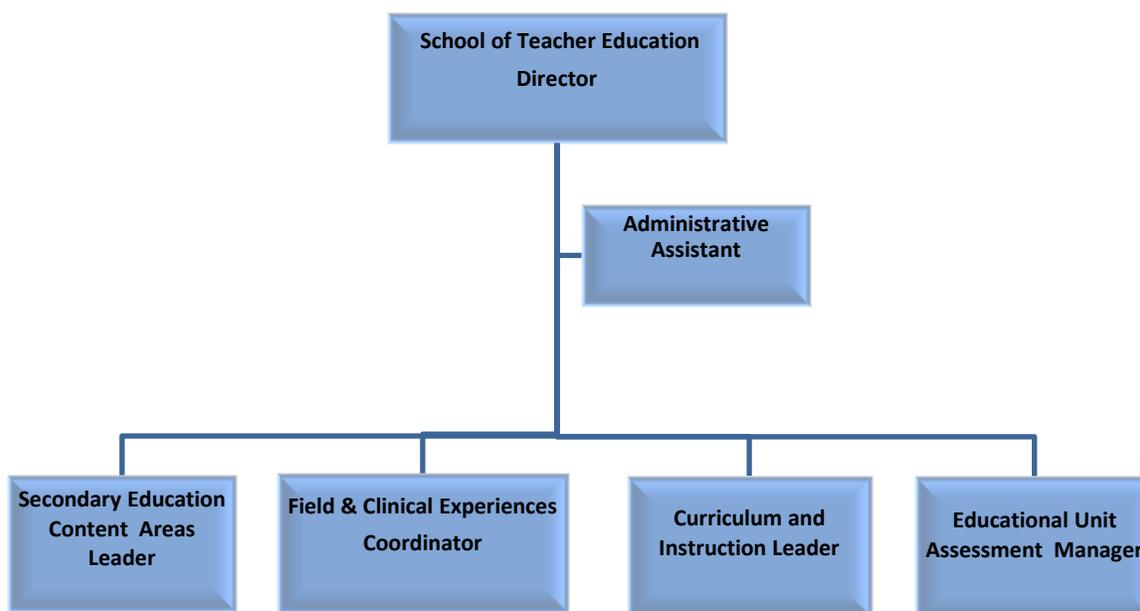
[\(See Appendix C: Click here for the Board of Regents Letter\)](#)

1.4 A chart or narrative lists all professional education programs currently offered and planned for the preparation of educators (including any non-traditional programs).

Approved Programs	Pending Programs	The Degree or Award Levels	Administrative Location	Structure for Oversight
Biology with Secondary Teacher Certification		Bachelor of Science	School of Teacher Education	<p><b>Overall Oversight</b> -Unit head: School of Teacher Education</p> <p><b>Content Oversight:</b> College of Sciences and Technology (Department of Natural Sciences)</p> <p><b>Pedagogical Oversight:</b> School of Teacher Education</p>
Mathematics with Secondary Teacher Certification		Bachelor of Science	School of Teacher Education	<p><b>Overall Oversight</b> -Unit head: School of Teacher Education</p> <p><b>Content Oversight:</b> College of Sciences and Technology (Department of Engineering Technology and Mathematics)</p> <p><b>Pedagogical Oversight:</b> School of Teacher Education</p>
	Bachelor of Science Civil or Electronics Engineering Technology with Technology Education	Bachelor of Science	School of Teacher Education	<p><b>Overall Oversight</b> -Unit head: School of Teacher Education</p> <p><b>Content Oversight:</b> College of Sciences and Technology (Department of Engineering Technology and Mathematics)</p> <p><b>Pedagogical Oversight:</b> School of Teacher Education</p>

**1.5 An organizational chart depicts the professional education unit and indicates the unit's relationship to other administrative units within the organization.**

**School of Teacher Education Organizational Chart**



The organization charts above show the relationships of the different entities within the unit that supports the overall operations of the School. To ensure effective leadership to navigate the developmental phase for the new degree programs, SSU appointed a Director of Teacher Education as the administrative leader. The director is the unit head and reports directly to the Vice President for Academic Affairs who reports to the President of Savannah State University. The director works with SOTE's internal and external advisory committees, external educational service group, newly hired education faculty, and content faculty full-time to the College of Sciences and Technology and part-time to the School of Teacher Education to establish standing committees to initiate curricular changes, assess program performance, develop strategic planning initiatives and oversee program operations.

The organizational chart of the University illustrating the unit's relationship to other administrative units is located in Appendix D

[\(Click here to link to Appendix D\)](#)

**Precondition 2.0** Written policies and procedures guide the operations of the unit and include published criteria for admission to and exit from all initial and advanced educator preparation programs.

**2.1** Electronic links connect to unit policies and procedures such as policy manuals, the program catalog, student teaching handbook, and faculty handbook.

*Click on the link below to review unit documents.*

<http://www.savannahstate.edu/academic-affairs/sote/gapsc.shtml>

**2.2** Electronic links connect to public listings of the requirements for entry to, retention in, and completion of educator preparation programs, including any non-traditional, distance learning, and off-campus programs.

*Click on the link below to review unit admission documents.*

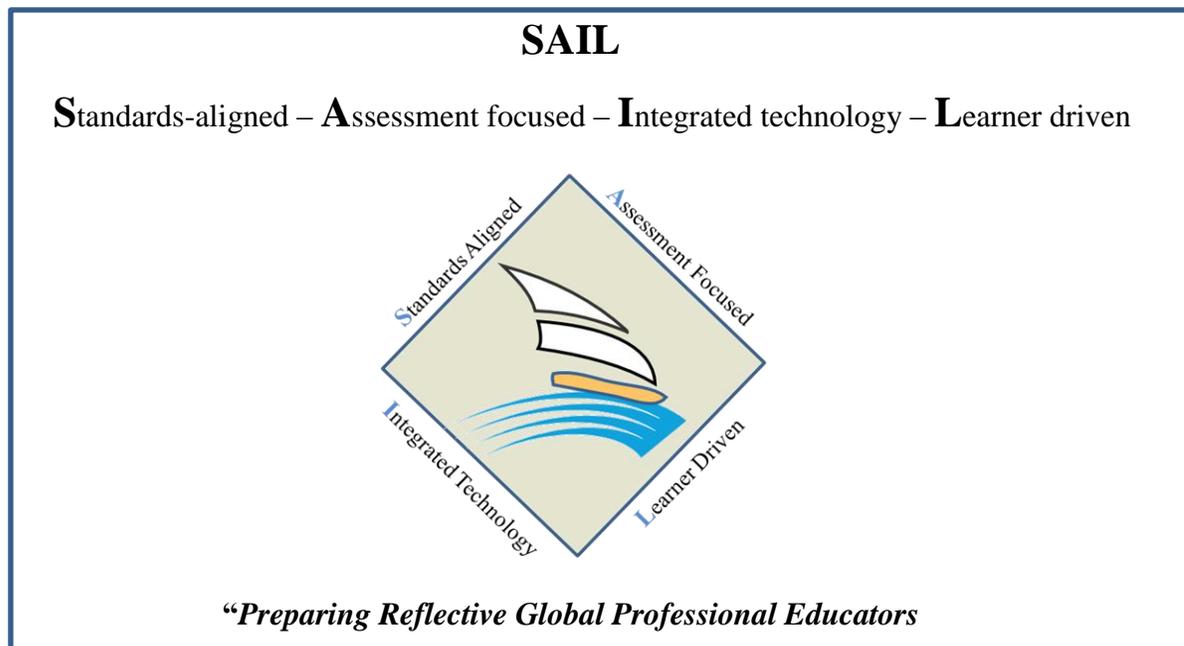
[http://web.savannahstate.edu/academic-affairs/sote/documents/SOTEPolicy\\_Handbook\\_Jan24.pdf](http://web.savannahstate.edu/academic-affairs/sote/documents/SOTEPolicy_Handbook_Jan24.pdf)

**Precondition 3.0** The unit has a well-developed conceptual framework that establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.

**3.1** A brief description provides an overview of the unit's conceptual framework.

The unit's conceptual framework (CF) is the result of a shared vision of the School of Teacher Education's stakeholders, advisory committees, faculty and staff. The conceptual framework embodies the university's vision, mission, philosophy, and strategic directions. Savannah State is known as the University by the Sea. Building on its motto, "You can get anywhere from here," SOTE leadership team believes that our graduates "can teach anywhere from here" leading to the conceptual framework theme of "Preparing Reflective Global Professional Educators" that will guide the unit in planning for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.

The unit's conceptual framework consists of four key elements to include: 1) **S**tandards-aligned, 2) **A**ssessment focused, 3) **I**ntegrated technology, and 4) **L**earner driven outcomes (**SAIL**). They are depicted in the graphic illustration in Figure 1. The CF elements are integral to the unit's shared vision, mission, philosophy and goals necessary to prepare reflective global professional educators.



**Figure 1. Unit's Conceptual Framework and Theme**

The conceptual framework's four key elements and theme identified above are grounded in research and theories. Selected research related to the theme and key elements of the conceptual framework are discussed below.

### **Selected Research Related to the Conceptual Framework Theme**

According to Hall (1997), reflective teaching “is essentially teaching practice in which the teacher undertakes deliberate and sustained reflection and action for the purpose of (instructional) improvement.” Titus and Gremler (2010) indicated that reflective teaching repeatedly has been identified and advocated as a meaningful and expected instructional practice. Further, Ramsden (1992) suggested that most educators consider reflective teaching to be an

expected competency for all teaching professionals that requires the ability to articulate one's own knowledge, assumptions, and beliefs regarding the practice of teaching. Titus and Gremler looked at the works of Osterman and Kottkamp, 1993; Schon, 1983) in providing support that when educators clarify their teaching beliefs and philosophy, the contradictions or discrepancies between what they believe and what they do become readily apparent and argues that "the decisions we make, [and] the actions we take," as educators, depend on our personal theories of instruction. These instructional theories reflect the conscious beliefs we possess about what we, as educators, consider effective teaching practice. Personal theories of instruction can guide teaching behavior, but they also might diverge, which gives rise to potential discrepancies or inconsistencies that hinder teaching effectiveness (Osterman and Kottkamp, 1993).

SOTE leaders realize that conscientious pedagogical reflection as stated by Titus and Gremler (2010) is necessary to produce a complete, well-developed teaching philosophy essential in preparing reflective global professional educators. Moreover, the absence of pedagogical reflection can result in daily instruction that fails to reflect an instructor's teaching philosophy or instructional belief system accurately. In particular, an underdeveloped teaching philosophy may translate into a teaching style full of inconsistencies, characterized by poorly coordinated and designed instruction, (p. 182).

In addition to being reflective, SOTE professional educators must be "global ready". Global ready candidates are equipped with the requisite knowledge, skills and professional dispositions to engage students in teaching and learning regardless of global orientation. The need for preparing global ready professional educator is congruent with the mission of the U.S. Department of Education to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access (U.S. Department of Education, 2010). Zhao (2010) suggests globalization is one of the most powerful forces that will shape the future world in which our children will live. How to prepare our children to live successfully in this world has become a challenging question for education. Zhao further states that education is a future-oriented business because it aims to prepare today's children for the future. In this sense, teacher education is an even more future-oriented business for it aims to prepare teachers for future educational institutions. Thus, discussing teacher education cannot

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afford to ignore the forces that will shape education in the future, which will prepare our children to live in an even more distant future world. The last part of the 20th century and the first decade of the 21st century have already seen dramatic changes brought about by globalization (p.422).

### Selected Research Related to the Conceptual Framework Key Elements

Elements of SOTE's Conceptual Framework	Theories, research, the wisdom of practice, and education policies support the unit's conceptual framework.
<b>S</b> tandards-aligned	<p>The use of standards-aligned or standards-based teaching and learning has been gaining significant attention in the education world (Merrill &amp; Comerford, 2004). State and national associations now base their specific subject area or discipline solely on standards, i.e., International Technology Education Association (ITEA), National Council of Teachers of Mathematics (NCTM), National Science Education Association (NSEA). Moreover, at the public school level, state boards of education are holding school districts accountable for teaching standards-based curricula. Standards-based instruction is not an educational fad, but a reality for public schools today and for the future (Reeves, 2002).</p> <p>The Georgia Professional Standards Commission has adapted the <u>Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education</u> published by the National Council for the Accreditation of Teacher Education (NCATE) for use in the Georgia professional education unit and preparation program approval process. The adapted standards include all six of the NCATE standards, as well as two additional standards that address Georgia-specific requirements. The adapted standards, the <u>Georgia Standards for the Approval of Professional Education Units and Preparation Programs</u> apply to all professional education units and preparation programs in Georgia (Professional Standards Commission, 2008).</p>
<b>A</b> ssessment focused	Performance assessments that include evidence from actual teaching practice have the potential to provide more direct evaluation of teaching ability. In addition, these assessments can inform programs about areas of strength and weakness in the preparation of their graduates for the purpose of program improvement and ultimately contribute to the improvement of teacher quality. There is a growing body of evidence that indicates such assessments can better evaluate instructional practice (Mitchell et al., 2001) and that they can serve as powerful professional learning experiences (Darling-Hammond & Snyder,

	<p>2000). Further, authentic assessment such as Teacher Work Sample "may shape professional preparation programs in ways that encourage better integration of knowledge within and across courses and other learning experiences" (Darling-Hammond &amp; Snyder, 2000, p. 527).</p> <p>Finally, the cognitively based assessment specifications could drive meaningful interpretation of scores because linkages could be made between the scores and the underlying cognitive traits of interest - thus supporting a stronger validity argument (Mislevy, 1994; Gorin, 2006).</p>
<p><b>I</b>ntegrated technology</p>	<p>Efforts nationally to advocate and promote the dissemination and use of instructional technology have included Congress' passage of the Technology for Education Act of 1994, which asserted technology's value as a critical instructional tool and prompted the development and adoption of many national and state technology plans; and the creation of The Department of Educational Technology to oversee and guide the infusion of technology into educational systems (DiPietro, 2004).</p> <p>Allsopp, McHatton, and Cranston-Gingras (2009) found in their study that systematically structured technology integration plan for teacher education programs can be implemented by faculty working collaboratively and can positively affect preservice teachers' self-perceptions of instructional technology abilities. In addition, such an approach can positively affect the use of instructional technology by faculty in the university classroom. The study revealed preservice teachers' perceptions of their abilities to integrate the use of technology in their teaching increased. Their attitudes toward integrating technology in teaching remained consistently high across program semesters. Moreover, preservice teachers believed that faculty effectively integrated and modeled the use of technology in their instruction.</p>
<p><b>L</b>earner driven outcomes</p>	<p>Watson (2002) defines a learning outcome as 'being something that students can do now that they could not do previously ... a change in people as a result of a learning experience'. Thus, learning outcomes can be regarded as changes within a person as a result of a learning experience. For the purpose of using learning outcomes within higher education, assessment must be both possible and appropriate. The desired learning outcomes of higher education courses must therefore not only be representative of customer demand, they must also be</p>

	<p>clearly stated and assessable.</p> <p>Learner outcomes or student performance is a major component of how teachers are evaluated. Therefore the preparation of professional educators who understand that teachers are the single most important school-level influence on student achievement or learner outcomes is paramount. As indicated in a U.S. Department of Education (2011) report, it is no surprise that, with 43 states and the District of Columbia adopting college- and career-ready Common Core State Standards, and 45 states and the District of Columbia involved in Race to the Top assessment consortia, states and districts are looking to ensure that they have a workforce that can deliver on rigorous student performance expectations.</p>
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**3.2 The vision and mission of both the institution/agency and unit are clearly described.**

**University Vision**

Savannah State University will become the institution of choice in our region, where students maximize their potential in a nurturing environment that embraces social and intellectual diversity. The university will create an efficient, student-centered culture, responsive to the needs of its stakeholders, supportive of ideals and ethical verities and loyal to its splendid legacy.

**University Mission**

Savannah State University, the oldest public historically black university in the State of Georgia, develops productive members of a global society through high quality instruction, scholarship, research, service, and community involvement. The University fosters engaged learning and personal growth in a student-centered environment that celebrates the African American legacy while nurturing a diverse student body. Savannah State University offers graduate and

undergraduate studies including nationally accredited programs in the liberal arts, the sciences and the professions.

Driven by the vision, mission, and challenges and opportunities for the University and critical trends in academia, enrollment, resources, student needs, diversity, global opportunities, technology, career advancement, and economic development, the overarching five university long term strategic goals are as follows:

**Goal One:** Savannah State University will maximize its comparative advantage through academic excellence, applied learning, effective educational support, and community involvement.

#### Comparative Advantage

Savannah State University will identify and expand its internal strengths to maximize excellence for the benefit of its faculty, staff, students, alumni and community by identifying and expanding upon its internal strengths. These strengths are academic programs, curricular and co-curricular, community services and research that match the best comprehensive institutions in the country.

**Goal Two:** Savannah State University will continue to build its institutional capacity through the continuous improvement and expansion of academic programs, student support, infrastructure, technology, and community relations.

#### Institutional Capacity Building

We will further strengthen our position as a value added institution by expanding and sustaining a range of delivery methods to enhance access to academic programs through the use of technology. We will house nationally recognized programs in interdisciplinary areas in the liberal arts and the sciences, engineering technology, behavior analysis, English, business administration, mass communications, social work and marine sciences or in homeland security and emergency management. We will continue to develop and offer other examples of emerging degree programs. All degree

programs will be built upon a foundation of outstanding programs in the fundamental liberal arts and sciences disciplines that lie at the core of every great university, and will be strengthened by interdisciplinary efforts with professional programs. We are committed to substantially increasing revenues from private fundraising, partnerships, research grants, and technology transfers while strengthening our ability to more effectively invest and allocate resources.

**Goal Three:** Savannah State University will maximize its efforts to recruit, retain, and graduate qualified students through effective marketing and scholarship funds, quality advising and mentoring, student development programs, and diversity.

*Recruitment, Retention, Progression and Graduation*

Savannah State University is committed to significantly increasing student enrollment, retention, persistence and graduation by creating a culturally and intellectually diverse environment that supports and engages all students from a well-integrated enrollment management philosophy.

(Short Term Measurable Objectives Directly Related to Teacher Education 3.12 of Vision 2018 document). Develop and implement, by fall 2012, four (4) teacher education programs.

**Goal Four:** Savannah State University will maximize its efforts to create a positive image and to continuously improve internal and external communication through the implementation of best practices, community partnerships, effective customer service, and campus accountability.

*Image and Communication*

We must invigorate our efforts to share the news about our successes and strengths to our students, their families, graduates, the professions, employers, citizens, legislators and other policy makers and our community---from the internal to the global. One need only look around our campus to see evidence of a beautiful campus, quality restorations, and new building projects. Our rapidly changing world requires us to be forward-

thinking, to anticipate needs of the future and to effectively communicate successes and challenges to our community of learners and supporters.

**Goal Five:** Savannah State University will maximize its efforts to ensure the continuous professional development of faculty and staff.

### Professional Development

With the ever evolving changes in our technical society, it is imperative that Savannah State University invest in the people who work with and for our student body, the university community and our society in general. As a university, we are committed to on-going professional development activities that are in response to our changing society. Our long term strategic goals will be implemented through our immediate measurable planning objectives. For each objective, the divisions of the university will identify critical action steps. These action steps form the basis for annual budget allocations (see University Planning and Budget Allocation Cycle, pg.9 of this document).

### **Unit Vision**

Savannah State University's School of Teacher Education envisions graduates who embrace dynamic educational changes impacted by technological innovations, diverse issues, and global challenges, and have the intellectual capacity to teach all children to be productive citizens in a global community. To this end, the School and its faculty are committed to quality research, exemplary teaching, collaborative partnerships and outreach activities that ensure all programs are Standards-aligned, Assessment focused, Integrated technology, and use researched-based pedagogy congruent to assure positive Learner driven outcomes for all students.

### **Unit Mission**

The mission of the School of Teacher Education is aligned with the mission of the University. More specifically, SOTE's mission is to prepare and empower professional educators with the knowledge, skills, and professional dispositions to teach all students in a global, diverse educational community. We will prepare professional educators to provide nurturing learning environments and demonstrate appropriate ethical behavior.

### **3.3 The unit's philosophy, purposes, and goals/organizational standards support its conceptual framework.**

#### **Unit Philosophy**

The School of Teacher Education believes their professional educators will be prepared with the knowledge, skills and professional dispositions to provide a nurturing, teaching/learning environment conducive to student inquiry and exploration. Further, SOTE believes effective professional education will use standards-aligned curriculum that is continuously assessed using integrated technology to ensure maximum learning outcomes.

Specifically, we believe Professional Educators must:

1. Understand how students learn and how to teach effectively, including aspects of pedagogical content knowledge that incorporates language, culture, and community contexts for learning.
2. Understand the student, the spirit of every child and discover ways to nurture that spirit.
3. Continually develop the requisite skills to construct and manage classroom activities.
4. Communicate well, use and integrate technology in teaching.
5. Reflect on their practices to learn for continuous improvements.
6. Design and use assessment tools to measure and monitor teaching and learning.
7. Model ethical behavior in teaching and learning.

#### **3.3.2 Unit's Purpose**

The purpose of the School of Teacher Education at Savannah State University is to prepare teacher candidates, as professionals, with a reflective and global perspective to teach in the Science, Technology, Engineering, and Mathematics (STEM) disciplines in grades 6-12. More specifically, SOTE graduates will be certified with a major in Biology or Mathematics each having a secondary teaching concentration.

### 3.3.3 Unit Goals/Assessment

The goals and objectives of The School of Teacher Education at Savannah State University are aligned to the unit's conceptual framework and are consistent with the unit's philosophy and purpose. As a School that is grounded in sound teaching practices, principles, policies, and procedures based on state and national standards, SOTE will prepare teacher candidates to be prepared and equipped to enhance the academic achievement of all students taught. More specifically, SOTE's unit goals are outlined in items 1 – 6 and the objectives that define candidate proficiencies are addressed in items 7 -11 as follows:

#### Goals:

1. To prepare teacher candidates as professional educators with the knowledge, skills and professional dispositions to be effective teachers of state approved education degree programs;
2. To facilitate the growth and development of teacher candidates who are committed to serving the needs of all the students they will teach;
3. To foster in teacher candidates a commitment and passion for the teaching profession;
4. To offer a quality teacher education program based on sound pedagogy described in the SAIL model using a **(S)** standards-aligned curriculum, relevant **(A)** assessment focused, and **(I)** integrated technology to maximize **(L)** learner driven outcomes.
5. To offer state approved and nationally accredited teacher education programs; and
6. Adhere to the Georgia Code of Ethics for Educators.

#### Objectives:

7. Demonstrate knowledge of national and state standards that guide their program of study.  
**Assessment Strategy** - Teacher education candidates will demonstrate how standards are aligned to classroom objectives and assignments in lesson plans and place artifacts in the e-portfolio section of SOTE's TaskStream Assessment System.  
**(Related CF Element - Standards-Aligned)**
8. Utilize assessments to evaluate student learning in the classroom.

**Assessment Strategy** – The candidate will use the information gathered from assessments to apply effective teaching in their classroom during practicum and clinical experiences and evidences will be documented in artifacts posted in SOTE’s TaskStream Assessment System. **(Related CF Element – Assessment Focused)**

9. Model effective practices in identifying and accommodating various student learning styles through the use of hands-on activities, collaborative groups and technological resources/tools.

**Assessment Strategy** - Teacher education candidates will employ technology to enhance teaching and learning for all students during clinical experiences. Artifacts to demonstrate candidate understands objective will be posted in SOTE’s TaskStream Assessment System. **(Related CF Element – Integrated Technology)**

10. Facilitate a teaching and learning environment with consideration to cultural differences and student diversity to safeguard appropriate developmental learning.

**Assessment Strategy** – Collaborative school and unit supervisors will assess candidates on their ability to facilitate a cultural and diversity friendly teaching and learning classroom. Candidate will be observed on their methods for engaging students in the classroom and for addressing scenarios outside the classroom. Assessment data and artifacts will be posted in the candidate’s e-Portfolio section of SOTE’s TaskStream Assessment System. **(Related CF Element - Learner Driven)**

11. Reflect and demonstrate an understanding of the global influences related to content when designing their lesson plans.

**Assessment Strategy** - Teacher education candidates will model professional dispositions cognizant of social, political and economic concerns from a global perspective in education/evaluations while engaging in teaching activities during practicum and clinical practices. Artifacts that show candidates as professionals will be posted in SOTE’s TaskStream Assessment System. **(Preparing Reflective Global Professional Educators).**

## Candidates Dispositions

The Teacher Education Program at Savannah State University is designed to develop competent teachers who promote sound practices that facilitate teaching and learning for all students. In recent years, the issue of teacher dispositions has been widely debated. It is agreed, in general, that a teacher's dispositions and/or beliefs directly affect their effectiveness as teachers. The Georgia Professional Standards Commission states that dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development, as well as the educator's own professional growth.

In addition, the National Council for the Accreditation of Teacher Education (NCATE) defines dispositions as attitudes, perceptions or beliefs that form the basis for behavior. Viewed as personal qualities or characteristics possessed by individuals to include attitudes, beliefs, and values, NCATE expects teacher education programs to assess professional dispositions based on observable behaviors in educational settings. In addition to the two dispositions expected by NCATE that all programs assess fairness and the belief that all students can learn, Savannah State University's Teacher Education Program has adopted as the basis for assessing teacher candidates' innate skills which qualifies them to be a "good fit" for the teaching profession those elements as described by both the Georgia's Professional Standards Commission and the National Council for Accreditation of Teacher Education.

As stated, it is generally agreed that dispositions are professional attitudes, values and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues and communities. These positive behaviors support student learning and development. As such, the Teacher Education program at Savannah State University has identified seven (7) professional dispositions for its teacher candidates. These include teacher candidates who:

1. **Believe that all children can learn** – Candidates should know that it is the expectation that they create circumstances to promote student well-being and successful learning as well as, demonstrate knowledge of the diverse ways in which

students learn and develop by providing learning opportunities that support their intellectual, physical, emotional and social development.

2. **Value Fairness** – Candidates should treat students equitably, maintain standards of confidentiality, and exercise objectivity in academic assessment using a variety of formal and informal strategies to evaluate and support the development of the learner.
3. **Exude Compassion** – Candidates should establish quality student-teacher relationships characterized by professionalism, caring, nurturing, friendliness and a genuine respect for all students.
4. **Show Commitment** – Candidates should show initiative and commitment to the teaching profession by using a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. **Demonstrate Honesty and Trustworthiness** – Candidates should demonstrate an awareness of and commitment to ethical and legal responsibilities of a teacher.
6. **Show Respect for Diversity** – Candidates should demonstrate the ability to have a passionate commitment to diversity of purpose, equity and inclusion as well as understanding and embracing cultural differences.
7. **Behave Professionally** – Candidates should communicate appropriately through appearance, spoken language and behavior to establish credibility with students, parents, colleagues, and community.

### **3.4 Knowledge bases, including theories, research, the wisdom of practice, and education policies support the unit's conceptual framework.**

The School of Teacher Education planning team and its collaborative partners developed the unit conceptual framework within the context of four themes: (1) Standards-aligned, (2) Assessment focused, (3) Integrated technology, and (4) Learner driven outcomes forming the acronym **SAIL**. Integral to the four themes are the six unit goals and five objectives that define candidates proficiencies described earlier. The five candidate proficiencies are aligned within the six domains of the Georgia Framework for Teachers. The Georgia Framework for Teaching was adopted in 2005 by the Georgia Department of Education (GaDOE), the Georgia Professional

Standards Commission (GaPSC), and the University System of Georgia Board of Regents (BoR) as the state definition of quality teaching.

The following sections will identify knowledge bases, including theories, research, the wisdom of practice, and education policies that supports the conceptual framework, goals and objectives, and candidate proficiencies.

### **Knowledge-bases for Framework for Teaching**

Recent theories on teaching and assessment reveal that teaching is a complex activity that is shaped by the teaching context (Darling-Hammond 2000; Trigwell, 2001). Moreover, changing visions on student learning and the teacher role require that teachers are continuously developing themselves professionally (Putnam and Borko 1997). Teaching competency frameworks can be useful for teachers to set their professional learning goals. Uhlenbeck, Verloop and Beijaard (2002) stated, these frameworks should give room to differentiated teacher profiles and should not only be focused on teacher behavior. Moreover, they should be appropriate for contemporary teaching approaches, (pp.253-253).

The shift from focus on the teacher to focus on the student originates from ideas in constructivism (Ertmer and Newby 1993). A central tenet in constructivist approaches to learning is the active construction of knowledge by the learner. The student is seen as an active, self-regulating learner, who creates meaning from his or her own experiences in a meaningful way. The teacher role is to stimulate the construction of powerful knowledge, rather than to explicitly provide knowledge and information (Harris and Alexander, 1998).

Common elements in most frameworks of teaching competencies in higher education are: competencies in content knowledge, didactic competencies (pedagogical methods and presentation skills, guidance and advising skills, design of curriculum and course material), organizational competencies, and scientific competencies (lifelong learning and reflection). Key principles of effective teaching such as interest and explanation, concern and respect for students and student learning, appropriate assessment and feedback, clear goals and intellectual challenge,

independence, control and active engagement and learning from students can be found in these frameworks (Ramsden 1992).

### **Constructivist Theory**

Degree programs in the School of Teacher Education focus on preparing future professional teachers to teach in secondary STEM disciplines. At the core of STEM disciplines is the ability of teachers to develop their knowledge base by reflecting and making sense of their experiences and building on those experiences as they seek solutions to problems. Additionally, the teacher uses collaborative negotiations to help their students to become more engaged in teaching and learning. One theory that undergirds the focus of preparation of STEM professional teachers and is integral to the mission of university and SOTE's conceptual frame is the constructivist theory.

Wright (2008) stated, the objective power behind constructivism is rooted in the groundwork laid by Piaget (1977), Vygotsky (1978), and von Glaserfeld (1989), whose ideals encourage learners to recognize that learning is their responsibility and teachers to understand that a dynamic, student-centered learning environment is their responsibility (Fosnot, 1996; Holzer, 1994). Simply stated, constructivist philosophy suggests that learning occurs best when students use past experiences, peer interactions, and/or personalized constructs to internalize and expand upon their knowledge. Additional evidence suggested constructivism is an influential learning philosophy in the science education community can be found in many national curricular documents and national education statements (American Association for the Advancement of Science, 1990; Yager, 1991, 1996) and more recently in the U.S. National Science Teachers Association Standards for Teacher Preparation (Matthews, 2002).

Driscoll (2000) suggests that "constructivist theory rests on the assumption that knowledge is constructed by learners as they attempt to make sense of their experiences" (p. 376). Driscoll further states that "constructivism is a philosophy based on the principle that knowledge is created from experience (p. 376)." Constructivists believe that learners are in control of constructing their own meaning in an active way.

Sanders (2009), provides further support of the connectedness of constructivism to STEM disciplines as he states “STEM education is grounded in the tenets of constructivism and the findings of three decades of cognitive science (p. 23).” Bruning, Schraw, Norby, and Ronning (2004) identified the following set of cognitive themes that resonate with STEM education:

- Learning is a constructive, not a receptive, process
- Motivation and beliefs are integral to cognition
- Social interaction is fundamental to cognitive development
- Knowledge, strategies, and expertise are contextual.

According to Sanders, these cognitive themes growing from the learning sciences and integrative STEM activities are exemplars of constructivist practice in education. They provide a context and framework for organizing abstract understandings of science and mathematics and encourage students to actively construct contextualized knowledge of science and mathematics, thereby promoting recall and learning transfer. Further support by Bransford, Brown, and Cocking (2000), view constructivist practice in STEM education pedagogy as inherently learner-centered and knowledge-centered, and when used with groups of learners, provides a remarkably robust environment for the social interaction so critical to the learning process.

Similar to Driscoll’s research, Woolley, Woolley, and Benjamin (2004) in their research state “increasingly, improvement efforts in P-12 schools and teacher education programs are based on constructivist theories of learning. Discussions of constructivist teaching dominate many professional conferences and scholarly and practitioner journals. Constructivist approaches are also reflected in state and local policies and in the P-12 standards set by many professional organizations. Central to the constructivists’ view of learning is the emphasis upon students taking an active role in their own learning in order to build understanding and creating meaning from information, (p. 319).”

Dangel and Guyton (2004) identified nine common elements of constructivist teacher education both pre-service and in-service. They are described in order of their prominence in the literature.

1. **Reflection.** Reflection is evident in a majority of the programmatic efforts and is seen by many constructivist teacher educators as a sort of adhesive that connects and cements the various components or tasks within a teacher education program.
2. **Learner-Centered Instruction.** Many constructivist teacher education programs promote learner-centered instruction
3. **Collaborative Learning.** As constructivist pedagogy emphasizes a learner-centered approach, it also emphasizes discourse and collaboration.
4. **Posing Relevant Problems / Problem Solving.** In many constructivist programs, the teacher is viewed as a creator of problem-solving situations, a poser or solicitor of problems that students see as real and important to them.
5. **Cohort Groups.** In traditional teacher education programs, teacher-learners often take discrete classes with shifting student populations under various professors with differing educational philosophies and approaches.
6. **Relevant Field Placements.** Constructivist teacher education programs place a high value on field work because of the belief that participatory learning in a relevant setting helps a teacher-learner to make better sense of and construct their own theories.
7. **Authentic Assessment/Professional Portfolios.** An outgrowth of the constructivist viewpoint that learning is an active and reflective process is the notion that assessment strategies should be integral and ongoing parts of the professional growth plan, rather than just evaluative and at the end of the course of study.
8. **Inquiry/Action Research.** Gathering classroom evidence for data-based decision making is seen as an effective tool for teacher-learners because it helps them analyze and reflect on their practice and focus on the needs of children.
9. **Personal Engagement.** The use of the term “self” in referring to the importance of teacher-learners’ is common in descriptions of features of constructivist teacher education programs.

**3.5 Candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, are aligned with expectations in professional, state, and institutional standards.**

**3.5.1. SSU Mission, Values, Strategic Directives, and Regents' Teacher Preparation Initiative Aligned with the Unit's Mission, Goals & Conceptual Framework (CF).**

<b>SSU's Mission, Values, Strategic Directives &amp; Regents' Teacher Preparation Initiative</b>	<b>Teacher Education Unit</b>
"Engaged Learning" (SSU's Value)	<i>Integrated Technology (CF)</i>
"Accountability" (SSU's Value)	<i>Assessments (CF)</i>
"Global Awareness" (SSU's Value)	<i>Preparing Reflective Global Professional Educators (CF)</i>
The University fosters engaged learning and personal growth in a student-centered environment that celebrates the African American legacy while nurturing a diverse student body." (SSU's Mission)	B.S. in Biology & Mathematics w/concentration in secondary education (Mission, Unit Goal 2 & Unit Objective 10)
"...double the number, double the diversity" (BoR Initiative)	B.S. in Biology & Mathematics w/concentration in secondary education (Unit Goal 1)  Increase the number of diverse teachers (Mission)
Strategic Goal 1: Savannah State University will maximize its comparative advantage through academic excellence, applied learning, effective educational support, and community involvement.	B.S. in Biology & Mathematics w/concentration in secondary education (Unit Goal 1)  Field Experience (Conceptual Framework Theme & Unit Objective 11)  Integration of Technology (Unit Objective 9)  Mentoring African American male teachers (Unit Goal 2)  GaPSC approval & NCATE accreditation (Unit Goal 5)

<p>Strategic Goal 2: Savannah State University will continue to build its capacity through the continuous improvement and expansion of academic programs, student support, infrastructure, technology, and community relations.</p>	<p>Advisory Committee &amp; External Education Service Group (Unit Goal 2)</p> <p>Assessment (Unit Objective 8)</p> <p>Integration of Technology (Unit Objective 9)</p>
<p>Strategic Goal 3: Savannah State University will maximize its efforts to recruit and retain qualified students through effective marketing and scholarship funds, quality advising and mentoring, student development programs, and diversity.</p>	<p>B.S. in Biology &amp; Mathematics w/concentration in secondary education (Unit Goal 1)</p> <p>Advisement &amp; Academic/Achievement Scholarship (Unit Goal 1 &amp; 2)</p>
<p>Strategic Goal 4: Savannah State University will maximize its efforts to create a positive image and to continuously improve internal and external communication through the implementation of best practices, community partnerships, effective customer service, and campus accountability.</p>	<p>Advisory Committee ( Unit Goal 2)</p> <p>External Education Service Group</p>
<p>Strategic Goal 5: Savannah State University will maximize its efforts to ensure the continuous professional development of faculty and staff.</p>	<p>Quality Teacher Education Program (Unit Goal 5)</p>

### 3.5.2. Unit Goals & Objectives for Candidates and Proficiencies Aligned With Georgia Framework for Teaching

Unit goals 1-6 relate to unit operation. Unit objectives 7-11 reflect the unit's conceptual framework and broadly identify the attributes and proficiencies expected of candidates completing a teacher education program at Savannah State University. The unit objectives relating to the conceptual framework and candidate proficiencies are operationalized through the use of the Georgia Framework for Teaching (GFT). The *Georgia Framework for Teaching* was adopted in 2005 by the Georgia Department of Education (GaDOE), the Georgia Professional Standards Commission (GaPSC), and the University System of Georgia Board of Regents (BoR) as the state definition of quality teaching. Developed by partners of the Georgia Systemic Teacher Education Program (GSTEP) through extensive focus groups across the state, the *Framework* identifies knowledge, skills, dispositions, understandings, and other attributes of accomplished teaching. The six *domains* and associated *indicators* provide common language and definitions for all stakeholders who are interested in quality teaching. The *extended Framework* was developed by the Committee for Quality Teaching.

The alignment is shown in the table below. Candidates will be expected to demonstrate proficiency in each of the six domains of accomplished teaching as described by the GFT.

<b>Broad Candidate Proficiencies /<i>Conceptual Framework</i> / (Unit Goals/Objectives )</b>	<b>Specific Candidate Proficiencies/Domains of <i>Georgia Framework for Teaching</i></b>
<p>Adhere to the Georgia Code of Ethics for Educators (Unit Goal 6 )</p>	<p><b>Domain 1: Content &amp; Curriculum</b> 1.3 stay current in their subject areas as engaged learners and/or performers in their fields.</p> <p><b>Domain 6: Professionalism</b> 6.1 continually examine and extend their knowledge of the history, ethics, politics, organization, and practices of education. 6.2 understand and implement laws related to rights and responsibilities of students, educators, and families. 6.3 follow established codes of professional conduct, including school and district policies. 6.4 systematically reflect on teaching and learning to improve their own practice. 6.5 seek opportunities to learn based upon reflection, input from others, and career goals. 6.6 advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students. 6.7 assume leadership and support roles as part of a school team.</p>
<p>Utilize assessments to evaluate student learning in the classroom. They will use the information gathered from assessments to apply innovative teaching techniques in their educational environment. (<b>Assessments</b>) (Unit Objective 8)</p>	<p><b>Domain 1: Content &amp; Curriculum</b> 1.2 understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach. 1.3 carefully select and use a wide variety of resources, including available technology to deepen their own knowledge in the content area(s).</p> <p><b>Domain 2: Knowledge of Students &amp; Their learning</b> 2.1 believe that all children can learn at high levels and hold high expectations for all 2.2 understand how learning occurs in general and in the content areas (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind). 2.5 are informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality.</p>

**Domain 3: Learning Environment**

- 3.1 create a learning community in which students assume responsibility, participate in decision-making, and work both collaboratively and independently.
- 3.2 organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.
- 3.4 recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.
- 3.5 are sensitive to and use knowledge of students' unique cultures, experiences, and communities to sustain a culturally responsive classroom.
- 3.6 access school, district, and community resources in order to foster students' learning and well-being.
- 3.7 use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Domain 4: Assessment**

- 4.1 understand measurement theory and the characteristics, uses, and issues of different types of assessment.
- 4.2 use pre-assessment data to select or design clear, significant, varied, and appropriate student learning goals.
- 4.3 choose, develop, use classroom-based assessment methods appropriate for instructional decisions.
- 4.4 involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.
- 4.5 develop and use valid, equitable grading procedures based on student learning.
- 4.6 use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel.
- 4.7 use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.
- 4.8 are committed to using assessment to identify student strengths and needs and promote student growth.

	<p><b>Domain 5: Planning &amp; Instruction</b></p> <p>5.1 articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies.</p> <p>5.2 plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.</p> <p>5.3 understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.</p> <p>5.4 monitor and adjust strategies in response to learner feedback.</p> <p>5.5 vary their roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.</p> <p>5.6 use appropriate resources, materials, and technology to enhance instruction for diverse learners.</p> <p>5.7 value and engage in planning as a collegial activity.</p> <p><b>Domain 6: Professionalism</b></p> <p>6.6 advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students.</p>
<p>To prepare teacher candidates as professional educators with the knowledge, skills and professional dispositions to be effective teachers of state approved education degree programs. (Unit Goal 1)</p>	<p><b>Domain 1: Content &amp; Curriculum</b></p> <p>1.1 demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the subject(s) they teach.</p> <p>1.2 understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach.</p> <p>1.3 stay current in their subject areas as engaged learners and/or performers in their fields.</p> <p>1.4 relate content area(s) to other subject areas and see connections to everyday life.</p> <p>1.5 carefully select and use a wide variety of resources, including available technology, to deepen their own knowledge in the content area(s).</p> <p>1.6 interpret and construct school curriculum that reflects state and national content area standards.</p>

**Domain 2: Knowledge of Students and Their Learning**

2.1 believe that all children can learn at high levels and hold high expectations for all.

2.2 understand how learning occurs in general and in the content areas (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind).

2.3 are sensitive, alert, and responsive to all aspects of a child's well-being.

2.4 understand how factors in environments inside and outside of school may influence students' lives and learning.

2.5 are informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality.

**Domain 3: Learning Environments**

3.1 create a learning community in which students assume responsibility, participate in decision-making, and work both collaboratively and independently.

3.2 organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.

3.3 understand and implement effective classroom management.

3.4 recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.

3.7 use effective verbal, nonverbal, and media to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Domain 4: Assessment**

4.1 understand measurement theory and the characteristics, uses, and issues of different types of assessment.

4.2 use pre-assessment data to select or design clear, significant, varied, and appropriate student learning goals.

4.3 choose, develop, use classroom-based assessment methods appropriate for instructional decisions.

4.4 involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.

4.5 develop and use valid, equitable grading procedures based on student learning.

	<p>4.6 use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel.</p> <p>4.7 use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.</p> <p>4.8 are committed to using assessment to identify student strengths and needs and promote student growth.</p> <p><b>Domain 5: Planning &amp; Instruction</b></p> <p>5.1 articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies.</p> <p>5.2 plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.</p> <p>5.3 understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.</p> <p>5.4 monitor and adjust strategies in response to learner feedback.</p> <p>5.5 vary their roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.</p> <p>5.6 use appropriate resources, materials, and technology to enhance instruction for diverse learners.</p> <p>5.7 value and engage in planning as a collegial activity.</p> <p><b>Domain 6: Professionalism</b></p> <p>6.1 continually examine and extend their knowledge of the history, ethics, politics, organization, and practices of education.</p> <p>6.2 understand and implement laws related to rights and responsibilities of students, educators, and families.</p> <p>6.3 follow established codes of professional conduct, including school and district policies.</p> <p>6.4 systematically reflect on teaching and learning to improve their own practice.</p> <p>6.5 seek opportunities to learn based upon reflection, input from others, and career goals.</p> <p>6.6 advocate for curriculum, instruction, learning environments, and opportunities</p>
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	<p>that support the diverse needs of and high expectations for all students. 6.7 assume leadership and support roles as part of a school team.</p>
<p>Demonstrate their knowledge of national and state standards that guide their program of study. Teacher education candidates will also demonstrate how the standards are aligned to the classroom objectives and assignments <b>(Standards-aligned)</b> (Unit Objective 7)</p>	<p><b>Domain 1: Content &amp; Curriculum</b> 1.1 demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the subject(s) they teach. 1.3 stay current in their subject areas as engaged learners and/or performers in their fields. 1.4 relate content area(s) to other subject areas and see connections to everyday life. 1.6 interpret and construct school curriculum that reflects state and national content area standards.</p> <p><b>Domain 2: Knowledge of Students &amp; Their Learning</b> 2.1 believe that all children can learn at high levels and hold high expectations for all.</p> <p><b>Domain 4: Assessment</b> 4.3 choose, develop, use classroom-based assessment methods appropriate for instructional decisions. 4.6 use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel. 4.7 use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.</p> <p><b>Domain 5: Planning &amp; Instruction</b> 5.1 articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies. 5.2 plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.</p>

	<p><b>Domain 6: Professionalism</b></p> <p>6.2 understand and implement laws related to rights and responsibilities of students, educators, and families.</p> <p>6.3 follow established codes of professional conduct, including school and district policies.</p>
<p>Maintain effective learning environments with consideration to cultural differences and student diversity to safeguard appropriate developmental learning. (<b>Learner Driven Outcomes</b>) (Unit Objective 5)</p>	<p><b>Domain 1: Content &amp; Curriculum</b></p> <p>1.2 understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach.</p> <p><b>Domain 2: Knowledge of Students and Their Learning</b></p> <p>2.1 believe that all children can learn at high levels and hold high expectations for all.</p> <p>2.2 understand how learning occurs in general and in the content areas (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind).</p> <p>2.3 are sensitive, alert, and responsive to all aspects of a child’s well-being.</p> <p>2.4 understand how factors in environments inside and outside of school may influence students’ lives and learning.</p> <p>2.5 are informed about and adapt their work based on students’ stages of development, multiple intelligences, learning styles, and areas of exceptionality.</p> <p>2.6 establish respectful and productive relationships with families and seek to develop cooperative partnerships in support of student and well-being.</p> <p><b>Domain 3: Learning Environments</b></p> <p>3.1 create a learning community in which students assume responsibility, participate in decision-making, and work both collaboratively and independently.</p> <p>3.2 organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.</p> <p>3.4 recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.</p> <p>3.5 are sensitive to and use knowledge of students’ unique cultures, experiences, and communities to sustain a culturally responsive classroom.</p> <p>3.6 access school, district, and community resources in order to foster students’</p>

	<p>learning and well-being.</p> <p>3.7 use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p><b>Domain 4: Assessment</b></p> <p>4.1 understand measurement theory and the characteristics, uses, and issues of different types of assessment.</p> <p>4.2 use pre-assessment data to select or design clear, significant, varied, and appropriate student learning goals.</p> <p>4.3 choose, develop, use classroom-based assessment methods appropriate for instructional decisions.</p> <p>4.4 involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.</p> <p>4.5 develop and use valid, equitable grading procedures based on student learning.</p> <p>4.6 use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel.</p> <p>4.7 use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.</p> <p>4.8 are committed to using assessment to identify student strengths and needs and promote student growth.</p> <p><b>Domain 5: Planning &amp; Instruction</b></p> <p>5.1 articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies.</p> <p>5.2 plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.</p> <p>5.3 understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.</p> <p>5.4 monitor and adjust strategies in response to learner feedback.</p> <p>5.5 vary their roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.</p> <p>5.6 use appropriate resources, materials, and technology to enhance instruction for</p>
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	<p>diverse learners.                      5.7 value and engage in planning as a collegial activity.</p> <p><b>Domain 6: Professionalism</b>                      6.2 understand and implement laws related to rights and responsibilities of students, educators, and families.                      6.3 follow established codes of professional conduct, including school and district policies.                      6.4 systematically reflect on teaching and learning to improve their own practice.                      6.5 seek opportunities to learn based upon reflection, input from others, and career goals.</p> <p>6.6 advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all student.</p>
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**3.5.3 Candidate Proficiencies (Unit Goals 1-6 and Unit Objectives 7-11) Aligned with State and National Teaching Standards**

Ga. Framework: Specific Candidate Proficiencies	SSU Broad Candidate Proficiencies /Unit Goals & Objectives	PSC Standards	BOR Principle	NCATE Standard	INTASC Principles
<i>Domain 1: Content &amp; Curriculum</i>					
1.1 Demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the subject(s) they teach.	Professional Educators (Unit Goal 1)  Standards-Aligned (Unit Obj. 7)	<i>Standard 1.1</i> Content Knowledge <i>Standard 7.2</i> Reading <i>Standard 8</i> Content Standards	<i>Principle I C</i> Content Knowledge <i>Principle II</i> A (1) Content Knowledge <i>Principle II</i> A (4) Reading/Math	<i>Standard 1.1</i> Content Knowledge	<i>Principle 1:</i> Knowledge 1-1, 1-2 Performances 1-4
1.2 Understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach.	Professional Educators (Unit Goal 1)  Assessments (Unit Obj. 8)  Learner Driven Outcomes (Unit Obj. 10)  <i>Preparing Reflective Global Professional Educators</i> (Unit Obj. 11)	<i>Standard 1.3</i> Pedagogical Content Knowledge <i>Standard 1.4</i> Professional Pedagogical Knowledge & Skills <i>Standard 4.1</i> Diversity <i>Standard 7.3</i> Special Needs <i>Standard 8</i> Content Standards	<i>Principle II A (3)</i> Differentiate Instruction <i>Principle II A (4)</i> Reading/Math	<i>Standard 1.3</i> Pedagogical Content Knowledge <i>Standard 1.4</i> Professional Pedagogical Knowledge/Skills <i>Standard 4.1</i> Diversity	<i>Principle 1:</i> Performances 1-1, 1-2
1.3 stay current in the subject areas as engaged learners and/or performers in their fields.	Professional Educators (Unit Goal 1)  <i>Ethics</i> (Unit Obj. 6)  Standards-Aligned	<i>Standard 1.6</i> Dispositions		<i>Standard 1.6</i> Dispositio	<i>Principle 1:</i> Dispositions 1-1, 1-4

	<i>(Unit Obj. 7)</i>  <i>Assessments</i> <i>(Unit Obj. 8)</i>				
1.4 relate content area(s) to other subject areas and see connections to everyday life.	Professional Educators <i>(Unit Goal 1)</i>  Standards-Aligned <i>(Unit Obj. 7)</i>  <i>Preparing Reflective Global Professional Educators</i> <i>(Unit Obj. 11)</i>	<i>Standard 1.4</i> Professional, Pedagogical Knowledge & Skills		<i>Standard 1.4</i> Professional, Pedagogical Knowledge & Skill	<i>Principle 1:</i> Knowledge 1-3 Dispositions 1-3 Performances 1-6
1.5 carefully select and use a wide variety of resources, including available technology, to deepen their own knowledge in the content area(s).	Professional Educators <i>(Unit Goal 1)</i>  Integrated Technology <i>(Unit Obj. 9)</i>	<i>Standard 1.3</i> Pedagogical Content Knowledge <i>Standard 7.4</i> Technology	<i>Principle II A (6)</i> Technology	<i>Standard 1.3</i> Pedagogical Content Knowledge	<i>Principle 1:</i> Performances 1-3
1.6 interpret and construct school curriculum that reflects state and national content area standards.	Professional Educators <i>(Unit Goal 1)</i>  <i>State &amp; Nationally Approved Programs</i> <i>(Unit Goal 5)</i>  Standards Aligned <i>(Unit Obj. 7)</i>	<i>Standard 1.1</i> Content Knowledge <i>Standard 1.4</i> Professional, Pedagogical Knowledge & Skills <i>Standard 7.5</i> State Curriculum Implementation	<i>Principle II A (2)</i> Standards-based Teaching	<i>Standard 1.1</i> Content Knowledge <i>Standard 1.4</i> Professional, Pedagogical Knowledge & Skills	
<b><i>Domain 2: Knowledge of Students &amp; Their Learning</i></b>					

<p>2.1 believe that all children can learn at high levels and hold high expectations for all.</p>	<p>Professional Educators (Unit Goal 1)</p> <p>Commitment (Unit Goal 2)</p> <p>Standards-Aligned (Unit Obj. 7)</p> <p>Assessments (Unit Obj. 8)</p> <p>Learner Driven Outcomes (Unit Obj. 10)</p>	<p>Standard 1.6 Dispositions</p> <p>Standard 1.7 Student Learning</p> <p>Standard 4.1 Diversity</p>	<p>Principle I A Content Knowledge</p> <p>Principle II A (2) Standards-based Teaching</p>	<p>Standard 1.6 Dispositions</p> <p>Standard 1.7 Student Learning</p> <p>Standard 4.1 Diversity</p>	<p>Principle 3: Dispositions 3-1</p>
<p>2.2 understand how learning occurs in general and in the content areas (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind).</p>	<p>Professional Educators (Unit Goal 1)</p> <p>Assessments (Unit Obj. 8)</p> <p>Learner Driven Outcomes (Unit Obj. 10)</p>	<p>Standard 1.4 Professional, Pedagogical Knowledge &amp; Skills</p> <p>Standard 4.1 Diversity</p>	<p>Principle II A (2) Standards-based Teaching</p>	<p>Standard 1.4 Professional, Pedagogical Knowledge &amp; Skills</p> <p>Standard 4.1 Diversity</p>	<p>Principle 2: Knowledge 2-1</p>
<p>2.3 are sensitive, alert, and responsive to all aspects of a child's well-being.</p>	<p>Professional Educators (Unit Goal 1)</p> <p>Commitment (Unit Goal 3)</p> <p>Learner Driven Outcomes (Unit Obj. 10)</p>	<p>Standard 1.6 Dispositions</p>	<p>Principle II A (3) Differentiated Instruction</p>	<p>Standard 1.6 Dispositions</p>	<p>Principle 10: Dispositions 10-2 Performances 10-5</p>
<p>2.4 understand how factors in environments inside and outside of school may influence students' lives and learning</p>	<p>Professional Educators (Unit Goal 1)</p> <p>Commitment (Unit Goal 3)</p> <p>Learner Driven Outcomes (Unit Obj. 10)</p>	<p>Standard 1.4 Professional, Pedagogical Knowledge &amp; Skills</p> <p>Standard 1.7 Student Learning</p> <p>Standard 4.1 Diversity</p>	<p>Principle I-B Advanced Student Achievement After 2 Years of Teaching</p>	<p>Standard 1.4 Professional Pedagogical Knowledge &amp; Skills</p> <p>Standard 1.7 Student Learning</p> <p>Standard 4.1 Diversity</p>	<p>Principle 3: Knowledge 3-4, 3-5</p> <p>Principle 10: Knowledge 10-2</p>

	<i>Preparing Reflective Global Professional Educators (Unit Obj. 11)</i>				
2.5 are informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality.	Professional Educators (Unit Goal 1) Assessments (Unit Obj. 8) Learner Driven Outcomes (Unit Obj. 10)	Standard 1.4 Professional, Pedagogical Knowledge & Skills Standard 4.1 Diversity Standard 7.3 Special Needs	Principle II A (3) Differentiated Instruction	Standard 1.4 Professional Pedagogical Knowledge & Skills Standard 4.1 Diversity Standard 7.3 Special Needs	Principle 2: Knowledge 2-2, 2-3 Principle 3: Knowledge 3-1, 3-2, 3-3 Performances 3-1
2.6 establish respectful and productive relationships with families and seek to develop cooperative partnerships in support of student learning and well-being.	Learner Driven Outcomes (Unit Obj. 10)	Standard 1.6 Dispositions		Standard 1.6 Dispositions	Principle 10: Performances 10-4
<b>Domain 3: Learning Environments</b>					
3.1 create a learning community in which students assume responsibility, participate in decision making, and work both collaboratively and independently.	Professional Educators (Unit Goal 1) Development (Unit Goal 2) Assessments (Unit Obj. 8) Learner Driven Outcomes (Unit Obj. 10)	Standard 1.4 Professional, Pedagogical Knowledge & Skills	Principle II A (7) Classroom Management	Standard 1.4 Professional, Pedagogical Knowledge & Skills	Principle 5: Dispositions 5-1, 5-2 Performances 5-1, 5-6, 5-7
3.2 organize, allocate, and manage time, space,	Professional Educators (Unit Goal 1)	Standard 1.4 Professional, Pedagogical	Principle II A (7) Classroom Management	Standard 1.4 Professional, Pedagogical	Principle 3: Performances 3-3 Principle 5:

activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.	Assessments (Unit Obj. 8)  Integrated Technology (Unit Obj. 9)  Learner Driven Outcomes (Unit Obj. 10)	Knowledge & Skills		Knowledge & Skills	Performances 5-3
3.3 understand and implement effective classroom management	Professional Educators (Unit Goal 1)	Standard 1.4 Professional, Pedagogical Knowledge & Skills	Principle II A (7) Classroom Management	Standard 1.4 Professional, Pedagogical Knowledge & Skills	Principle 5: Knowledge 5-4 Performances 5-4, 5-5
3.4 recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.	Professional Educators (Unit Goal 1)  Development (Unit Goal 2)  Commitment (Unit Goal 3)  Assessments (Unit Obj. 8)  Learner Driven Outcomes (Unit Obj. 10)	Standard 1.4 Professional, Pedagogical Knowledge & Skills		Standard 1.4 Professional, Pedagogical Knowledge & Skills	Principle 5: Knowledge 5-1 Dispositions 5-4
3.5 are sensitive to and use knowledge of students' unique cultures, experiences, and communities to sustain a culturally responsive classroom.	Assessments (Unit Obj. 5)  Development (Unit Goal 2)  Learner Driven Outcomes (Unit Obj. 10)	Standard 1.6 Dispositions Standard 4.1 Diversity		Standard 1.6 Dispositions Standard 4.1 Diversity	Principle 3: Dispositions 3-3, 3-4 Performances 3-5, 3-6, 3-7

3.6 access school, district, and community resources in order to foster students' learning and well-being.	Assessments (Unit Obj. 8)  Learner Driven Outcomes (Unit Obj. 10)	Standard 1.4 Professional, Pedagogical Knowledge & Skills	Principle II B (9) Collaborate in Preparation with School Personnel	Standard 1.4 Professional, Pedagogical Knowledge & Skills	Principle 3: Performances 3-4 Principle 10: Performances 10-3
3.7 use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Professional Educators (Unit Goal 1)  Assessments (Unit Obj. 8)  Integrated Technology (Unit Obj. 9)  Learner Driven Outcomes (Unit Obj. 10)				Principle 6: Knowledge 6-4 Dispositions 6-2 Performances 6-1, 6-2, 6-3, 6-4
<b>Domain 4: Assessment</b>					
4.1 understand measurement theory and the characteristics, uses, and issues of different types of assessment.	Professional Educators (Unit Goal 1)  Assessments (Unit Obj. 8)  Learner Driven Outcomes (Unit Obj. 10)	Standard 1.7 Student Learning		Standard 1.7 Student Learning	Principle 8: Knowledge 8-1, 8-3
4.2 use pre-assessment data to select or design clear, significant, varied and appropriate student learning goals.	Professional Educators (Unit Goal 1)  Assessments (Unit Obj. 8)  Learner Driven Outcomes (Unit Obj. 10)	Standard 1.7 Student Learning	Principle II A (5) Use of Student Data	Standard 1.7 Student Learning	Principle 2: Performances 2-1
4.3 Choose, develop, use classroom-based assessment methods	Professional Educators (Unit Goal 1)  Standards-	Standard 1.7 Student Learning	Principle II A (4) Reading and Mathematics Principle II A (5)	Standard 1.7 Student Learning	Principle 8: Knowledge 8-2 Performances 8-1

appropriate for instructional decisions.	<p>Aligned (Unit Obj. 7)</p> <p>Assessments (Unit Obj. 8)</p> <p>Learner Driven Outcomes (Unit Obj. 10)</p>		Use of Student Data		
4.4 Involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.	<p>Professional Educators (Unit Goal 1)</p> <p>Assessments (Unit Obj. 8)</p> <p>Learner Driven Outcomes (Unit Obj. 10)</p>				Principle 8: Performances 8-3
4.5 Develop and use valid, equitable grading procedures based on student learning.	<p>Professional Educators (Unit Goal 1)</p> <p>Assessments (Unit Obj. 8)</p> <p>Learner Driven Outcomes (Unit Obj. 10)</p>	Standard 1.7 Student Learning	Principle II A (5) Use of Student Data	Standard 1.7 Student Learning	
4.6 Use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel.	<p>Professional Educators (Unit Goal 1)</p> <p>Standards-Aligned (Unit Obj. 7)</p> <p>Assessments (Unit Obj. 8)</p> <p>Learner Driven Outcomes (Unit Obj. 10)</p>				Principle 8: Performances 8-6
4.7 Use resources, including available technology, to keep	<p>Professional Educators (Unit Goal 1)</p>		Principle II A (5) Use of Student Data		Principle 8: Performances 8-6

accurate and up-to-date records of student work, behavior, and accomplishments.	Standards-Aligned (Unit Obj. 7)  Assessments (Unit Obj. 8)  Integrated Technology (Unit Obj. 9)  Learner Outcomes (Unit Obj. 10)				
4.8 Are committed to using assessment to identify student strengths and needs and promote student growth.	Professional Educators (Unit Goal 1)  Assessments (Unit Obj. 8)  Learner Driven Outcomes (Unit Obj. 10)	Standard 1.6 Dispositions Standard 1.7 Student Learning	Principle I A Student Achievement Principle I B Advanced Achievement after 2 years Teaching Principle II A (5) Use of Student Data	Standard 1.6 Dispositions Standard 1.7 Student Learning	Principle 8 Dispositions 8-2
<b>Domain 5: Planning &amp; Instruction</b>					
5.1 Articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies	Professional Educators (Unit Goal 1)  Standards-Aligned (Unit Obj. 7)  Assessments (Unit Obj. 8)  Learner Driven Outcomes (Unit Obj. 10)	Standard 1.3 Pedagogical Content Knowledge		Standard 1.3 Pedagogical Content Knowledge	Principle 7: Knowledge 7-1
5.2 Plan and carry out instruction based upon knowledge of content standards,	Professional Educators (Unit Goal 1)  Standards-Aligned	Standard 1.4 Professional Pedagogical Knowledge & Skills	Principle I A Student Achievement Principle II A (2) Standards-based Teaching	Standard 1.4 Professional Pedagogical Knowledge & Skills Standard 1.7	Principle 3: Performances 3-2 Principle 7: Knowledge 7-2 Performances 7-1, 7-2

curriculum, students, learning environments, and assessment.	(Unit Obj. 7) Assessments (Unit Obj. 8) Learner Driven Outcomes (Unit Obj. 10)	Standard 1.7 Student Learning	Principle II A (5) Use of Student Data	Student Learning	
5.3 Understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.	Professional Educators (Unit Goal 1) Assessments (Unit Obj. 8) Integrated Technology (Unit Obj. 9) Learner Driven Outcomes (Unit Obj. 10)	Standard 4.1 Diversity	Principle II A (3) Differentiated Instruction	Standard 4.1 Diversity	Principle 2: Performances 2-3 Principle 4: Knowledge 4-2 Performances 4-2 Principle 5: Performances 5-2 Principle 7: Performance 7-3
5.4 Monitor and adjust strategies in response to learner feedback.	Professional Educators (Unit Goal 1) Assessments (Unit Obj. 8) Learner Driven Outcomes (Unit Obj. 10)	Standard.7 Student Learning		Standard 1.7 Student Learning	Principle 4: Performances 4-3 Principle 7: Knowledge 7-3 Dispositions 7-2 Performances 7-5
5.5 Vary their roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.	Professional Educators (Unit Goal 1) Assessments (Unit Obj. 8) Learner Driven Outcomes (Unit Obj. 10)				Principle 4: Performances 4-4
5.6 Use appropriate resources,	Professional Educators (Unit Goal 1)	Standard 1.3 Pedagogical	Principle II A (6) Technology	Standard 1.3 Pedagogical	Principle 4: Knowledge

materials, and technology to enhance instruction for diverse learners.	Assessments (Unit Obj. 8) Learner Driven Outcomes (Unit Obj. 10)	Content Knowledge Standard 7.4 Technology		Content Knowledge	4-3
5.7 Value and engage in planning as a collegial activity.	Professional Educators (Unit Goal 1) Assessments (Unit Obj. 8) Learner Driven Outcomes (Unit Obj. 10)	Standard 1.6 Dispositions		Standard 1.6 Dispositions	Principle 7: Dispositions 7-3
<b>Domain 6: Professionalism</b>					
6.1 Continually examine and extend their knowledge of the history, ethics, politics, organization, and practices of education.	Professional Educators (Unit Goal 1) Ethics (Unit Goal 6) Preparing Reflective Global Professional Educators (Unit Obj. 11)	Standard 1.4 Professional, Pedagogical Knowledge & Skills		Standard 1.4 Professional, Pedagogical Knowledge & Skills	Principle 10: Knowledge 10-1
6.2 Understand and implement laws related to rights and responsibilities of students, educators, and families.	Professional Educators (Unit Goal 1) Ethics (Unit Goal 6) Standards-Aligned (Unit Obj. 7) Learner Driven Outcomes (Unit Obj. 10)	Standard 1.6 Dispositions Standard 7.3 Special Needs		Standard 1.6 Dispositions	Principle 10: Knowledge 10-3

<p>6.3 Follow established codes of professional conduct, including school and district policies</p>	<p>Professional Educators (Unit Goal 1)</p> <p><i>Ethics</i> (Unit Goal 6)</p> <p>Standards-Aligned (Unit Obj. 7)</p> <p>Learner Driven Outcomes (Unit Obj. 10)</p>	<p><i>Standard 1.6</i> Dispositions <i>Standard 7.6</i> Ethical Standards</p>		<p><i>Standard 1.6</i> Dispositions</p>	<p><i>Principle 10:</i> Dispositions 10-2</p>
<p>6.4 Systematically reflect on teaching and learning to improve their own practice.</p>	<p>Professional Educators (Unit Goal 1)</p> <p><i>Ethics</i> (Unit Goal 6)</p> <p>Learner Driven Outcomes (Unit Obj. 10)</p> <p><i>Preparing Reflective Global Professional Educators</i> (Unit Obj. 11)</p>	<p><i>Standard 1.4</i> Professional, Pedagogical Knowledge &amp; Skills <i>Standard 1.6</i> Dispositions</p>		<p><i>Standard 1.4</i> Professional, Pedagogical Knowledge &amp; Skills <i>Standard 1.6</i> Dispositions</p>	<p><i>Principle 4:</i> Performances 4-1 <i>Principle 8</i> Performances 8-4, 8-5 <i>Principle 9:</i> Dispositions 9-2, 9-3, 9-4, 9-5 Performances 9-1</p>
<p>6.5 Seek opportunities to learn based upon reflection, input from others, and career goals.</p>	<p>Professional Educators (Unit Goal 1)</p> <p><i>Ethics</i> (Unit Goal 6)</p> <p>Learner Driven Outcomes (Unit Obj. 10)</p>	<p><i>Standard 1.6</i> Dispositions</p>		<p><i>Standard 1.6</i> Dispositions</p>	<p><i>Principle 9:</i> Performances 9-2, 9-3</p>
<p>6.6 Advocate for curriculum, instruction, learning environments, and</p>	<p>Professional Educators (Unit Goal 1)</p> <p>Development</p>				<p><i>Principle 10:</i> Performances 10-6</p>

<p>opportunities that support the diverse needs of and high expectations for all students.</p>	<p>(Unit Goal 2) Ethics <i>(Unit Goal 6)</i> Assessments <i>(Unit Obj. 8)</i> Learner Driven Outcomes <i>(Unit Goal 10)</i></p>				
<p>6.7 Assume leadership and support roles as part of a school team.</p>	<p>Professional Educators <i>(Unit Goal 1)</i> Ethics <i>(Unit Goal 6)</i></p>				<p><i>Principle 10:</i> Performances 10-1</p>

**3.5.4 Crosswalk between the Georgia Framework for Teaching (GFT) and Georgia CLASS Keys Showing Candidate**

**Alignment of Specific Candidate Proficiencies.**

**CP=Curriculum and Planning; SBI=Standards Based Instruction; AL=Assessment of Student Learning; SA= Student Achievement; P= Professionalism**

CLASS Keys	GFT
CP 1.1 The candidate plans instruction that reflects strong knowledge of both content and effective instructional delivery.	1.1 demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the subject(s) they teach. 1.2 understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach. 5.2 plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.
CP 1.2 The candidate demonstrates a clear understanding of GPS by appropriately planning what students are expected to know, understand, and do in the grade level and content area.	1.1 demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the subject(s) they teach. 1.6 interpret and construct school curriculum that reflects state and national content area standards. 5.2 plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.
CP 1.3 The candidate plans instruction that is interdisciplinary and makes connections to the real world	1.4 relate content area(s) to other subject areas and see connections to everyday life. 5.2 plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.
CP 2.1 The candidate utilizes the GPS as reflected by the written school curriculum, including the learning framework, scope and sequence, maps, units, and guides, to plan instruction and assessments	1.6 interpret and construct school curriculum that reflects state and national content area standards. 5.1 articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies. 5.2 plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.
CP 2.2 The candidate uses an organizing	1.6 interpret and construct school curriculum that reflects state and national

<p>framework for instructional planning to support standards-based instruction.</p>	<p>content area standards.                      3.1 create a learning community in which students assume responsibility, participate in decision-making, and work both collaboratively and independently.                      4.3 choose, develop, use classroom-based assessment methods appropriate for instructional decisions.                      5.2 plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.</p>
<p>CP 2.3 The candidate plans assessments to measure student progress toward and mastery of GPS.</p>	<p>1.6 interpret and construct school curriculum that reflects state and national content area standards.                      4.1 understand measurement theory and the characteristics, uses, and issues of different types of assessment.                      5.2 plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.                      5.7 value and engage in planning as a collegial activity.</p>
<p>SBI 1.1 The candidate consistently demonstrates research-based practices that engage students in learning.</p>	<p>1.1 demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the subject(s) they teach.                      2.2 understand how learning occurs in general and in the content areas (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind).                      2.5 are informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality.                      3.4 recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.                      3.5 are sensitive to and use knowledge of students' unique cultures, experiences, and communities to sustain a culturally responsive classroom.                      5.2 plan and carry out instruction based upon knowledge of content, standards curriculum.                      5.3 understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.</p>

<p>SBI 1.2 The candidate emphasizes and encourages all learners to use higher-order thinking skills, processes, and “habits of mind.”</p>	<p>2.2 understand how learning occurs in general and in the content areas (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind).</p> <p>2.5 are informed about and adapt their work based on students’ stages of development, multiple intelligences, learning styles, and areas of exceptionality.</p> <p>4.2 use preassessment data to select or design clear, significant, varied and appropriate student learning goals.</p> <p>4.8 are committed to using assessment to identify student strengths and needs and promote student growth.</p> <p>5.3 understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.</p>
<p>SBI 1.3 The candidate makes appropriate use of differentiation.</p>	<p>2.5 are informed about and adapt their work based on students’ stages of development, multiple intelligences, learning styles, and areas of exceptionality.</p> <p>4.8 are committed to using assessment to identify student strengths and needs and promote student growth.</p> <p>5.3 understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.</p> <p>5.4 monitor and adjust strategies in response to learner feedback.</p> <p>5.6 use appropriate resources, materials, and technology to enhance instruction for diverse learners.</p>
<p>SBI 1.4 The candidate uses flexible grouping practices based on ongoing diagnostic and formative assessment</p>	<p>2.5 are informed about and adapt their work based on students’ stages of development, multiple intelligences, learning styles, and areas of exceptionality.</p> <p>3.1 create a learning community in which students assume responsibility, participate in decision-making, and work both collaboratively and independently.</p> <p>3.2 organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.</p>

	<p>4.8 are committed to using assessment to identify student strengths and needs and promote student growth.</p> <p>5.5 vary their roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.</p>
<p>SBI 1.5 The candidate uses accessible technology effectively to enhance student learning.</p>	<p>3.4 recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.</p> <p>2.3 are sensitive to and use knowledge of students' unique cultures.</p> <p>4.4 involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.</p>
<p>SBI 2.1 The candidate consistently demonstrates high expectations for all learners, asking students to play an active role in setting their own personal learning goals.</p>	<p>2.1 believe that all children can learn at high levels and hold high expectations for all.</p> <p>2.2 understand how learning occurs in general and in the content areas (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind).</p>
<p>SBI 2.2 The candidate effectively communicates learning expectations using both language of the standards and strategies that reflect a standards-based classroom</p>	<p>1.6 interpret and construct school curriculum that reflects state and national content area standards.</p> <p>3.7 use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>
<p>SBI 2.3 The candidate provides effective commentary/feedback on student performances, including the use of fair and equitable grading procedures based on mastery of GPS</p>	<p>4.3 choose, develop, use classroom-based assessment methods appropriate for instructional decisions.</p> <p>4.4 involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.</p> <p>4.5 develop and use valid, equitable grading procedures based on student learning.</p> <p>4.6 use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel.</p> <p>4.7 use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.</p> <p>4.8 are committed to using assessment to identify student strengths and needs and promote student growth.</p>

<p>AL 1.1 The candidate uses diagnostic assessment strategies to identify individual and class strengths, misconceptions, and areas of weaknesses in order to inform planning.</p>	<p>4.1 understand measurement theory and the characteristics, uses, and issues of different types of assessment.          4.2 use preassessment data to select or design clear, significant, varied and appropriate student learning goals.          4.3 choose, develop, use classroom-based assessment methods appropriate for instructional decisions.          4.4 involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.          4.8 are committed to using assessment to identify student strengths and needs and promote student growth.</p>
<p>AL 1.2 The candidate uses formative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement on the GPS.</p>	<p>4.1 understand measurement theory and the characteristics, uses, and issues of different types of assessment.          4.3 choose, develop, use classroom-based assessment methods appropriate for instructional decisions.          4.8 are committed to using assessment to identify student strengths and needs and promote student growth.          5.4 monitor and adjust strategies in response to learner feedback.</p>
<p>AL 1.3 The candidate uses a variety of summative assessment strategies to evaluate student status relative to mastery of GPS.</p>	<p>4.1 understand measurement theory and the characteristics, uses, and issues of different types of assessment.          4.3 choose, develop, use classroom-based assessment methods appropriate for instructional decisions.          4.6 use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel.          4.7 use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.</p>

<p>AL 2.1 The candidate uses assessment data in a timely and systematic manner to design and implement appropriate interventions that enable continuous improvement for all students</p>	<p>4.1 understand measurement theory and the characteristics, uses, and issues of different types of assessment.          4.2 use preassessment data to select or design clear, significant, varied and appropriate student learning goals.          4.3 choose, develop, use classroom-based assessment methods appropriate for instructional decisions.          4.6 use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel.          4.7 use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.          4.8 are committed to using assessment to identify student strengths and needs and promote student growth.          5.4 monitor and adjust strategies in response to learner feedback.</p>
<p>P 1.1 The candidate establishes classroom rules, practices, and procedures that support a positive, productive learning environment.</p>	<p>2.3 are sensitive, alert, and responsive to all aspects of a child’s well-being          3.1 create a learning community in which students assume responsibility, participate in decision-making, and work both collaboratively and independently.          3.2 organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.          3.3 understand and implement effective classroom management.          3.5 are sensitive to and use knowledge of students’ unique cultures, experiences, and communities to sustain a culturally responsive classroom.          3.7 use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>
<p>P 1.2 The candidate maximizes instructional time.</p>	<p>3.1 create a learning community in which students assume responsibility, participate in decision-making, and work both collaboratively and independently.          3.2 organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.</p>

	3.3 understand and implement effective classroom management.
P1.3 The candidate fosters a sense of community and belonging by acknowledging diversity, achievements, and accomplishments of all students in the classroom.	2.3 are sensitive, alert, and responsive to all aspects of a child’s well-being. 3.4 recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning. 3.5 are sensitive to and use knowledge of students’ unique cultures, experiences, and communities to sustain a culturally responsive classroom. 4.7 use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.
P 1.4 The candidate helps students take responsibility for their own behavior and learning.	2.3 are sensitive, alert, and responsive to all aspects of a child’s well-being. 2.4 understand how factors in environments inside and outside of school may influence students’ lives and learning. 3.1 create a learning community in which students assume responsibility, participate in decision making, and work both collaboratively and independently. 3.3 understand and implement effective classroom management. 3.4 recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning. 4.4 involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.
P 2.1 The candidate strives to establish respectful and productive relationships and cooperative partnerships with families and the community in order to support student learning and well-being.	2.4 understand how factors in environments inside and outside of school may influence students’ lives and learning. 2.6 establish respectful and productive relationships with families and seek to develop cooperative partnerships in support of student learning and well-being. 4.6 use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel. 6.2 understand and implement laws related to rights and responsibilities of students, educators, and families.

<p>P 3.1 The candidate grows professionally through job-embedded learning</p>	<p>1.5 carefully select and use a wide variety of resources, including available technology, to deepen their own knowledge in the content area(s).          6.1 continually examine and extend their knowledge of the history, ethics, politics, organization, and practices of education.           6.4 systematically reflect on teaching and learning to improve their own practice.          6.5 seek opportunities to learn based upon reflection, input from others, and career goals.</p>
<p>P 3.2 The candidate enhances content knowledge and pedagogical skill through a variety of research-based and current professional development opportunities.</p>	<p>1.3 stay current in their subject areas as engaged learners and/or performers in their fields.          6.1 continually examine and extend their knowledge of the history, ethics, politics, organization, and practices of education.</p>
<p>P 4.1 The candidate actively supports the school improvement plan (SIP).</p>	<p>6.6 advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students.          6.7 assume leadership and support roles as part of a school team.</p>
<p>SA 1.1 Students taught by the candidate demonstrate GPS-related academic achievement progress on measures of student learning including state-mandated achievement tests or other measures as determined by the school district (e.g., teacher-developed assessments, department or district common assessments, benchmark tests, student work samples, portfolios, etc.)</p>	<p>4.3 choose, develop, use classroom-based assessment methods appropriate for instructional decisions.          4.4 involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.</p>
<p>SA 1.2 Students taught by the candidate in content areas not addressed by the GPS demonstrate academic achievement progress on measures of student learning as determined by the school district (e.g., teacher-developed</p>	<p>4.3 choose, develop, use classroom-based assessment methods appropriate for instructional decisions.          4.4 involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.</p>

assessments, department or district common assessments, benchmark tests, student work samples, portfolios, etc.).	
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### **3.6 A summarized description of the unit's assessment system**

(The following includes descriptions of the transition points; key assessments; process for assuring the unit's assessments are fair, accurate, consistent, and free from bias; system for handling candidates who have not met unit expectations; plan for evaluating unit operations; system for summarizing candidate performance on assessments conducted for admission into programs; and system for summarizing candidate performance at exit.)

#### **3.6.1 Description Transition Points**

The unit uses TaskStream, an assessment management software package to manage its assessment system. The unit assessment system (UAS) is a performance-based assessment system to provide information needed to evaluate candidates' knowledge, skills, and professional dispositions, and for continuous overall program and unit improvements. The UAS was vetted and approved by the unit's internal and external advisory committees. Candidates will be assessed at four Transition Points: Transition Point 1 – Pre-Admission to the School of Teacher Education – Field Experience I; Transition Point 2 – Field Experience II and Practicum -- Conditional and Full Admission to the Professional Education; Transition Point 3 – Student Teaching Experience; Transition Point 4 – Induction – Program Completion ([See Transition Point Tables 1-4](#)).

**Table1. Transition Point 1 – Pre-Admission to the School of Teacher Education**

Collection				Aggregation			
Data Source	Assessment	Who	When	What	Assessment Instrument	Who	When
Clear background Check	Pre-teacher candidate report/TaskStream	Human Resources	Each semester	SOTE Admission Status Report	TaskStream/Analysis in accordance with state & national standards/program admission policies	SOTE Assessment Manager	Each Semester
2.50 GPA	Pre-teacher candidate report/TaskStream	SOTE Admissions Committee	Each semester	SOTE Admission Status Report	TaskStream /Analysis in accordance with state & national standards/program admission policies	SOTE Assessment Manager	Each semester
Grade C or better in ENGL 1101 & 1102, Math 1111 or 1101 and all of Area A and Area F	Pre-teacher candidate report/TaskStream	SOTE Admissions Committee	Each semester	SOTE Admission Status Report	TaskStream /Analysis in accordance with state & national standards/program admission policies	SOTE Assessment Manager	Each semester
Grade C or better in Education Foundation Courses; EDUC 2110, 2120, 2130	Pre-teacher candidate report/TaskStream	SOTE Admissions Committee	Each semester	SOTE Admission Status Report	TaskStream /Analysis in accordance with state & national standards/program admission policies	SOTE Assessment Manager	Each semester
Successful performance on Regents exam	Pre-teacher candidate report/TaskStream	SOTE Admissions Committee	Each semester	SOTE Admission Status Report	TaskStream /Analysis in accordance with state & national standards/program admission policies	SOTE Assessment Manager	Each semester

**Table1 Continued. Transition Point 1 – Pre-Admission to the School of Teacher Education**

Successful performance on GACE I: Math 220, Reading, 220 & Writing 220 or the following composite: SAT 1000 (Verbal & Math), ACT 43 (Verbal & Quantitative)	Pre-teacher candidate report/TaskStream	SOTE Admissions Committee	Each semester	SOTE Admission Status Report	TaskStream /Analysis in accordance with state &, national standards/program admission policies	SOTE Assessment Manager	Each semester
Interview w/ COST & SOTE units	Application for admission to SOTE	SOTE Admissions Committee	Each semester	SOTE Admission Status Report	TaskStream /Analysis in accordance with state & national standards/program admission policies	SOTE Assessment Manager	Each semester
Declare Math or Science major w/concentration in secondary education	Pre-teacher candidate report/TaskStream	SOTE Admissions Committee	Each semester	SOTE Admission Status Report	TaskStream /Analysis in accordance with state & national standards/program admission policies	SOTE Assessment Manager	Each semester

**Table 2. Transition Point 2 – Field Experience II and Practicum**

Collection				Aggregation			
Data Source	Assessment	Who	When	What	Assessment Instrument	Who	When
Met all requirements of Transition Point 1	Application for Student Teaching /TaskStream	SOTE Field Experience Coordinator	Each semester	SOTE Progress Report/Student Teaching Status Form	TaskStream/Analysis in accordance with state & national standards/program admission policies	SOTE Advisor	Each Semester
Cumulative GPA of 2.50 on all course work and professional education courses	Application for Student Teaching/ transcript	SOTE Advisor	Each semester	SOTE Progress Report/Student Teaching Status Form	TaskStream /GPA Analysis according program to policies	SOTE Faculty	Each semester
E-portfolio Rubric score of acceptable or above	Application for Student Teaching /TaskStream	SOTE Field Experience Coordinator	Each semester	SOTE Progress Report/Student Teaching Status Form	TaskStream / Assessment Rubrics	SOTE Assessment Manager	Each semester
Written recommendation from student’s academic advisor	Application for Student Teaching packet/ TaskStream	SOTE Field Experience Coordinator	Each semester	SOTE Progress Report/Student Teaching Status Form	TaskStream / Analysis according program to policies	Advisor	Each semester
Acceptable or better rubric score on Teaching Methodology Planning Projects	Application for Student Teaching /TaskStream	SOTE Advisor	Each semester	SOTE Progress Report/Student Teaching Status Form	TaskStream / Assessment Rubrics	COST Faculty	Each semester

**Table 3. Transition Point 3 – Student Teaching Experience**

Collection				Aggregation			
Data Source	Assessment	Who	When	What	Assessment Instrument	Who	When
Met all requirements of Transition Point 2	Exit Survey/ TaskStream	SOTE Field Experience Coordinator	Each semester	Graduation Certification Report	TaskStream/Analysis in accordance with state & national standards/program admission policies	SOTE Advisor	Each Semester
Cumulative GPA of 2.50 on all general course work, professional education and methodology courses	Transcript	SOTE Field Experience Coordinator	Each semester	Graduation Certification Report	TaskStream /GPA Analysis according program to policies	SOTE Faculty	Each semester
E - Portfolio Rubric score of acceptable or above	E-portfolio evaluation/ TaskStream	SOTE Faculty	Each semester	Student Teaching Evaluation Report	TaskStream / Assessment Rubrics	SOTE Faculty	Each semester
Disposition Rubric Score of acceptable or better	Disposition evaluation/ TaskStream	Collaborating Teachers/SO TE Faculty	Each semester	Student Teaching Evaluation Report	TaskStream / Analysis according program to policies	FE Coordinator	Each semester
Student teaching rubric score of acceptable or better	Student Teaching evaluation/Task-Stream	Collaborating Teachers/FE Coordinator	Each semester	Student Teaching Evaluation Report	TaskStream / Assessment Rubrics	FE Coordinator	Each semester
Exit exam rubric score of acceptable or better	Exit exam form/ TaskStream	SOTE Field Experience Coordinator	Each semester	Exit Exam Report	TaskStream /Assessment Rubrics	FE Coordinator	Each semester

**Table 4. Transition Point 4 – Induction**

Collection				Aggregation			
Data Source	Assessment	Who	When	What	Assessment Instrument	Who	When
Program Completion/and or certification	Transcript	SOTE Field Experience Coordinator	Each semester	Program Completers' Report	TaskStream/Analysis in accordance with state & national standards/program admission policies	SOTE Field Experience Coordinator	Completion of Program
Graduates	Graduate Follow-up Survey/ TaskStream	SOTE Assessment Manager	Each semester	Graduate's Survey Report	TaskStream /Analysis according program the graduate's success	SOTE Assessment Manager	Completion of Program
Employers	Employer's Satisfaction Survey/ TaskStream	SOTE Assessment Manager	Each semester	Employer's Satisfaction Report	TaskStream / Analysis according program the employer's satisfaction	SOTE Assessment Manager	Each of the two year Induction

### 3.6.2 Key Assessments Checkpoints

To ascertain all candidates possess adequate content knowledge the UAS will assess at six key assessment checkpoints. The assessment points will include: (SOTE 1) measures of content knowledge (in subject area and pedagogy) as evidenced through passing state-mandated licensure examinations – *prior admission to professional education*; (SOTE 2) content knowledge that is evidenced through articulated concepts, principles, and applications used to improve student learning – *fall semester junior year – Field Experience II*; (SOTE 3) planning standards-aligned lesson plans that include measureable student outcomes – *spring semester junior year – Practicum*; (SOTE 4) effective practice that is demonstrated through clinical experiences – *fall semester senior year*; (SOTE 5) impact on student learning that is demonstrated through a capstone action research project – *fall or spring semester senior year*; and (SOTE 6) a professional electronic portfolio (e-portfolio) based on student work samples that provide evidence the candidate has met all standards at the proficient level and ready for induction– *fall or spring semester senior year*. Assessments used at each Checkpoint may include GACE Content Assessment scores, course grades and e-portfolio assignments/artifacts, and assessments using Georgia CLASS Keys. Candidates are given multiple opportunities to demonstrate the knowledge, skills, and dispositions being evaluated. In areas where candidate performance is not acceptable, the unit has in place procedures to help candidate met expectations.

SOTE 1 includes the GACE Basic assessments in basic skills, subject-specific content knowledge, and an assessment of pedagogical content knowledge. Since all candidates must pass these required assessments prior to entering the teacher education, all unit pre-candidates will maintain a 100 percent pass rate on all GACE Basic and Board of Regent’s Exam assessments. SOTE will have five key assessments (i.e., SOTE 2- SOTE 6) which are built into candidate work samples that are assessed on independent indicators using the TaskStream data collection system. A candidate who is able to score at or above the acceptable level is considered to be proficient.

**Professional Electronic Portfolio:**

All candidates are required to prepare an professional e- portfolio using the TaskStream course management system in order to meet state approval and national accreditation requirements. The e-portfolio will consist of key assessment artifacts collected and evaluated via the TaskStream course management system in all required professional education courses.

**3.6.3 Process for Assuring the Unit's Assessments are Fair, Accurate, Consistent, and Bias Free**

To assure that the SOTE 2-6 assessments are fair, accurate, consistent, and free from bias, the unit has adopted a collaborative approach to the development and review of these assessments. Under the guidance of SOTE's External Education Service Group, each program will developed draft scoring guides that are then refined by the External Education Service Group. Using the TaskStream inter-rater reliability tool, the unit will be able to manage the array of responses submitted by faculty for each draft scoring guide. The degree of inter-rater reliability will indicate which guides required further refinement. In an effort to address emergent issues in coherence, new standards / mandates, and emergent best practices / research findings, the unit will develop a cycle of review of each of the five SOTE assessments.

In order to progress through the program candidates must complete four transition points. Content knowledge and content specific pedagogical skills of initial teacher candidates will be assessed throughout their preparation with a variety of assessments (i.e., course assignments, candidate reflections, field and clinical evaluations, teacher work samples, student teaching evaluations, various teaching artifacts, and surveys of graduates and employers (induction).

Candidates will be required to complete the equivalency of year sequential field and clinical experiences prior to the 16 weeks of student teaching experience. Candidates will use TaskStream to post artifacts and other documents to demonstrate their knowledge of standard-aligned lessons, assessment of students, integrating technology in teaching and learning, and examples of student learning.

Evidence that candidates can integrate technology in their teaching is confirmed by data collected about candidates' ability to use and integrate technology from the Technology Integration Survey administered in SOTE 2-5 and new teacher follow-up survey during induction. Additionally, candidates are scored on the Technology Expectations Scoring Guide on the use of technology in their planning, practice, dispositions and the construction of their professional portfolio. The professional e-portfolio is included in the course BIED 4416, MAED 4416, BIED 4417 and MAED 4417.

Candidate dispositions are evaluated by faculty and collaborative teachers as the candidate moves through the six checkpoints. Candidates will first engage professional dispositions during the foundation courses (EDUC 2110, EDUC 2120, and EDUC 2130) when they complete a self-awareness activity. Additionally, dispositions of all student teachers are evaluated by clinical faculty using the SOTE - Professional Dispositions Unit Scoring Guide.

### **3.6.4 System for Handling Candidates Who Have Not Met Unit Expectations Candidate Assessment Recovery Plan**

When a candidate's performance falls below expectations as determined by the SOTE Supervisor(s), Site Collaborative Supervising Teacher(s), and/or course instructor(s), corrective actions are recommended and the candidate's placed on a recovery plan. If a candidate does not meet the proficiencies described in the assessment instruments utilized in each professional semester or does not meet the requirements stated in the course syllabi of the professional education programs, a Candidate Assessment Recovery Plan (CARP) is developed and implemented.

The CARP contains a timeline for assessment as well as specific assessment procedures. The CARP is assessed periodically during summative and formative assessment and at the end of the candidate's placement. If, at the end of the timeline, the candidate does **not** meet the requirements of the CARP, the candidate is dismissed from the teacher education program. The candidate may appeal the dismissal to the School's Appeals Committee. The candidate is

required to submit an appeal packet to the School of Teacher Education. The Appeals Committee meets to review the candidate's grades, performances in the field, and assessments. The candidate is notified of the results in writing. If the School's Appeals Committee rejects the appeal, the candidate may appeal to the Dean of the School of Teacher Education. If the Dean of the School of Education rejects the appeal, the candidate follows the SOTE appeals process.

### Guidelines for Developing Candidate Assessment Recovery Plan

CARP STEPS	CARP ACTIONS	WHO
1. Identification of Areas for Improvement	Appropriate areas where expectations are not acceptable: (1) Content Knowledge, (2) Pedagogical Content Knowledge, (3) Professional Pedagogy Knowledge and Skill, and (4) Dispositions (Professional Behaviors).	SOTE Supervisor of Field and Clinical Experiences, Collaborative Supervising Teacher, and Course Instructors.
2. Recovery	Objectives, suggestions, and/or required activities that will provide opportunities for the candidate to grow and recover in the areas that do not meet expectations.	SOTE Supervisor of Field and Clinical Experiences, Collaborative Supervising Teacher, and Course Instructors.
3. CARP Expectations	Specific behaviors that must be demonstrated by the candidate and the time frame in which they must be demonstrated.	SOTE Supervisor of Field and Clinical Experiences, Collaborative Supervising Teacher, and Course Instructors.
4. Consequences	Consequences of meeting or not meeting the Candidate Assessment Recovery Plan objectives.	SOTE Supervisor of Field and Clinical Experiences, Collaborative Supervising Teacher, and Course Instructors.
5. Signatures	The Candidate Assessment Recovery Plan will be signed by the candidate, the SOTE Supervisor, the Site Collaborative Supervising Teacher, and the Dean of the School of Teacher Education.	Candidate, SOTE Supervisor, Site Collaborative Supervising Teacher, and Dean of the School of Teacher Education
6. Copies	Copies of the plan will be provided to the Dean of the School of Teacher Education, the SOTE Supervisor, the candidate, and one copy is placed in the candidate's permanent file.	

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### **Options Following Development of the Candidate Assessment Recovery Plan**

1. The candidate's progress has been satisfactory and continuous. If a Field Experience or Clinical Practice is involved, that Field Experience or Clinical Practice continues.
2. The Teacher Candidate is not improving sufficiently and/or demonstrates little progress. No Field Experience or Clinical Practice is involved. The course instructor(s) who are involved in the development of the Plan follow the consequences outlined in the **Candidate Assessment Recovery Plan**.
3. The Teacher Candidate is not improving sufficiently. An alternative Field Experience or Clinical Practice, if available, may be recommended with the following stipulations:
  - a. The alternative placement request must be confirmed with a school system, and a CARP will accompany the Teacher Candidate to that assignment. If another classroom placement is recommended, the Director of Field Experience and/or Dean of the School of Teacher Education will present to the Teacher Candidate the options concerning the timing and requirements for the assignment, Savannah State University's School of teacher Education.  
or If an alternative placement cannot be confirmed, or if the candidate is already in an alternative assignment, a failing grade of "F" is earned.
4. If the candidate's progress has not been satisfactory and continuation in the program is no longer an option, the candidate is dismissed from the program.
5. The candidate is informed of the decision, both in writing and in a conference.
6. The candidate is informed of the right to appeal the decision through the School's appeal process.

### **3.6.5 Plan for Evaluating Unit Operations**

#### **SOTE Unit Operations Committee; Purpose and Structure**

To ensure continuous quality unit operations, SOTE will establish a Unit Operations Committee (UOC) with a primary purpose to evaluate overall unit operations. The UOC will require annual reviews of the unit's assessment system, to determine the extent of the system's ability to provide reports based on candidate assessments, subsequent program evaluation based on outcomes, provide assistance in the development of program evaluation plans, and conduct regular reviews of SOTE data (e.g., admissions data, exit data and alumni survey results). The operational goals of UOC are to assist programs in documenting successes, recognizing deficiencies, and creating data-driven strategic plans that address areas of weakness or recognized needs in order to further enhance the quality of programs and unit operations. These goals are consistent with the School of Teacher Education's vision, mission and support the unit conceptual framework

#### Membership

The Unit Operations Committee will consist of 11 members. Representatives from the areas below will serve on the UOC. The representatives/committee members will serve staggered two-year terms. Selected committee members from the initial group will serve three years. The initial group of representatives will determine who of the committee members will serve three years. The term of the first representatives to serve on the Committee will be determined by the UOC in their first meeting.

#### UOC Committee Members

1. SOTE UOC Coordinator (permanent)
2. SOTE Assessment Manager (permanent)
3. Associate Vice President for Academic Affairs (permanent)
4. One representative from College of Science and Technology (COST)
5. One representative from the College of Liberal Arts and Social Sciences (CLASS)
6. One representative from the College of Business Administration (COBA)
7. One representative from Computer Services Information Technology (CSIT)
8. One representative from First District RESA
9. One representative from the Savannah-Chatham County School District
10. One representative from the community

11. One representative from SOTE's Student Education Association
12. SOTE candidates are encouraged to attend UOC meetings to provide a student perspective about the self-evaluation and proposals for change.

### Duties

The primary duties of UOC will be (1) to assist individual programs with the development of assessment and evaluation plans, (2) to periodically review these plans, and (3) to compile program evaluation results and identify consequent changes that address these results. A secondary task will be to oversee the collection and analysis of data that can be used to evaluate the unit as a whole, and to use the data for annual evaluation of the unit. The specific responsibilities of UOC are as follows.

1. Notifying programs that are scheduled for review.
2. Providing programs sample assessment and evaluation plans.
3. Reviewing program assessment and evaluation plans.
4. Providing suggestions for the improvement of these plans.
5. Documenting how programs respond to evaluation outcomes.
6. Reviewing program responses to self-evaluations.
7. Analyzing aggregated or disaggregated program outcomes to inform the unit evaluation.
8. Conducting a periodic evaluation of the unit.

### Meetings

UOC will meet two times each semester. Meetings will be scheduled by the UOC Chair, who will be chosen by the members of UOC to serve in this capacity. The chair will be elected for a one-year term. The election for the next year will take place near the end of each year. The chair-elect will thus serve as Chair of UOC during the second year of a two-year term. The SOTE Director is an ad hoc member of UOC and in this capacity will assist the Chair of UOC with scheduling meetings, setting the agenda, and distributing materials. The director will also notify program areas of review dates at least six months prior to the review meeting. Program areas should submit evaluation plans, findings, and the names of the two UOC representatives to the director at least one month prior to the

review date. The director will then disseminate materials to members of the UOC Committee.

### Timetable

UOC will develop a timetable after the first meeting.

### **3.6.6 Description of the professional unit's system for evaluating its operations, the quality of its graduates.**

Savannah State University is committed to planning and assessment practices that reflect the dictates of the principles of accreditation of its primary accrediting authority, The Southern Association of Colleges and Schools Commission on Colleges (SACS COC). To that end, the University supports a program of institutional planning and assessment that reflects a cycle of identifying goals, intended outcomes, assessment measures and schedules, recording actual results, and developing plans for improvement based on these results.

Assessment of the professional education unit will be conducted annually by the School of Teacher Education's Unit Assessment Committee (UAC) using data reports from TaskStream. This data set will provide data from GACE content tests, syllabi, e-Portfolio, and graduate performance during induction, mentor and principal surveys, and other reports needed to help unit leaders make informed decisions for overall unit and program improvements. Improvements are based on the recommendations of the Unit Assessment Committee. The School of Teacher Education Advisory Committee will also review program data and forward suggestions for improvement to the UAC. Additionally, the unit must demonstrate continuous improvement through various state and national reports and prepare for state and national off-site and on-site reviews.

To assure quality of graduates, candidates are assessed using multiple data sources, and they are expected to demonstrate content knowledge acquired in the biology and mathematics courses required by the School and acquired in their Biology and Mathematics Education courses. They are also required to demonstrate related pedagogical skills and dispositions acquired during the

program. Candidates are assessed seven times from program entry to program completion. The decision about candidate progression is made at the four Transition Points in the program, and if necessary, at the end of the timelines specified by Candidate Assessment Recovery Plan.

Candidates who do not meet all the requirements of a Checkpoint will be placed on program probation and will participate in a Candidate Assessment Recovery Plan (CARP). This plan is developed by the candidate with guidance from appropriate faculty and approved by the field experience coordinator and includes assignments, a timeline for assessment, and specific assessment procedures. When the candidate believes that he/she has met the requirements specified by the plan, the candidate will meet with the School of Teacher Education Appeals Committee (SOTEAC) and present evidence that the requirements were successfully completed. Upon a favorable review by the Committee, program probation will be lifted.

### **3.6.7 System for summarizing candidate performance on assessments conducted for admission into programs**

The system used for summarizing candidate performance on assessments conducted for admission into programs will be TaskStream's Learning Achievement Tools (LAT). TaskStream is the assessment management software used for the unit's assessment system. Using TaskStream, the unit will have the capacity to monitor outcomes and performance, collect and analyze data in real time, assess student performance related to admission to the program. Specifically, the unit will collect admission performance data on the following criteria:

- Being admitted into the university
- Being in good standing 2.50 GPA or greater
- Passed or exempted the GACE Basic Skills Test
- Passed or exempted the Regents Reading and Writing Exams
- Earned a "C" or higher in ENGL 1101, 1102, Math 1113, PSYC 2103; and, areas Area A and F

Students should have also completed the application packet including the packet checklist, student information form, clear background check, three professional recommendation forms, handwritten essay and proof of liability insurance. Students must have participated in an interview with the education, science and mathematics faculty as requested. Admission performance data will be entered into TaskStream and reports will be created to determine whether the candidates have satisfied all the criteria for admission into the School of Teacher Education at Savannah State University. Scores to exempt GACE Basic Skills Test include the following:

- SAT: 1000 combined Math
- ACT: 43 combined English and Math
- Passing scores or exemption of Regents Exam as indicated on student's Transcripts

Students who have not completed all required coursework in areas A - F at the time of application may be eligible for conditional admission.

[http://www.savannahstate.edu/academic-affairs/sote/documents/SOTEPolicy\\_Handbook\\_Jan24\\_000.pdf](http://www.savannahstate.edu/academic-affairs/sote/documents/SOTEPolicy_Handbook_Jan24_000.pdf)

### **3.6.8 System for summarizing candidate performance at exit**

As mentioned in 3.6.6, TaskStream is the assessment management software used for the unit's assessment system. Similar to summarizing candidate performance on assessments conducted for admission, TaskStream will be used for summarizing candidate performance at exit.

Candidates must meet all the following requirements before the Unit will recommend them for certification.

- Candidates must earn a "C" or higher in each course in the upper division major program of study

- Candidates must have a 2.50 or higher cumulative grade point average
- Candidates must adhere to the Georgia Professional Practices commission's Code of Ethics for Professional Educators, adhere to the conduct regulations outlined in the School of Teacher Education Handbook, and maintain liability tort insurance and a clear background check
- Candidates must receive a minimum rating of "Satisfactory" in Clinical Practice II from their Collaborative Teachers and supervising Professors
- Candidates must successfully complete the GACE Content assessment
- Candidates must submit a professional e-portfolio that provides evidence that the necessary professional and pedagogical knowledge, skills and dispositions have been mastered and that meets the standards set forth in the e-portfolio rubric which demonstrate success in the program outcomes.

[http://www.savannahstate.edu/academic-affairs/sote/documents/SOTEPolicy\\_Handbook\\_Jan24\\_000.pdf](http://www.savannahstate.edu/academic-affairs/sote/documents/SOTEPolicy_Handbook_Jan24_000.pdf)

**Precondition 4.0 Institutions/agencies eligible for regional accreditation are accredited without probation or an equivalent status by the appropriate accrediting agency recognized by the U.S. Department of Education. Institutions/agencies not eligible for accreditation have a clean audit, appropriate business plan, and effective organizational practices similar to an accredited institution.**

**4.1.a. The current accreditation letter and/or report indicate institutional accreditation status.**

[\(See Appendix F: Click here for copy of Accreditation status\)](#)

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**Appendix A**

**(1.1): Support Letter from the President**



Box 20449  
3219 College Street  
Savannah, GA 31404  
P: (912) 358 - 4000  
F: (912) 356 - 2998

OFFICE OF THE PRESIDENT

January 23, 2012

Georgia Professional Standards Commission  
Two Peachtree Street, SW  
Suite 6000  
Atlanta, GA 30303

Dear GaPSC Review Board:

The School of Teacher Education (SOTE) was approved as a new academic unit by the Savannah State University Faculty Senate. SOTE has the primary authority and responsibility for the preparation of educators at Savannah State University. With the approval of the Board of Regents, I have appointed Dr. Elazer J. Barnette as director and unit head for the School of Teacher Education programs. The position of the unit head and senior administrator is titled Director. The Director holds office at the pleasure of the President, and is responsible for all functions and matters relating to Programs in The School of Teacher Education. As the Director, Dr. Barnette is responsible to the Vice President for Academic Affairs for all functions and matters relating to academic programs and their support services within the unit.

Dr. Elazer Barnette holds faculty rank as Professor and may be tenured in accord with policies of the Board of Regents and the University. As Director, he shall direct the work of the faculty and administrative staff in The School of Teacher Education.

February 9, 2011, The Board of Regents approved the following academic programs for Savannah State University:

- Bachelor of Science with a major in Biology (with a secondary teacher certification track (CIP# 26.010101); and,
- Bachelor of Science with a major in major in Mathematics (with a secondary teacher certification track) (CIP# 27.010101).

Sincerely,

A handwritten signature in blue ink, appearing to read "C. Dozier".

Cheryl D. Dozier, DSW  
Interim President

**Appendix B**

**(1.2): Director of School of Teacher Education Job Description**

## **Director of Teacher Education (Unit Head) Job Description**

### ***Basic function***

The Director is the senior administrative officer of Programs in Teacher Education and is responsible to the Vice President for Academic Affairs for all functions and matters relating to academic programs and their support services within the unit. The Director shall hold faculty rank as Professor and may be tenured in accord with policies of the Board of Regents and the University. The Director shall direct the work of the faculty and administrative staff in Teacher Education. The Director is appointed by the President, with the approval of the Board of Regents, holds office at the pleasure of the President, and is responsible for all functions and matters relating to Programs in Teacher Education.

### ***Nature & scope***

In fulfilling the responsibilities of this office, the Director shall preside over all regular and called meetings of the faculty of Teacher Education; supervise the curricula, courses, and methods of instruction and work with faculty for improvement; implement the purposes of Teacher Education consistent with those of the University and the policies of the Board of Regents.

### ***Principle Accountabilities***

1. Recommend the appointment, salary, promotion, tenure and dismissal of faculty members after consultation with appropriate unit/department heads.
2. Serve as the medium of communication for all official business of the Teacher Education with University officers, students and the community.
3. Recommend the appointment, salary, promotion, and dismissal of staff in the director's office; supervise and evaluate staff.
4. Exercise general supervision over the work and conduct of faculty, staff, and the students of Teacher Education.
5. Coordinate the curricula, courses, and methods of instruction and work cooperatively with the faculty to establish and implement processes that ensure effective instruction.
6. Present to the Curriculum and New Programs Committee those actions of the faculty that require consultation or approval.
7. Empower faculty and provide support so faculty may perform consistent with the university mission.
8. Administer and coordinate the program of academic advisement and semester scheduling of course offerings.
9. Nominate candidates for degrees and other awards.
10. Develop, in consultation with the Vice President for Academic Affairs an annual budget for Teacher Education.
11. Coordinate and manage the activities of the advisory council(s), committees, and boards providing to the President and Vice President for University Advancement an accounting of all funds raised.

12. Prepare in consultation with faculty, an annual report for the Vice President for Academic Affairs, describing the work of Teacher Education.
13. Perform such other responsibilities as designated by the Vice President for Academic Affairs.

***Specialized Knowledge, Skills, Abilities and/or Competencies Required***

Must have organizational skills to promote collaboration and teamwork within the Teacher Education unit, the campus, and professional community. Provide evidence of effective communication and interpersonal skills, sensitivity to and understanding of academic, socio-economic, cultural, disabilities and ethnic backgrounds of a diverse student body. Demonstrated capacity to build and maintain academic programming, quality curricula development, and effective judicial process. The position requires ability to maintain the highest levels of integrity at all times.

***Education and Experience Required***

An earned doctorate in education (Ed.D. or Ph.D.) from an accredited college or university, six or more years of college teaching experience sufficient to be appointed to a senior faculty rank. Not less than ten years full time college teaching experience with evidence of academic administration experience of five or more years at level of Department chair or above. Recent experiences with NCATE and proven strengths in strategic planning, leadership, budgeting, and management.

**Appendix C**

**(1.3): Board of Regent's Letter of Support**

BOARD OF REGENTS OF  
THE UNIVERSITY SYSTEM OF GEORGIACHANCELLOR ERROLL B. DAVIS, JR.  
270 WASHINGTON STREET, S.W.  
ATLANTA, GEORGIA 30334PHONE # 404.656.2202  
FAX # 404.657.6979  
EMAIL: CHANCELLOR@USG.EDU

March 11, 2011

Dr. Earl G. Yarbrough, Sr.  
President  
Savannah State University  
3219 College Avenue  
Savannah, Georgia 31404

Dear President Yarbrough:

The Board of Regents, at its meeting on February 9, 2011, approved the following academic programs for Savannah State University:

- Bachelor of Science in Forensic Science (CIP# 43.010601)
- Bachelor of Science with a major in Biology (with a secondary teacher certification track) (CIP# 26.010101), and
- Bachelor of Science with a major in Mathematics (with a secondary teacher certification track) (CIP# 27.010101).

Approvals for the academic programs are effective immediately as of the Board's action.

Sincerely,

Erroll B. Davis, Jr.  
Chancellor

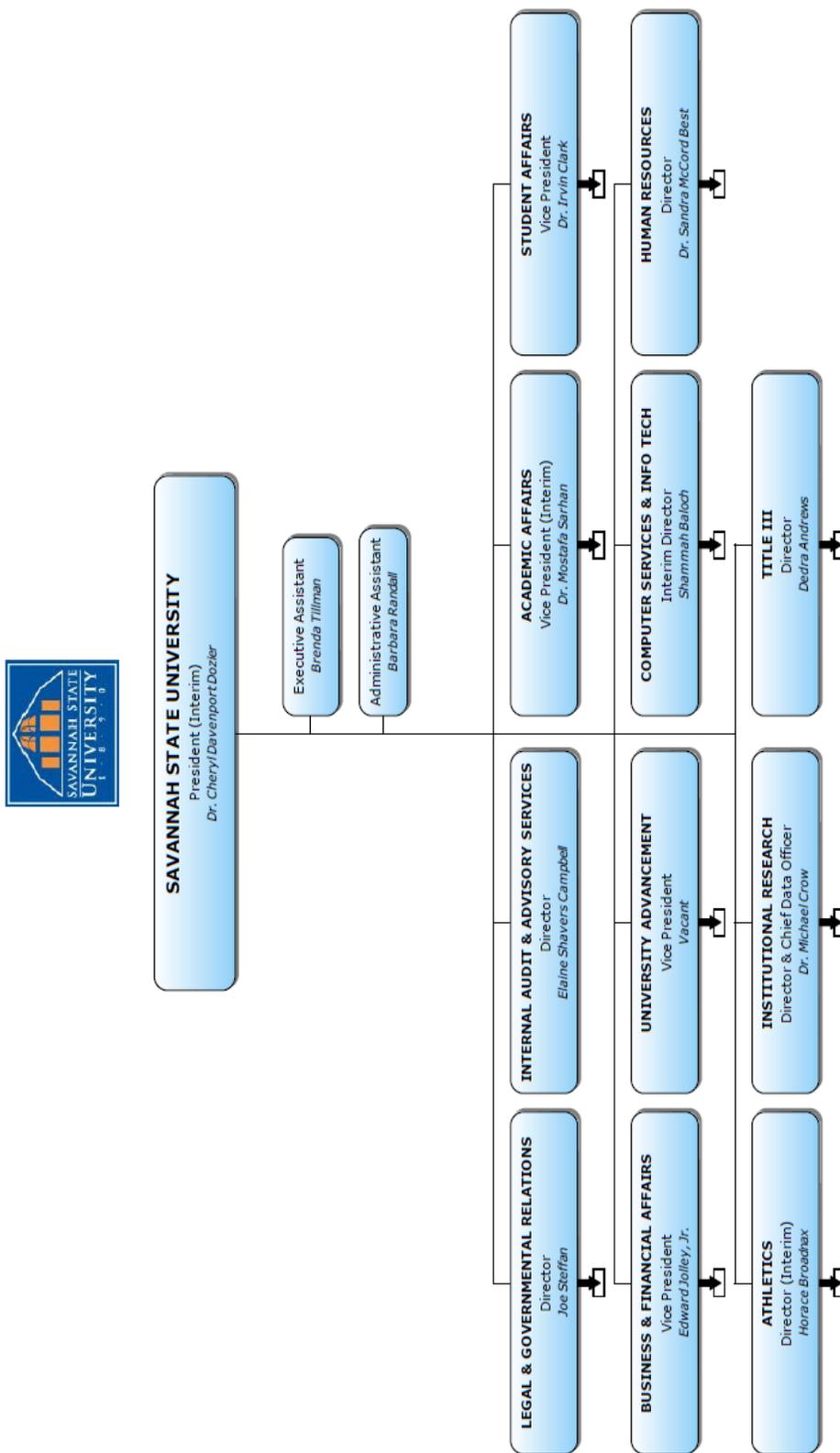
EBD/mmm

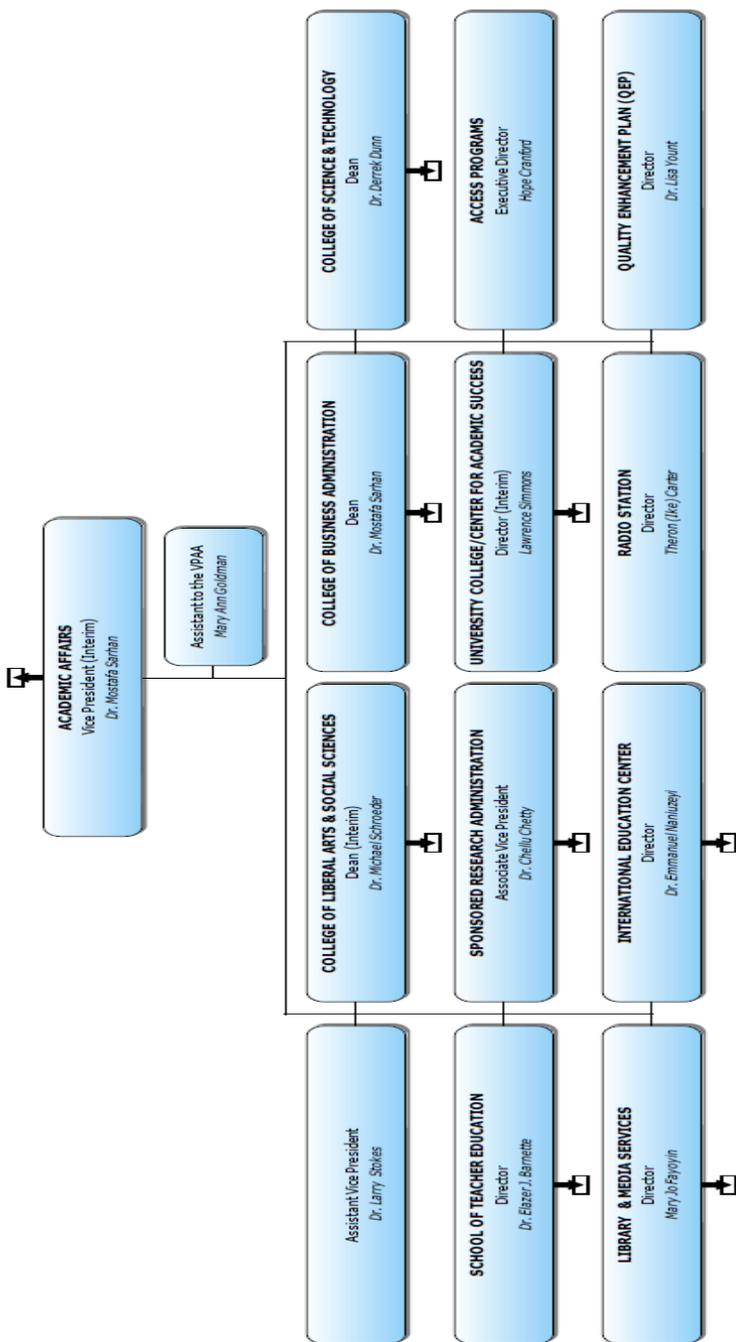
Cc: Dr. Susan Herbst, Chief Academic Officer  
Dr. Melinda Spencer, Academic Affairs Chief of Staff  
Dr. Mary Wyatt, Vice President, Academic Affairs  
Dr. Larry Stokes, Associate Vice President, Academic Affairs  
Dr. Linda Noble, Associate Vice Chancellor, Faculty Affairs  
Dr. Susan Campbell-Lounsbury, Assistant Vice Chancellor, Research & Policy Analysis  
Ms. Susan Whitman, Information Systems Specialist  
Dr. Marci M. Middleton, Assistant Vice Chancellor, Academic Programs

## Appendix D

### **(1.5): University and Unit Organizational Charts**

Organizational chart of the University illustrating the unit's relationship to other administrative units





## Appendix E

### Library Resources for Teacher Education

#### Resources for Education

The following is a summary of the resources available to Savannah State University students, faculty, and staff as they relate to education and the coursework associated with the School of Teacher Education. The library has a variety of electronic and print sources available. All electronic resources, including access to journal, newspapers, and electronic books, are available 24/7 through the University System of Georgia's virtual library, Galileo.

#### Print sources:

The library is continually evaluating the print collection so that the most relevant and current resources are available in the collection. The departments within the colleges are allotted annual funds in order to focus on the curricular and research needs of the students, faculty, and staff. Materials are added throughout the year as funding permits.

- Hundreds of print books relating to education have recently been purchased, most of which have current publication dates (within the last five years). These books are housed in the circulating collection, as well as the reference collection. Many more classic titles on education are also available in print.

#### Electronic Sources:

##### Ebooks

- 2327 ebooks through eBooks on EBSCOhost with Education as the subject. The entire collection of ebooks consists of over 65,000 titles.

##### Education Databases:

- Education Journals (Proquest)

Advanced search

 Full text  Peer reviewed

## ProQuest Education Journals

ProQuest® Education Journals gives users access to over 900 top educational publications, including more than 600 of the titles in full text. The coverage spans the literature on primary, secondary and higher education as well as special education, home schooling and adult education. Many titles are indexed in the ERIC database.

- [More information](#)
- [View title list](#)

### Subject coverage

- [Adult education](#)
- [Elementary education](#)
- [Higher education](#)
- [Home schooling](#)
- [Secondary education](#)
- [Special needs education](#)
- [Teacher education](#)



### Want to Learn More?

Try one of these options:

- [Search](#) the online Help.
- Learn about [search syntax changes](#) in the new ProQuest.
- [Discover](#) answers to common questions at ProQuest's Product Support Center.
- Got an uncommon question? [Contact](#) our Customer Support Team.

### Search tip

By default, we will look for documents with all the terms entered.

Use "quotation marks" to search for exact phrases. Separate terms with OR to find any of the words entered.

**ERIC (Education Resources Information Center)**

Home  
About GALILEO  
Contact Us  
Help

Georgia's Virtual Library...bringing quality content to you!

**ERIC (at EBSCOhost)**

[« Back](#) | [Search now](#)

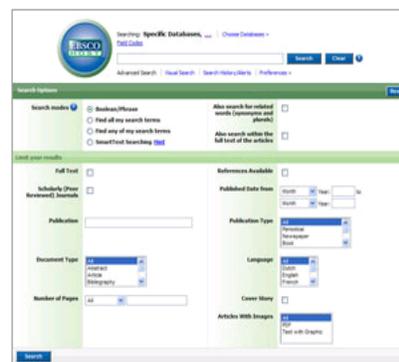
- Coverage Dates: 1966 - present
- Update Frequency: Quarterly
- Audience: General, student, research

**ERIC (at EBSCOhost)**, Educational Resources Information Center, database covers all aspects of education and educational research. ERIC provides access to education-related resources, including journal and non-journal bibliographic information. Journal articles are assigned ERIC numbers that begin with EJ (e.g., EJ777687). Non-journal documents are assigned ERIC numbers that begin with ED (e.g., ED493647). Types of non-journal materials indexed in ERIC include books; conference proceedings and selected presentations; literature reviews and bibliographies; Congressional hearings and reports; reports on federal/state standards, testing, and regulations; research reports; U.S. Department of Education and contractor reports; and working papers from established research and policy organizations. Materials indexed through July 2004 also included lesson plans.

The ERIC database is produced by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. The EBSCOhost version of the ERIC database includes the searchable *Thesaurus of ERIC Descriptors*. The EBSCOhost version of ERIC is updated quarterly; to see citations of articles and documents added since the last update (but not always the full text) go to [Department of Education's ERIC web site](#).

Through the [ERIC Microfiche Digitization Project](#), more than 30,000 documents published on microfiche by ERIC between 1982 and 1992 have been made available in full text. The project is ongoing through March 2009.

**TIP:** From the **EBSCOhost Databases** menu, select both **ERIC** and **The Professional Development Collection**, a specialized database for professional educators that includes 350 full-text journals.



- 
- Professional Development Collection
  
  - Other relevant databases (covering a wide variety of subject areas)
    - Academic Search Complete
    - Research Library (at Proquest)
    - Social Science Journals (Proquest)
    - JSTOR
  
  - Subject-specific databases (relevant for Biology and Math concentrations)
    - Science and Technology Collection
    - National Sciences Digital Library
    - The Math Forum: Student Center
    - Math: Wolfram Functions Site

**Appendix F**

**(4.1a): Accreditation Letter**



**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS  
COMMISSION ON COLLEGES**

1866 Southern Lane • Decatur, Georgia 30033-4097  
Telephone 404/679-4500 Fax 404/679-4558  
www.sacscoc.org

September 16, 2011

Dr. Michael G. Crow  
Director, Institutional Research and Planning  
Savannah State University  
3219 College Avenue  
Savannah, GA 31405

Dear Dr. Crow:

This letter is to verify that Savannah State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the Associate, Baccalaureate, and Master's degrees.

Best regards,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.  
President

BSW/SLA:efk

cc: Dr. Cheryl D. Dozier, Interim President

**Appendix G**

**Bachelor of Science in Biology with Secondary Education Concentration**  
**Bachelor of Science in Mathematics with Secondary Education Concentration**

**Course of Study**

**Bachelor of Science**

**Biology - Secondary Education Concentration**

*Curriculum Grid*

All students should complete the 42 hours of core curriculum (Areas A-E) and 18 hours in Area F, the Program of Study, during their first two years of enrollment and prior to their enrollment in major classes. The following curriculum grid mirrors the biology major without teaching certification and with the biology major with teaching certification.

*“A baccalaureate degree program must require at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall.”*

<b>Core Curriculum Areas</b>	<b>BS Biology Major without Teacher Certification</b>	<b>Semester Hours</b>	<b>BS Biology Major with Teacher Certification</b>
A	ENGL 1101 – Composition (3) ENGL 1102 – Composition (3) MATH 1113 – Pre-calculus (3)	9	ENGL 1101 – Composition (3) ENGL 1102 – Composition (3) MATH 1113 – Pre-calculus (3)
B	AFRS 1501 - African American History (2) HUMN 1201- Critical Thinking & Communication (3)	5	AFRS 1501 - African American History (2) HUMN 1201- Critical Thinking & Communication (3)
C	RPHS 2101 - Introduction to Philosophy (3) HUMN 2011 – Humanities (3)	6	RPHS 2101 - Introduction to Philosophy (3) HUMN 2011 – Humanities (3)
D	<b>Option II- Science Majors</b> CISM1130 - Computer Applications (3) Or CSCI 1130 (3) PHYS 1111K Introductory Physics I w/Lab (4) PHYS 1112K Introductory Physics II w/Lab (4)	11	<b>Option II- Science Majors</b> CISM1130 - Computer Applications (3) Or CSCI 1130 (3) PHYS 1111K Introductory Physics I w/Lab (4) PHYS 1112K Introductory Physics II w/Lab (4)
E	POLS 1101 - American Government (3) POLS 2401 - Global Issues (3) HIST 2111 - U.S. History to the Post-Civil War Period (3) PSYC 2103 - Human Growth & Development (3)	12	POLS 1101 - American Government (3) POLS 2401 - Global Issues (3) HIST 2111 - U.S. History to the Post-Civil War Period (3) PSYC 2103 - Human Growth & Development (3) <i>(Includes Field Experiences)</i>

F	<p>BIOL 1107 - Principles of Biology I (3)          BIOL 1107L - Principles of Biology I Lab (1)          BIOL 1108 - Principles of Biology II (3)          BIOL 1108L- Principles of Biology II Lab (1)          CHEM 1211- Principles of Chemistry I          CHEM 1211L - Principles of Chemistry I (LAB)          CHEM 1212 Principles of Chemistry II          CHEM 1212 - Principles of Chemistry II (Lab)</p> <p><b>Additional Course Work:</b>          Lower division science courses for majors chosen from biology, organic chemistry, general physics, and geology; mathematics not taken as part of areas A or D, computer science, foreign language.</p>	17	<p>BIOL 1107 - Principles of Biology I (3)          BIOL 1107L - Principles of Biology I Lab (1)          BIOL 1108 - Principles of Biology II (3)          BIOL 1108L- Principles of Biology II Lab (1)          CHEM 1211- Principles of Chemistry I 3          CHEM 1211L - Principles of Chemistry I (LAB) 1          CHEM 1212 Principles of Chemistry II 3          CHEM 1212 - Principles of Chemistry II (Lab)1</p> <p><b>Additional Course Work:</b>          Lower division science courses for majors chosen from biology, organic chemistry, general physics, and geology; mathematics not taken as part of areas A or D, computer science, foreign language.</p>
	<b>Additional University Requirements</b>	5	
	<b>Total Core Curriculum Hours</b> =====>	65	<b>←=====Total Core Curriculum Hours</b>

**Lower Division Major Electives and Required Lower Division Teacher Education Courses.  
All Teacher Education Courses Require Field Experiences**

Course Number	Lower Division Elective Courses	Semester Hours	Course Number	Required Teacher Education Lower Division Courses	Semester Hours
CHEM and MATH Electives (2000 Level)	<b>See Advisor for Approved CHEM &amp; MATH Lower Division Biology Elective Courses</b>	16	EDUC 2110	Investigation Critical/Contemporary Issues <i>(Includes Field Experiences)</i>	3
			EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity <i>(Includes Field Experiences)</i>	3
			EDUC 2130	Exploring Teaching & Learning <i>(Includes Field Experiences)</i>	3
	<b>Total Lower Division Biology Major Hours =====&gt;</b>	<b>16</b>		<b>Total Lower Division Professional Education Hours-----&gt;</b>	<b>9</b>

**Upper Division Major and Professional Education Course Sequence – All Professional Education Courses Have Field Experiences, Practicum, or Student Teaching Requirements**

Course Number	Major Biology Required  Upper Division Courses	Semester Hours	Course Number	Major Biology Required  Upper Division Courses  with Teacher Certification	Semester Hours
BIOL 3201	Molecular & Cellular Biology	3	BIOL 3201	Molecular & Cellular Biology	3
BIOL 3201L	Molecular & Cellular Biology Lab	1	BIOL 3201L	Molecular & Cellular Biology Lab	1
BIOL 3401	Ecology & Evolution Biology	3	BIOL 3401	Ecology & Evolution Biology	3
BIOL 3401L	Ecology & Evolution Biology Lab	1	BIOL 3401L	Ecology & Evolution Biology Lab	1
BIOL 3101	Botany	3	BIOL 3101	Botany	3
BIOL 3101L	Botany Lab	1	BIOL 3101L	Botany Lab	1
BIOL 3301	Genetics	3	BIOL 3301	Genetics	3
BIOL 3301L	Genetics Lab	1	BIOL 3301L	Genetics Lab	1
BIOL 3321	Microbiology	3	BIOL 3321	Microbiology	3
BIOL 3321L	Microbiology Lab	1	BIOL 3321L	Microbiology Lab	1
BIOL 3801	Physiology	3	BIOL 3801	Physiology	3
BIOL 3801L	Physiology Lab	1	BIOL 3801L	Physiology Lab	1
BIOL 4901	Senior Seminar	1	BIOL 4901	Senior Seminar	1
BIOL 4920	Research or Internship	2	BIOL 4920	Research or Internship	2
BIOL 4930	Senior Synthesis (includes Exit Exam)	2	BIOL 4930	**Senior Synthesis (includes Exit Exam) <i>(Includes Practicum Experiences)</i>	2
	<b>Total Upper Division Required Biology Major</b>	<b>29</b>		<b>Total Upper Division Required Biology Major Hours</b>	<b>29</b>

	Hours=====→			=====→	
BIOL Electives (3000-4000 Courses)	See Advisor for Suggested Upper Division Biology Elective Courses			Professional Education Courses Upper Division	
BIOL (3000-4000)	Suggested Biology Elective Hours	15	EDUC 3030	Exploring-Exceptional Learner <i>(Includes Field Experiences)</i>	3
			EDUC 3200	Curriculum and Assessment <i>(Includes Field Experiences)</i>	3
	<b>Total Major Upper Division Biology Hours including Upper Division Biology Elective Hours=====→</b>	<b>44</b>	BIED 4416	Teaching of Biology I <i>(Includes Practicum/Clinical Experiences)</i>	3
			BIED 4417	Teaching of Biology II <i>(Includes Practicum/Clinical Experiences)</i>	3
			EDUC 4475	**Student Teaching & Seminar (Biology majors with teaching certification must register for BIOL 4930 to fulfill the seminar requirements)	(10-12) 10
				Professional Education Upper Division Total Hours =====→	22
				<b>Total Upper Division Biology Hours including Upper Division Professional Education Courses =====→</b>	<b>51</b>
	<b>Total Hours Required for the Major in Biology =====→</b>	<b>125</b>		<b>Total Hours Required for the Major in Biology with Teacher Certification ===→</b>	<b>125</b>

## Course of Study (Revised November 15, 2010)

**Bachelor of Science  
Mathematics - Secondary Education Concentration**

*Core Curriculum Grid*

All students should complete the 42 hours of core curriculum (Areas A-E) and 18 hours in Area F the Program of Study during their first two years of enrollment and prior to their enrollment in major classes. The following curriculum grid mirrors the Mathematics major without teaching certification with the mathematics major with teaching certification.

*“A baccalaureate degree program must require at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall.”*

Core Curriculum Areas	BS Mathematics Major without Teacher Certification	Semester Hours	BS Mathematics Major with Teacher Certification
A	ENGL 1101 – Composition (3) ENGL 1102 – Composition (3) MATH 1113 – Pre-calculus (3)	9	ENGL 1101 – Composition (3) ENGL 1102 – Composition (3) MATH 1113 – Pre-calculus (3)
B	AFRS 1501 - African American History (2) HUMN 1201- Critical Thinking & Communication (3)	5	AFRS 1501 - African American History (2) HUMN 1201- Critical Thinking & Communication (3)
C	RPHS 2101 - Introduction to Philosophy (3) HUMN 2011 – Humanities (3)	6	RPHS 2101 - Introduction to Philosophy (3) HUMN 2011 – Humanities (3)
D	<b>Option II- Science Majors</b> CISM1130 - Computer Applications (3) Or CSCI 1130 (3) CHEM 1211 - Principles of Chemistry I (3) CHEM 1211L - Principles of Chemistry I Lab (1) CHEM 1212 - Principles of Chemistry I (3) CHEM 1212L - Principles of Chemistry II Lab (1)	11	<b>Option II- Science Majors</b> CISM1130 - Computer Applications (3) Or CSCI 1130 (3) CHEM 1211 - Principles of Chemistry I (3) CHEM 1211L - Principles of Chemistry I Lab (1) CHEM 1212 - Principles of Chemistry I (3) CHEM 1212L - Principles of Chemistry II Lab (1)
E	POLS 1101 - American Government (3) POLS 2401 - Global Issues (3) HIST 2111 - U.S. History to the Post-Civil War Period (3) PSYC 2103 - Human Growth & Development (3)	12	POLS 1101 - American Government (3) POLS 2401 - Global Issues (3) HIST 2111 - U.S. History to the Post-Civil War Period (3) PSYC 2103 - Human Growth & Development (3)
F	MATH 2101- Calculus I (4) MATH 2111 - Calculus II (4) MATH 2121 - Calculus III (4) <i>Choose one of the following:</i> CSCI 1301- Computer Science I (3) CSCI 1610 - Programming in Java (4) <i>Choose one of the following:</i> MATH 2201 -Elementary Statistics (3)	18	MATH 2101- Calculus I (4) MATH 2111 - Calculus II (4) MATH 2121 - Calculus III (4) <i>Choose one of the following:</i> CSCI 1301- Computer Science I (3) CSCI 1610 - Programming in Java (4) <i>Choose one of the following:</i> MATH 2201 -Elementary Statistics (3) MATH 2301- Introduction to Discrete Mathematics (3)

	MATH 2301- Introduction to Discrete Mathematics (3)		
	<b>Additional University Requirements</b>	<b>0-5</b>	
	<b>Total Core Curriculum Hour</b> =====→	<b>60 - 65</b>	<b>←=====Total Core Curriculum Hours</b>

**Lower Division Major Electives and Required Lower Division Teacher Education Courses. All Teacher Education**

**Courses Require Field Experiences**

Course Number	Math Minor Courses (15-18 hours)	Semester Hours	Course Number	Professional Education Courses Lower Division	Semester Hours
	See Advisor for minor courses	15	EDUC 2110	Investigation Critical/Contemporary Issues	3
			EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
			EDUC 2130	Exploring Teaching & Learning	3
	<b>Total Minor Hours =====→</b>	<b>15</b>		<b>Total Lower Division Hours ==→</b>	<b>9</b>
	<b>Total Hours Required for the Major in Biology =====→</b>	<b>120 - 125</b>		<b>Total Hours Required for the Major in Biology with Teacher Certification =====→</b>	<b>120 - 125</b>

**Upper Division Major and Professional Education Course Sequence – All Professional Education Courses Have Field Experiences, Practicum, or Student Teaching Requirements**

Course Number	Required Major Mathematics Emphasis Upper Division Courses	Semester Hours	Course Number	Required Major Mathematics Emphasis Upper Division Courses with Teacher Certification	Semester Hours
MATH 3101	Linear Algebra	3	MATH 3101	Linear Algebra	3
MATH 3201	Probability & Statistics I	3	MATH 3201	Probability & Statistics I	3
MATH 3211	Foundation of Higher Math	3	MATH 3211	Foundation of Higher Math	3
MATH 4101	Abstract Algebra I	3	MATH 4101	Abstract Algebra I	3
MATH 4201	Analysis I	3	MATH 4201	Analysis I	3
<b>Specified Elective Choice</b> (Choose one)	MATH 4111 – Abstract Algebra II; MATH 4211 – Analysis II; MATH 4311 – Probability & Statistics II	3	<b>Specified Elective Choice</b> (Choose one)	MATH 4211 – Analysis II; or MATH 4311 – Probability & Statistics II	0
<b>Specified Elective Choice</b> (Choose four)	See Online Catalog page 80. Recommended four courses: MATH 3301 – Differential Equations (4) MATH 3401 – Modern Geometry (3) MATH 4401 Number Theory (3) MATH 4501 – Introduction to Topology (3)	12	Electives (Students may use any 3000,4000 level courses)	Electives (See Advisor) <i>Choose Pure Mathematics and Secondary Education cognate area</i>  MATH 3401 – Modern Geometry (3) MATH 4111 – Abstract Algebra II (3) MATH 4401 - Number Theory (3) MATH 4501 – Introduction to Topology (3)	12
	<b>Total Required Major Math Upper Division Hours</b> =====→	30		<b>Total Required Major Math Upper Division Hours</b> =====→	27
<b>Electives (Students may use any 3000,4000 level courses)</b>	<b>Free Electives (See Advisor)</b>	15		<b>Professional Education Courses Upper Division</b>	
			EDUC 3030	Exploring-Exceptional Learner	3
* (See online catalog page 119)	<b>Total Upper Division Major Hours</b> =====→	45	EDUC 3200	Curriculum and Assessment	3

			MAED 4416	Methods of Teaching Math (6-12)	3
			MAED 4417	Teaching Math (6-12) Practicum	3
			EDUC 4475	Student Teaching & Seminar	12
				<b>Total Upper Division Professional Education Hours</b> =====→	<b>24</b>
				<b>Total Upper Division Hours</b> =====→	<b>51</b>
<b>Course Number</b>	<b>Math Minor Courses (15-18 hours)</b>	<b>Semester Hours</b>	<b>Course Number</b>	<b>Professional Education Courses Lower Division</b>	<b>Semester Hours</b>
	See Advisor for minor courses	15	EDUC 2110	Investigation Critical/Contemporary Issues	3
			EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
			EDUC 2130	Exploring Teaching & Learning	3
	<b>Total Minor Hours</b> =====→	<b>15</b>		<b>Total Lower Division Hours</b> ==→	<b>9</b>
	<b>Total Hours Required for the Major in Biology</b> =====→	<b>120 - 125</b>		<b>Total Hours Required for the Major in Biology with Teacher Certification</b> =====→	<b>120 - 125</b>

**Appendix H**

**Professional Education Course Description**

### Professional Course Descriptions

Sequence	Course Number	Course Name	Course Description	Credit	Pre-requisites	Existing or New
1	<b>EDUC 2110</b>	Investigation of Critical/Con-temporary Issues	This course engages potential education candidates in observations and interactions in schools, and analyses of critical and contemporary educational issues. Candidates investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Candidates actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop, candidates reflect on and interpret the meaning of education and schooling in a diverse culture. Includes the use of current technologies which are directly related to effective teaching and 15 hours of observation and participation in an appropriate school setting elementary/early childhood, middle grades, secondary or P-12 environments. Verification of professional liability insurance and a criminal background check are required prior to receiving a school placement.	3		New

2	<b>EDUC 2120</b>	Socio-cultural Influences on Teaching and Learning	This course introduces teachers to fundamental knowledge of culture essential for effective teaching in increasingly diverse classrooms. Designed as a foundation course for subsequent courses focused on the preparation of culturally responsive teachers, this course examines 1) the nature and function of culture; 2) the development of individual and group cultural identity; 3) definition and implications of diversity. Includes 15 hours of observation and participation in an appropriate school setting-elementary/early childhood, middle grades, secondary or P-12 environments. Verification of professional liability insurance and a criminal background check are required prior to receiving a school placement.	3		New
3	<b>EDUC 2130</b>	Exploring Teaching & Learning	This course explores key aspects of learning and teaching through examining your own learning processes and those of others, with the goal of applying your knowledge to enhance the learning of all students in a variety of educational settings and contexts. Includes 10 of observation and interaction with a learner in a naturalistic setting. Current use of technology will be integrated as communication and instructional tools. Verification of professional liability insurance is required.	3	Prerequisite: EDUC 2110	New
4	<b>EDUC 3030</b>	Exploring-Exceptional Learner	Prepares candidates to work collaboratively with families and school personnel to have a positive impact on the educational, social and behavioral development of all students, including those with a full range of disabilities, in a diverse society. The course focuses on knowledge of legislative	3	Pre-requisite: Admission to Teacher Education	New

			mandates for serving exceptional students, characteristics of exceptionality, best practice in facilitating teaching and learning, and accountability through assessment of outcomes. This course requires an observational experience in an assigned school placement. Verification of professional liability insurance is required prior to placement in the field experience. Fulfills Georgia HB 671 requirement.			
5	<b>EDUC 3200</b>	Curriculum and Assessment	An introduction to constructing, evaluating, and interpreting tests; descriptive and inferential statistics; state competency testing; and guidelines for state program evaluations.	3	Pre-requisite: Admission to Teacher Education	New
6	<b>BIED 4416</b>	Teaching of Biology (6-12)	An examination and application of learning theories, classroom Management, teaching strategies, instructional materials, and assessment procedures for teaching secondary school biology in the multicultural and diverse classroom of today. Includes a secondary school field experience in mathematics teaching and seminars. Emphasizes those practices suggested by research in mathematics education and encouraged by the NSTA . Proof of professional liability insurance is required prior to receiving a school placement.	3	Pre-requisite: EDUC 2130, EDUC 3030, and admission to Teacher Education.	New
7	<b>MAED 4416</b>	Teaching of Mathematics (6-12)	An examination and application of curricular issues, learning theories, teaching strategies, instructional materials, and assessment procedures for teaching secondary school mathematics in the multicultural and diverse classroom of today. Includes a secondary school field experience in mathematics teaching and seminars. Emphasizes those practices suggested by research in mathematics education and encouraged by the	3	Pre-requisite: EDUC 2130, EDUC 3030, and admission to Teacher	New

			NCTM and the MAA. Proof of professional liability insurance is required prior to receiving a school placement.		Education.	
8	<b>BIED 4417</b>	Teaching Biology Practicum	Practicum component of BIED 4416	3	Taking with BIED 4416	New
9	<b>MAED 4417</b>	Teaching Mathematics Practicum	Practicum component of MAED 4416	3	Taking concurrently with MAED 4416	New
10	<b>BIOL 4901</b>	Biology Seminar	This course will provide instruction on researching and presenting a review of an area of specialized knowledge relevant to the students program of study. Students will produce written and oral reports that summarize the material. If the student is also required to complete Senior Research/Internship (4902), then the research work should be planned as part of the reports.	1	Pre-requisite: Completion of 3000 level of core curriculum	Existing
11	<b>EDUC 4475</b>	Student Teaching & Seminar (10-12 hours)	Full-time teaching experience in mathematics under the supervision of a public school cooperating teacher and a specialist in mathematics education. Includes a regularly scheduled seminar. Proof of professional liability insurance is required prior to receiving a school placement.	10	Pre-requisite: Admitted to Teacher Education; BIED 4416/4417	New