

Graduate Council

Agenda

May 6, 2020

Join Zoom Meeting

<https://berry.zoom.us/j/97442103514>

Meeting ID: 974 4210 3514

Approval of minutes from the 4-21-20 meeting

OLD BUSINESS:

Charter School of Education and Human Sciences:

EDU502

Catalog Changes

Graduate Commencement

Next Meeting: Tuesday, 9/15/20 at 11 a.m.

***Agenda items for the 9/15 meeting
will be due on Thursday, 9/10 at 5 p.m.***

Graduate Council
Minutes of April 21, 2020

Dr. Boyd called the Zoom meeting to order. In attendance were: Paula Englis, Matthew Levin, Basil Englis, Bryce Durbin, Joyce Heames, Andy Bressette, Nancy Mercer, Jacqueline McDowell, Monica Willingham, Nick McGee.

Minutes from January 21, 2020 were *approved with corrections by voice vote*.

New Business

Charter School

Dean McDowell introduced the background for the proposals. The new course is a result of a recently PSC-approved non-degree course of study for individuals seeking initial certification. The course might be cross-listed with an existing undergraduate course. The catalog changes are the result of discussions about streamlining the admissions process.

Ms. Willingham described the proposals:

- Proposal: ADD EDU 502 Foundations of Education, Diversity and Psychology, 3-0-3.

Discussion: Dr. Boyd asked for additional information about the non-degree “program” and whether it would need SACS notification, given the potential that more than 50% of coursework might be online. Dean McDowell explained that while the courses prepare individuals to receive a certification to teach by the State of Georgia, no certificate or certification would be granted by Berry. It is simply a collection of courses to be taken as a non-degree-seeking student. Additionally, if the online courses were an issue, they could also be taught in a hybrid format.

Dean Heames asked whether approval by SACS for a program with more than 50 percent online would be an approval for the entire college or just that program. Dr. Boyd responded that it would be just for that program, however it might also trigger additional compliance requirements.

Dr. Durbin questioned when did they intend to begin offering EDU 502. Dean McDowell responded that, given no recruiting had even started yet, the likely earliest they would be able to teach the course would be Summer 2021. Dr. Durbin responded that if approved for the 2021 Catalog, it would be possible to offer it the summer of the same year.

Dr. Basil Englis questioned the appropriateness of cross-listing the course with an undergraduate course. Dean McDowell responded that the course, like those at the undergraduate level, was intended to be the “gateway course” into the teacher education program. There would be additional expectations for the graduate-level course over the undergraduate course. Dr. Boyd questioned if the learning outcomes would be the same as for the undergraduate course, specifically in the area of diversity of learning. Dean McDowell responded that the introduction of diversity of learning concepts was a central goal of the course at the graduate level. Dr. Boyd asked if a sample syllabus for the course could be provided to the Graduate Council to review. Dean McDowell indicated that a sample syllabus would be shared. She also added that if the cross-listing was an issue, that aspect of the course could be dropped.

Dr. Boyd asked about the impact of offering this course on teaching capacity of faculty in the School of Education. Dean McDowell responded that currently the faculty do have the capacity. The obligations of this and other courses in this non-degree program would have to be carefully managed and would inform the recruitment of cohorts within the teacher education graduate programs. There are several different faculty would be able to teach this course, and many could do so during each summer semester.

Dr. Boyd also requested to see the application that had been submitted to and approved by the PSC. Dr. McDowell indicated that she would be happy to share the application.

Ms. Willingham introduced the additional catalog changes.

Discussion: Dr. Boyd requested that the additional catalog change proposals be submitted as a single “red-line” document indicating where the changes would be made. Dr. Durbin agreed, adding that if they provided the existing catalog language, showing exactly where the deletions, changes, and additions were to be made, it made it much easier not to make mistakes when doing the updates in the catalog. Ms. Willingham indicated that she would be happy to submit the proposals in that format.

Ms. Willingham commented that these changes were the result of conversations with Admissions about streamlining the admissions process for incoming graduate students.

Dr. Boyd asked if some of the changes could be made for the current recruitment period through a waiver process. Dr. Bressette responded that if helpful changes could be made in the current cycle but that the majority of these changes are being discussed now so that the processes that are being built into the new Salesforce platform will reflect improved approaches.

Old Business

Graduation Admission Process Update

Dr. Bressette provide an update on discussions to refine and improve the admissions process for graduate students. Meetings between Admissions, IT, and graduate school representatives have happened and process improvement discussions continue. Those conversations are informing the processes that will be built into Salesforce. Dashboards will be developed that will provide ongoing decision support.

Dr. Bressette also updated the admissions staffing changes. Amanda Swendsen has agreed to take over the position currently held by Tim Tarpley, when he leaves. Tim has agreed to remain in his position until June 30 to help with the transition.

Both Ms. Mercer and Ms. Willingham commented on how helpful Tim has been to current recruiting and admission efforts.

Next meeting: May

Chair: Mary Boyd

Secretary: Bryce Durbin

Berry College Curriculum Form for New Classes

1. Action: <div style="text-align: center;">ADD</div>	2. School CHEHS (BUS, CSEHS, HASS, MNS, NUR, Nonschool)	3. Course Prefix - Number (contact Registrar's office for number) EDU 502	4. Course Title (36 character/space maximum) Foundations of Education, Diversity and Psychology		
5. Short Title (abbreviated text – 15 characters)		6. Designators (I, H, L)	7. Instruction Type (LEC, SEM, LAB, DIR, INT) Lec	8. Hours (lecture-lab-credit) 4-0-4	9. Faculty Load 4
10. Catalog Description An overview of the history and philosophy of education, the processes of schooling in family and society, psychological principles of human growth and development and learning theories. The course will address issues of educational equity, sociocultural influences on teaching and learning, and how teachers and schools can contribute to interpersonal and intercultural understanding and respect, and social justice. Candidates will explore the nature of school environments, the fundamentals of education in the American public school, English Language Learners, the relationship between school and a diverse society, the organization of school curricula and characteristics of effective schools and instruction in grades P-12. Field experiences required.					
11. Prerequisites		12. Co-requisites		13. Exclusionary Courses	
14. Degree Requirement		15. Comments (attach additional documentation if needed) For Pedagogy Only Program			
16. Library Resources adequate Approved: <u>Sherre L. Harrington</u> 4/2/2020 <div style="text-align: center;">Director, Memorial Library</div>			17. Writing Intensive recommendation <div style="text-align: center;">Writing Across the Curriculum Committee</div>		
18. Submitted by: (please print or type) Monica Willingham 4-3-20 <hr/> <div style="display: flex; justify-content: space-between;">NameDate</div>			19. Approved by: (Dean of School) Jacqueline McDowell 4/7/2020 <hr/> <div style="display: flex; justify-content: space-between;">NameDate</div>		
20. Date Submitted to Academic Council					

Registrar's Use Only

Course Division	Inst. Division	CIP Code	1 st reading date: Approved? Y/N Date:	Effective year/term:
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EDU 502
Foundations of Education, Diversity and Psychology
4 credit hours
TBA

Instructor:
Office:
Office Hours:
Email:

COURSE DESCRIPTION (current catalog): An overview of the history and philosophy of education, the processes of schooling in family and society, psychological principles of human growth and development and learning theories. The course will address issues of educational equity, sociocultural influences on teaching and learning, and how teachers and schools can contribute to interpersonal and intercultural understanding and respect, and social justice. Candidates will explore the nature of school environments, the fundamental goals of education in the American public school, English Language Learners, the relationship between school and a diverse society, the organization of school curricula and characteristics of effective schools and instruction in grades P-12. Field experiences required.

PURPOSE OF THE COURSE: As a graduate candidate in education and as a teacher, each candidate needs to know not only what to do and how to do it, but also why they are doing it. Then, each candidate can take an informed position about what he/she should be doing, and take effective steps to accomplish it. This course will focus on the "why" and "what" by delving into the historical, philosophical, social, and legal issues that shape modern American education and schooling. This course will focus upon the self and social awareness of interactions of the pre-service teacher (candidate), children, and society. The course will teach learning theories and applications, and begin development of effective and culturally-responsive teaching styles and strategies. Policies and practices of schooling, and the psychology of the grade 4-12 learner will be studied. EdTPA tasks to be addressed are: The context for learning focusing on the development and use of *academic language (function, demand, and vocabulary)*. The central focus will be on *essential questions (focus on activating strategies along with alignment with focus, standards and goals of lessons)*, and *assessment options*. The purpose of this course is to allow you to reflect on your own values and wisdom of experience through the application of new philosophical, historical, and legal knowledge.

TEXTS:

Also: You MUST PURCHASE a LIVETEXT account for this course.

WEB RESOURCE:

Georgia Professional Standards Commission: www.gapsc.com

Professional literature, articles, and contemporary media sources online and from your school / personal professional library such as those below may be utilized.

- Marzano, R. 2010. *On Excellence in Teaching*. Bloomington, IN: Solution Tree.

- <http://public.doe.k12.ga.us>
- <http://scholar.google.com>
- <http://www.ed.gov>
- <http://nces.ed.gov>
- www.eric.ed.gov/search
- <http://www.newfoundations.com>

LEARNING OUTCOMES: The successful candidate will:

- A. Apply professional and pedagogical knowledge and skills that are set forth in professional, state and institutional standards designed to facilitate learning and become acquainted with practical aspects of the EdTPA task content areas. **(INTASC 4 & 5, Hands & Head) (GA ENG 5) (GA HIS 1i) (GA Math, 4i)**
- B. Observe and reflect on instructional strategies that involve content knowledge, pedagogical knowledge and skills as stipulated in professional, state and institutional standards affecting their practice. **(INTASC 9, Head) (GA ENG 5) (GA HIS 1i) (GA Math, 4i)**
- C. Know major schools of thought about human development, schooling, teaching and learning. **(INTASC 1, Head) (GA ENG 5) (GA HIS 1i) (GA Math, 4i, 4iii)**
- D. Apply the professional and pedagogical knowledge, skills and dispositions as delineated in professional, state and institutional standards to facilitate student learning. **(INTASC 9, Heart) (GA ENG 5) (GA HIS 1i) (GA Math, 5)**
- E. Demonstrate classroom behaviors consistent with the ideal of fairness and the belief that all students can learn. **(INTASC 1 & 5, Heart) (GA ENG 5) (GA HIS 1i) (GA Math 5)**
- F. Become acquainted with practical aspects of the EdTPA task content areas. **(INTASC 1, Head 4) (GA ENG 5) (GA HIS 1i) (GA Math 7) (MG 1.v)**
- G. State their own philosophical positions **(INTASC 1, Head 4) (GA ENG 6) (GA HIS 1i) (GA Math 6)**
- H. Describe and explain their beliefs about the purposes and processes of education with reference to the historical & philosophical background of schooling. They will compare, contrast, and assess the major educational theories in light of their own beliefs and practices. **[INTASC 3, 9, 10]; head/heart;**
- I. Apply, analyze, & synthesize legal requirements, as they would affect their schools, levels of schooling, school subjects and/or practices. **[InTASC 6, 7, 9, 10; head; ISTE 2]**
- J. Discuss the implications of social, familial, and political developments and historical and current educational reform efforts for schooling and their own practice **[InTASC 2, 6, 7, 9, 10 head/heart; ISTE 3]**
- K. Describe common diversities among public school students, make, and evaluate recommendations for their successful instruction. **[InTASC 2,6; ISTE 7]**

ASSESSMENT MEASURES:

- 1. Research Position Paper** – The candidate will choose one of the eight major topics and complete an eight-to ten-page report thoroughly analyzing and evaluating the topic with depth and coherence. **(Key Assessment)**

2. Focus Papers – The candidate will choose two topics from different supplemental topic areas. These selections cannot be from the Research Paper. The candidate will complete a two-to three-page analysis and evaluation.

3. Discussion Forum and Learning Communities – The candidate will participate in discussion forums online and learning communities with their peers regarding the remaining areas not chosen for papers.

4. Diversity Philosophy – Each candidate will select a diverse group (ESOL, Poverty, Students with Disabilities, etc.) and develop recommendations (one page) for their successful instruction.

5. Field Experience Reflection Paper and Report - Complete 15 hours of field experience and a field experience reflection paper and write 2 short reports of field experience.

6. Teaching Philosophy - The candidate will write about his/her philosophy, or set of belief statements about what education is for, what teachers do, and what you believe about student learning. Answer the following questions in your paper:

- What are schools for?
- Why does our society need schools?
- What is the teacher's job?
- What roles will you fulfill as a teacher?
- What do you believe about student learning?

SPECIAL COURSE REQUIREMENTS: FIELD EXPERIENCE

Candidates will be assigned to a specific school classroom through the Office of Field Experiences and Clinical Practice several weeks after the term begins if the candidate is not a full-time teacher in their own classroom. The field experience objectives will be fulfilled by candidate participation in the assigned classroom for **a total of at least 15 hours**. Candidates must complete the field experience log by the conclusion of the semester in FEM in LiveText.

Field Experience Observation Reports:

For **each report**, you will include:

Dates and times attended

Type of instruction you saw and topics of lessons

Report #1: answer the following questions for 4 points each

1. Describe the demographics of the class.
2. Describe the attention span of the students.
3. Describe the climate of the class and/or the emotions you saw in students.

Report #2: answer the following for 4 points each

1. Describe how the teacher teaches.
2. Describe if, and how, the teacher meets students' needs.
3. Describe a challenge you saw the teacher face with the class. (If no challenges, explain why there were none.)

Answer the following:

1. What was your biggest surprise about this class and what you saw in your 15-hour

experience?

2. Describe the teacher's work in this classroom. Cite a theorist or writer from our textbook whose work matches the work of this teacher.
3. Would you want to be employed in this classroom with the assignment of this teacher? Why or why not?

Dispositions:

Dispositions are the values, attitudes, commitments and professional ethics that show how a teacher interacts with students, families, other teachers, and in the community.

Candidates and faculty will measure dispositions using a rubric a number of times across the Teacher Education Program. The dispositions will be measured in the Field Experience Module in LIVETEXT.

Dispositions are not measured for a grade but as a way to reflect on the importance of a candidate's attitudes, values and professionalism when becoming a teacher. IF there is a concern, then a remediation plan may be implemented.

METHODS OF INSTRUCTION:

A variety of instructional practices and technologies will be used to facilitate academic learning and success. Among those will be lecture, workshop format, peer interactions, peer review, technology applications, class discussions, and debate. This course will be a blended course with face-to-face meetings, online sessions, learning community meetings, and online discussion forums.

CLASS EXPECTATIONS:

All written work should reflect careful organization of material and high, quality standards. Papers should be typed, double-spaced and in Times New Roman font, size 12. All work should follow APA format (6th edition). Papers must be proofread to ensure accuracy in spelling, punctuation, and grammar.

USE OF TECHNOLOGY: Candidates will use information technology including internet, email, and VikingWeb to access course materials, submit assignments, and conduct research. Some lessons will be media-enhanced.

ATTENDANCE POLICY:

Candidates are expected to attend each class session for the entire class session. Attendance will be assessed as follows: 10 points=0 absences, 9 points=1 absence, 8 points=2 absences, 7 points=3 absences, 0=4 or more absences. Arriving late or leaving early will not enable students to earn the participation point for the class. School events where you work are not excused absences. Upon missing a second-class session, the director must be contacted and a meeting arranged. Our attendance policy for classes is based on our regional and national accreditations, as well as our agreements with school districts. Attendance will constitute 10 points towards the final grade.

ACADEMIC INTEGRITY: Academic dishonesty includes, but is not limited to: cheating, unauthorized collaboration, plagiarism, fabrication, multiple submissions, and aiding and abetting. Candidates are expected to comply with Berry College policies concerning academic integrity. A full description of policies and appeals procedures can be found in the *Viking Code* and the *Georgia Code of Professional Ethics*. Lack of adherence to these criteria will result in a grade of zero on the specific assignments and, after review by faculty, possible removal from the class. Candidates may appeal faculty decisions to a subcommittee of Academic Council through the provost. In addition to the Viking Code, candidates in the Teacher Education Program have agreed to uphold the Code of Ethics for educators in Georgia (www.gapsc.com). Violation of any element of this code may result in sanctions including, but not limited to, being placed on record for poor academic standards, receiving a zero for the assignment, withdrawal from the course, or removal from the program.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES:

Candidates with disabilities who need accommodation in this course are encouraged to contact the Academic Support Center in Krannert Room 329 (ext 4080) as soon as possible to ensure that such accommodations are implemented in a timely fashion.

TUTORING AVAILABILITY:

Students who believe they may need tutoring in this class should contact the professor of the course as soon as possible so that arrangements can be made with the Academic Support Center website. <http://www2.berry.edu/academics/services/AcademicSupportCenter/index.asp>

ASSESSMENT COMPONENTS AND GRADING SCALE:

Assignment	Points
Research Position Paper	50
Focus Papers	30 (15 each)
Discussion Forums	20 (10 each)
Exploring Diversity Write-up & Diversity Recommendations	50
Class Preparation and Participation/Attendance	10
Field Experience Reflection Paper and Report	20
Teaching Philosophy	20
Total Points	200

GRADING POLICY

100 – 90 = A; 89 – 80 = B; 79 – 70 = C; 69 – 60 = D; 59 and below = F

MAJOR TOPIC AREAS	SUPPLEMENTAL TOPICS (LIST NOT EXHAUSTIVE)
History of Education in the United States	Colonial American education, the 14th Amendment's effect on education, today's U.S. public schools
Pioneers of Education	The work and ideas of notable educators, including Mary MacLeod Bethune, John Dewey, Howard Gardner, Benjamin Bloom, Madeline Hunter, Maria Montessori, Noah Webster

Psychology's Impact on Education	Intelligence testing, the theories of Erik Erikson, Piaget's stages of cognitive development
Major Philosophies of Education	Perennialism, Progressivism, Social Reconstructionism, Existentialism, Behaviorism, Constructivism, Conservatism, and Humanism
Education Court Cases, Legislation, and Federal Documents	Brown v. the Board of Education, Education for All Handicapped Children Act, the Morrill Land Grant Acts, Title IX
School and System Governance	Roles of local, state and national government and education
Special and Inclusive Education	Individualized Education Plans, qualifying for special education programs, tiered Response to Intervention models, gender inequality
National Professional Organizations in Education	National Education Association, American Federation of Teachers, field-specific organizations

Personal Technology Policy:

You may use a laptop or tablet to take notes. I may check to make sure that is the use of the device. Cell phones must be turned off or placed on vibrate only. You should not take a call during class.

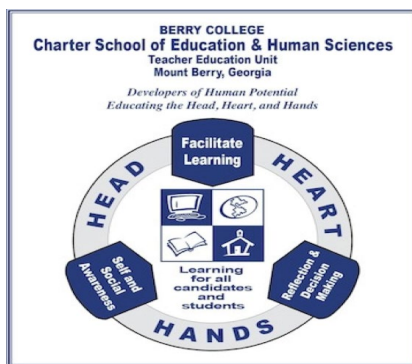
Teacher Education Program Conceptual Framework

We believe that teachers are “Developers of Human Potential.” Like Martha Berry, we believe that the role of excellent teachers is to help our candidates and the students they teach to reach their full potential by developing their head, heart and hands. This philosophy is based on three dimensions to develop teachers and educational leaders who (1) Promote Reflection and Decision Making (**head**), (2) Facilitate Learning (**hands**), and (3) Enhance Self and Social Awareness (**heart**).

Our Conceptual Framework provides for a basis of coherence among all aspects of the teacher education curriculum, instruction, field experiences and assessments across the range of the candidates’ programs. The framework is developed by and shared with our arts and science colleagues, and our school-based partners, is consistent with the mission of Berry College and continuously evaluated.

Conceptual Framework

We believe that teachers are “**Developers of Human Potential.**” Like Martha Berry, we believe the role of excellent teachers is to help our candidates and the students they teach to reach their full potential by developing their **head, heart and hands**. Our philosophy and purposes are based on three dimensions to develop teachers and educational leaders who **1) Promote Reflection and Decision Making (head)**, **2) Facilitate Learning (hands)**, and **(3) Enhance Self and Social Awareness (heart)**. Each of these dimensions is tied to one or more of the 10 program principles and is demonstrated by our candidates in the coursework, field and clinical experiences.



Initial and Advanced Program Principles Aligned with the Conceptual Framework Interstate New Teachers Assessment and Support Consortium

Standard #1: Learner Development (Head)

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences (Heart)

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments (Hands)

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge (Head)

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content (Head)

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment (Hands)

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction (Hands)

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies (Hands)

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice (Head)

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration (Heart)

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The following documentation was submitted to the PSC for the Pedagogy only.

The program report sections include:

- **Program of study**
- **Key program assessments**
- **Admissions requirements and field experiences/clinical practice chart**

Program of Study for Pedagogy Only

Course # and Title	Credit Hours
EDU 505 Instructional Management	2
EDU 502 Foundations of Education, Diversity and Psychology	4
EDU 580 Curriculum and Methods for Secondary Education	4
EDU 634 Psychology and Education of Exceptional Children and Youth	3
EDU 590 Professional Seminar	1
EDU 597 Initial Certification Internship in Teaching I	3
EDU 598 Initial Certification Internship in Teaching II	3
Total Credit hours	20

The following key assessments are provided below and included edTPA, Georgia Assessment for Certified Educators Ethics Assessment, Georgia Assessment for Certified Educators Pedagogy, Georgia Intern Keys, Disposition Assessment and Lesson Plan Rubric.

edTPA

The EPP uses edTPA as one of the six Unit Assessments. edTPA data will be collected and analyzed as the candidates complete the program.

1. Copy of the Assessment

<http://www.edtpa.com/Home.aspx>

2. Instructions to Candidates

Instructions for programs are in the content-specific Assessment Handbooks. The 2018–19 national handbooks, templates, and support resources (URLPs, Making Good Choices, and academic language handouts) for all subject areas are available for download in the Pearson ePortfolio Platform and other integrated platform providers.

<http://edtpa.aacte.org>

The EPP has also developed an Implementation Guide that is housed in LiveText and can be accessed through the visitor pass using this code BA548960

https://www.livetext.com/doc/11055521?t_status=track

3. Purpose of the Assessment

The purpose of edTPA is to measure novice teachers' readiness to teach. The assessment is designed with a focus on student learning and principles for research and theory. It is based on findings that successful teachers

- develop knowledge of subject matter, content standards, and subject-specific pedagogy;
- develop and apply knowledge of varied students' needs;
- consider research and theory about how students learn; and
- reflect on and analyze evidence of the effects of instruction on student learning.

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.

edTPA is a performance-based effectiveness assessment for pre-service teachers that was designed by the Stanford Center for Assessment, Learning and Equity (SCALE) with input from teachers and teacher educators. It is subject-specific and requires teacher candidates to submit evidence such as lesson plans, video clips, student work samples, and extensive commentary to demonstrate their ability to effectively teach their chosen subject. These artifacts are then submitted for scoring to Evaluation Systems Group of Pearson (ES) and assessed by external evaluators who are P-12 teachers and those who prepare teacher candidates. edTPA's detailed rubrics measure the entry level teaching skills that are critical to effective instruction. edTPA draws from experience gained from a 25-year history developing performance-based assessments of teaching, including the National Board for Professional Teaching Standards. edTPA is designed by educators to answer the question: "Is this new teacher ready for the job?"

The edTPA was designed by teachers and those that prepare teachers. The edTPA is designed to be educative to inform each candidate as to his/her strengths and areas for growth; to

inform programs of Educator Preparation Providers (EPP); and to inform school and school districts' induction programs provided for inservice teachers during their first years of practice. edTPA will also be one element of the Preparation Program Effectiveness Measures (PPEM). The GaPSC, in collaboration with University System of Georgia (USG) and Georgia Department of Education (GaDOE) has formed a representative edTPA Policy and Implementation Advisory Committee for the purpose of informing educative implementation of edTPA for teacher candidates, EPPs, and P-12 schools.

4. Data Tables showing three cycles and interpretation of findings
N/A- Developmental Program

How the EPP assures validity and reliability

edTPA provides a common set of expectations for licensure and nationally available performance standards (cut scores) that can be used across programs and states to support licensing new teachers and/or program accreditation, and meets the standards for assessment validation outlined in the *Standards for Educational and Psychological Testing* (AERA, APA & NCME, 2014). edTPA was nationally validated in 2013 to establish the reliability and validity of the assessment system. The results from more than 125,000 edTPA portfolios submitted by teacher candidates during the first three years of edTPA implementation and further evidence of reliability and validity are presented in the 2014, 2015, and 2016 edTPA Administrative Reports <https://scale.stanford.edu/teaching/edtpa>

5. How edTPA is embedded in the program, who administers it and how it is used to make decisions about candidate progress.

Coursework where edTPA-like assignments are embedded in the Pedagogy only program:

EDU 505 Instructional Management: The EPP's edTPA Coordinator makes a presentation and answers questions regarding the assessment. The fees for edTPA are also discussed.

EDU 502 Foundations of Education, Diversity and Psychology: Pedagogy only candidates receive an early introduction (verbal and in the form of a handout from the instructor), which describes edTPA and how it fits within the Teacher Education Program. This is followed by specific field-based assignments, which include the identification of edTPA elements which teacher candidates will need to know in order to successfully progress through the program. This is the first time that candidates receive grades on their field-based assignments following edTPA guidelines for lesson planning. Candidates' progress on completing Task 1, 2 and 3 is monitored by the instructor through assignment grades to determine their progress.

EDU 580 Curriculum and Methods: Candidates are assigned by the instructor to complete three full Berry lesson plans, along with reflections; these lessons are taught in the field. EDU 580 candidates complete the Assessment and Analysis of Student Learning paper, which is aligned to edTPA rubric 11, rubric 12, and rubric 13 for Task 3. The introductory part of the paper aligns with edTPA Task 1 (context for learning). EDU 580 candidates plan

a 5 to10-day thematic unit as practice for their edTPA unit. Within the Unit Plan assignment, EDU 580 candidates identify a theme related to GSEs for their content areas and selected grade levels. They follow a backward design approach to plan the unit, including three full lesson plans (minus the reflection portion), as well as multiple formative assessments and one summative assessment. The unit is taught in a high school classroom in Floyd County or in the Rome City Schools. The journaling that candidates do during this field experience will help them write about the contexts of the schools and classrooms on edTPA. This is the second time candidates receive grades on their field-based assignments following edTPA guidelines for Planning for Instruction and Assessment, Instructing and Engaging Students in Learning and Assessing Student Learning. Candidates' progress on completing Tasks 1, 2 and 3 is monitored by the instructor through assignment grades to determine their progress.

EDU 591 Student Teaching: Candidates complete an entire “practice” edTPA assignment while enrolled in this course and are completing their student teaching assignments the last seven weeks of the fall semester of their senior year. Candidates **MUST** successfully turn in a completed “practice” edTPA or they are not cleared to progress to the next semester of Student Teaching.

EDU 590 Professional Seminar: Candidates complete and upload their edTPA for external scoring to Pearson while enrolled in this course and are completing the full-time student teaching assignment the first seven weeks of the spring semester of their senior year. See file upload of course syllabus.

7. Scoring guides or criteria used to score candidates' responses to the task, including the required passing score. Also include what is expected when a candidate does not meet the required passing score.

The edTPA scoring guides are the rubrics used by the external evaluators working through Pearson.

Georgia Assessment for Certified Educators (GACE) Ethics

1. A copy of the assessment.

<https://gace.ets.org/ethics/about/educator>

2. The instructions to candidates about the assigned task.

Candidates take the Georgia Ethics assessments at any time once they are eligible.

<https://gace.ets.org/ethics/register/eligibility/>

There are no specific testing dates. Candidates register directly at

<https://gace.ets.org/ethics/take>

3. The purpose of the assessment.

The Georgia Ethics assessments are training and assessment programs composed of a series of modules that combine instruction and testing. <https://gace.ets.org/ethics/about>

- The Georgia Educator Ethics assessment is designed for beginning and currently practicing teachers.
- The Georgia Ethics for Educational Leadership assessment is designed for educational leaders (principals/assistant principals and superintendents/assistant superintendents).

The goal is to help teachers and educational leaders become familiar with, understand, and apply the [Georgia Code of Ethics for Educators](#), as well as comprehend and embrace the principles of ethical decision making in an educational context. These assessments focus on professionalism in education — in relationships with students, schools, colleagues, and communities — as well as on ethical understanding to guide decision making, and the specific regulations and expectations that teachers and educational leaders face in Georgia.

4. Data tables showing results of this assessment for the last three cycles, an analysis of the findings, the interpretation of those findings, and changes made in (or planned for) the program as a result. (This item does not apply to developmental programs.)

N/A Developmental Program.

5. Statement of how the program assures that validity and reliability of the assessment have been met. (4 of 6 key assessments at the program level)

The assessments required for educator certification are administered under the authority of the GaPSC by contract with Educational Testing Service (ETS). The validity and reliability of the assessment is demonstrated by ETS.

6. A brief description of how the assessment is used in this program, including how often and when it is administered, who administers it, and how this assessment is used to make decisions about candidates' progress through the program.

Candidates take the Program Entry (350) test that assures candidates beginning the program are exposed to the Georgia Code of Ethics and ethical principles to guide decision making as they complete early field experiences in P-12 classrooms. Data from this assessment is reviewed by the Certification Officer and candidates must pass this assessment to be admitted to the Teacher Education Program.

The EPP instructs candidates in the Georgia Code of Ethics in EDU 502 Foundations of Education, Diversity and Psychology, EDU 580 Curriculum and Methods, PSY/EDU 634 Exceptional Child, EDU 505 Classroom Management and EDU 590 Professional Seminar. Candidates then take the Program Exit (360) test that assures candidates know and can apply the Georgia Code of Ethics and ethical principles to guide decision making as they complete all field and clinical experiences and student teaching.

7. Scoring guides or criteria used to score candidates' responses to the task, including the required passing score. Also include what is expected when a candidate does not meet the required passing score. Scoring is under the auspices of ETS.

For the Program Entry level of the assessments, candidates receive a percentage correct and a status of complete or not complete for each end-of-module test. Although candidates do not receive an overall test score, they do receive an overall status of "Completed" or "Not Completed" for the assessment. Candidates must complete all training modules and end-of-module tests to receive credit toward program admission.

For the Program Exit level of the assessments, candidates receive a percentage correct and a status of completed or not completed for each end-of-module test and the summative test. Although candidates do not receive an overall test score, they do receive an overall status of "Passed" or "Not Passed" for the assessment. As of January 2015, candidates must pass this level to gain Induction Certification or a Certificate of Eligibility. Once candidates have successfully completed or passed the assessment, they will be able to print a certificate that indicates passing status.

<https://gace.ets.org/ethics/scores>

Candidates must pass Program Entry (350) to be admitted to the Teacher Education Program. They can retake modules until they successfully pass. Candidates must pass Program Exit (360) in order to obtain their teaching certificate and may retake modules until they successfully pass.

Georgia Assessment for Certified Educators (GACE)-Pedagogy Only

1. A copy of the assessment.

GACE is administered online by the Educational Testing Service (ETS) and can be found at <https://gace.ets.org>

2. The instructions to candidates about the assigned task.

The instructions for test-takers can also be found at <https://gace.ets.org>

3. The purpose of the assessment.

The purpose of the GACE assessments is to help the Georgia Professional Standards Commission (GaPSC) ensure that candidates have the knowledge and skills needed to perform the job of an educator in Georgia's public schools. These computer-delivered assessments have been developed by the GaPSC and Educational Testing Service (ETS). All GACE assessments are aligned with the state standards for the P–12 curriculum and with state and national content standards. Each GACE test was developed with diverse representation of Georgia educators from across the state, including the participation of committees of Georgia educators, educator preparation faculty, and other content and assessment specialists, including individuals from school systems, local schools, institutions of higher education (public and private), and other stakeholders. In other words, each GACE assessment was developed by Georgia educators to measure competency on what is taught in Georgia's P–12 classrooms.

4. Data tables showing results of this assessment for the last three cycles, an analysis of the findings, the interpretation of those findings, and changes made in (or planned for) the program as a result. (This item does not apply to developmental programs.)

N/A Developmental Program

5. Statement of how the program assures that validity and reliability of the assessment have been met. (4 of 6 key assessments at the program level)

GACE Validity and reliability statements can be found at https://gace.ets.org/s/pdf/gace_validity_argument.pdf

6. A brief description of how the assessment is used in this program, including how often and when it is administered, who administers it, and how this assessment is used to make decisions about candidates' progress through the program.

GACE is administered at program admission by ETS to assess knowledge and skills in the areas of reading, mathematics, and writing; the assessment consists of three tests. The Reading and Mathematics tests consist of selected-response questions, and the Writing test consists of selected-response questions and two constructed-response (written) assignments.

The GACE content assessments administered by ETS, test knowledge and content skills in specific certification areas. They are required for certification in the State of Georgia. Assessments consist of either one or two tests and contain selected-response questions, and, in some cases, one or more constructed-response (written, spoken, or signed) assignments.

Candidates cannot be admitted into the Teacher Education Program until they pass the GACE Program Admission Test or exempt the test based on SAT and ACT results (ACT Math/English combined score of 42 or higher; SAT combined Math/Critical Reading-EBRW score of 1000). GACE scores are monitored by the EPP's Certification Officer. When a candidate has passed the Program Admissions GACE, the candidate's admission data, including the GACE score, is brought to the EPP's Admissions and Certification committee for review and approval is granted to move forward in the program. The Certification Officer also monitors the candidates' progress on passing the GACE Content tests in their discipline. The scores are brought to the Teacher Education Unit for review each spring semester. Discipline-specific, content area faculty review the scores of the students in their areas and meet together to discuss the results of the content area tests.

7. Scoring guides or criteria used to score candidates' responses to the task, including the required passing score. Also include what is expected when a candidate does not meet the required passing score.

The required GACE Program Admissions score is a minimum of 250 points on each exam in the Program Admission tests: Math, Reading, and Writing and the passing score on the content assessments varies by program area. A candidate cannot be admitted to the Teacher Education Program or progress in the major if they do not pass the Admissions GACE and are encouraged to study for and talk with their advisor about retaking the test. They cannot be certified in the State of Georgia if they do not pass the Content tests in their discipline. They are encouraged to study for the test and talk with the Certification Officer before they schedule a retake.

Georgia Intern Keys

1. A copy of the assessment.

A copy of Intern Keys is in the file uploads.

2. The instructions to Intern Keys.

Check the boxes on the rubric that most closely describe the performance of the teacher candidate. A benchmark score of 23 is required. Any ineffective element score will require remediation.

3. The purpose of the assessment.

Intern Keys are used during both fall and spring semesters of clinical practice/student teaching to assess candidate pedagogical performance. The instrument is directly aligned with the INTASC Standards. The instruments measure content, pedagogy, communication, planning, and classroom management skills, as well as the candidates' effect on student learning.

Intern Keys was adopted and contains ten standards that the EPP uses to provide formative feedback to candidates during clinical practice/student teaching and at the completion of student teaching. This instrument came to our attention during state-wide educator preparation meetings and had been developed to mirror the TKES Instrument used in Georgia to evaluate practicing teachers. After a committee of the faculty studied the instrument and attended several training and scoring workshops, the EPP voted to adopt Intern Keys as the Final Evaluation of Student Teaching. Candidates are rated on a four-level rating scale in LiveText. Level IV is the highest level, and is often difficult for even veteran teachers to attain. Level III and Level II are desired levels of competency for teacher candidates, with Level III often being referred to as "proficient" and Level II being known as "developing." Level I is undesirable and indicates that the candidate's performance is unsatisfactory. There is a total possible score of 50 points on this instrument. Because candidates routinely do not earn Level IV, the EPP determined that a score at Level III is proficient. Composite mean scores of 23 measure proficiency.

4. Data tables showing results of this assessment for the last three cycles, an analysis of the findings, the interpretation of those findings, and changes made in (or planned for) the program as a result.

N/A Developmental Program.

5. Statement of how the program assures that validity and reliability of the assessment have been met. (4 of 6 key assessments at the program level)

Intern Keys validity was determined through a validation that can be found at <https://coehp.columbusstate.edu/about-us/102016INTERNKEYSVALIDATION.pdf>

6. A brief description of how the assessment is used in this program, including how often and when it is administered, who administers it, and how this assessment is used to make decisions about candidates' progress through the program.

Intern Keys is a qualitative, rubrics-based evaluation method by which college supervisors and cooperating teachers measure teacher-candidate performance relative to evidence-based performance standards. The standards in the Intern Keys are aligned with the Georgia Department of Education's Teacher Assessment Performance Standards (TAPS). The cooperating teacher and the college supervisor use the Intern Keys as part of a multifaceted system to assess the professional growth of the student teacher and/or MAT intern. The EPP uses this instrument for formal observations, as well as formative (mid-term) and summative (end of term) assessments.

7. Scoring guides or criteria used to score candidates' responses to the task, including the required passing score. Also include what is expected when a candidate does not meet the required passing score.

The scoring guide for Intern Keys is a rubric (see uploads for the entire instrument). Level III and Level II are desired levels of competency for teacher candidates, with Level III often being referred to as "proficient" and Level II being known as "developing." Level I is undesirable and indicates that the candidate's performance is unsatisfactory. There is a total possible score of 50 points on this instrument. Because candidates routinely do not earn Level IV, the EPP determined that a score at Level III is proficient. Composite scores of 35 are considered proficient. If a candidate has four or more Level I indicators after the first semester of student teaching, an improvement plan is developed with the candidate, cooperating teacher and college supervisor. If a candidate is scoring at this level, they are not permitted to continue into the second semester of student teaching.

Dispositions Assessment

A copy of the assessment.

Copies of Initial Dispositions Rubrics can be found in the file uploads.

The EPP uses the Dispositions Assessment as one of the six Unit Assessments and is administered through LiveText. Dispositions Assessment Data can be found in several places throughout the program approval documents.

“The Candidates’ Dispositions Performance Assessment” was designed specifically to be used during clinical practice by both the college supervisor and the cooperating teacher as a summative evaluation of the candidate’s behavior and performance in the field, the faculty decided to use a shortened version to gather dispositions data prior to clinical practice and student teaching. The shortened assessment and the rubric in its entirety can be found in the uploads (prior to clinical practice and student teaching.) The full Candidate Dispositions Performance Assessment Rubric is used during clinical practice and student teaching (designed and validated by the Georgia Assessment Directors Association) and can be found in the uploads.

1. The instructions to candidates about the assigned task.

A Message to Teacher Education Majors and a Dispositions Chart are given to initial candidates and discussed in EDU 502 and again in EDU 580 Curriculum and Methods course and finally during student teaching or internship. The Candidate Dispositions Performance Assessment Rubric is given to all students in The *Clinical Practice and Student Teaching Handbook* and can be found in the Field Experience Module of LiveText. This is a continual reinforcement of the expectations the EPP has for all candidates and a justification of how and when the Dispositions Assessments will be used and administered.

Message: “Dispositions are the values, attitudes, commitments and professional ethics that show how a teacher interacts with students, families, school personnel and in the community.

Candidates and faculty will measure dispositions using a rubric three to four times across the Teacher Education Program. The dispositions will be measured in LiveText. Dispositions are not measured for a grade but as a way to reflect on the importance of your attitudes, values and professionalism when becoming a teacher. If there is a concern and if you consistently perform at the Needs Improvement (Level 2) indicator, or have more than 25% of the dispositions to be scored at Level two for an overall average score of 42 out of 56, a remediation plan may be implemented.”

2. Purpose of the Assessment

The Candidate Disposition Performance Assessment Rubric is designed for use during clinical practice by both the college supervisor and the cooperating teacher as a summative evaluation of the candidate's behavior and performance in the field. Nevertheless, it is recommended that it be also reviewed with the candidates earlier in the program, and used at the beginning of clinical practice, to provide baseline and formative data for the candidate and supervisor prior to the final administration of the assessment. If implemented prior to clinical practice, it may be helpful to allow for an option such as "Not observed"; however, the summative implementation of the form should require the candidate be assessed on all 24 indicators.

3. Data tables showing results of this assessment for the last three cycles, an analysis of the findings, the interpretation of those findings, and changes made in (or planned for) the program as a result. (This item does not apply to developmental programs.)

N/A Developmental Program.

4. Statement of how the program assures that validity and reliability of the assessment have been met. (4 of 6 key assessments at the program level)

Candidate Dispositions Performance Assessment Rubric developed and validated by members of the Georgia Assessment Directors Association is a valid instrument.

5. A brief description of how the assessment is used in this program, including how often and when it is administered, who administers it, and how this assessment is used to make decisions about candidates' progress through the program.

The assessment is administered and rubric scores are obtained from faculty assessment (through LiveText) of candidates' field experience performance in EDU 502 Foundations of Education, Diversity and Psychology, during EDU 580 Curriculum and Methods, and during clinical practice or internship. The rubric scores are reviewed and monitored by the Office of Field Experience and Clinical Practice.

6. Scoring guides or criteria used to score candidates' responses to the task, including the required passing score. Also include what is expected when a candidate does not meet the required passing score.

The scoring guide is the actual rubric.

During the field experience in the coursework, candidates should not consistently be scoring at the "Needs Improvement" indicator on the rubric. The rubric scores are reviewed and monitored by the Office of Field Experience and Clinical Practice.

Criteria: Allow no more than 25% of the dispositions to be scored at level two for an overall average score of 42 out of 56. If there is a concern and if the candidate consistently performs at the “Needs Improvement” indicator, a Professional Dispositions Growth Plan may be implemented. A copy of the entire growth plan is below.

Berry College Teacher Education Department Professional Disposition Growth Plan

Candidate: _____ ID # _____

Faculty Member: _____ Faculty Member: _____

Other: _____

The following issue(s) have been identified as a professional disposition(s) concern:

1. Takes initiative and makes decisions in accordance with educational principles.

2. Demonstrates fairness, i.e. caring, non-discriminatory, and equitable professional standards in work and relationships.

The candidate agrees to the following activities or strategies as a means of growth toward acceptable disposition qualities:

1. The candidate will actively seek opportunities to demonstrate positive decision making that supports the instructional and behavioral expectations of the student teaching classroom and the school. Examples of positive decision making include completely finishing tasks that the cooperating teacher asks the candidate to do, assisting students after the teacher has completed whole classroom instruction, and following the school-wide policy of no talking to students in the hallways or waiting for the school bus.

2. The candidate will demonstrate caring and equitable professional standards by refraining from wearing earbuds while at her/his student teaching placement. This practice will provide opportunities for the candidate to demonstrate interest, care, and concern for all members of the school environment. In addition, this action will put the candidate in a

position to speak to and initiate conversations with the classroom teacher and all other teachers in the building, as well as support staff and the building administrator(s) at her student teaching placement. Finally, this plan of action will allow the candidate to enhance her self- and social-awareness.

Date to be accomplished: _____ Follow-Up Meeting: _____

Candidate Signature _____ Date _____ Faculty Member _____ Date _____

Faculty Member _____ Date _____ Dept. Chair _____ Date _____

Important Note: The Teacher Education Professional Disposition policy states that if the candidate does not meet the acceptable level of professional dispositions after the Professional Dispositions Growth Plan Follow-Up Meeting, the candidate may withdraw or will be administratively withdrawn from coursework and the Teacher Education Program.

Date filed: _____

Berry College
Teacher Education Department
Professional Disposition Growth Plan Tracking and Decision Record

Candidate Name: _____ ID#: _____

Content Area, Major:

Date of Disposition Rubric Score less than 2:

Date of PDGP Meeting	Disposition(s) of Concern	Date of Follow-Up	Result(s) of Follow-Up

The Teacher Education Professional Disposition policy states that if the candidate does not meet acceptable level of professional dispositions after the Professional Dispositions Growth Plan

Follow-Up meeting, the candidate will be administratively withdrawn from coursework and the Teacher Education Program.

☐ Committee member drafts dismissal recommendation and has signatures of members and advisor. Date: _____

☐ Dismissal recommendation is submitted to Dean of Charter School of Education and Human Sciences. Date: _____

Lesson Plan and Assessment Rubric

1. A copy of the Lesson Plan Format and Assessment Rubric are in the uploads.
2. Instruction to the Candidates

Write a lesson plan for each lesson in the learning segment (not including any extended periods of time spent with students working independently on creating an artwork). Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them. Your lesson plans must include the following information, even if your teacher preparation program requires you to use a specific lesson plan format:

State-adopted student academic content standards and/or national standards that are the target of student learning (Note: Please include the **number and text** of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)

Learning objectives associated with the content standards.

Informal and formal assessments used to monitor student learning, including type(s) of assessment and what is being assessed.

Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs.

Instructional resources and materials used to engage students in learning.

Each lesson plan must be no more than 4 pages in length. You will need to condense or excerpt lesson plans longer than 4 pages. Any explanations or rationale for decisions should be included in your Planning Commentary and deleted from your plans.

3. Purpose of the Lesson Plan Assessment

Purpose of the Lesson Plan as an Assessment as it Relates to Preparing for edTPA

The purpose of edTPA, a nationally available performance-based assessment, is to measure novice teachers' readiness to teach. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers

develop knowledge of subject matter, content standards, and subject-specific pedagogy

develop and apply knowledge of varied students' needs

consider research and theory about how students learn

reflect on and analyze evidence of the effects of instruction on student learning

As a performance-based assessment, the edTPA lesson plan is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.

4. Data Tables showing candidate's ability to successfully use the Lesson Plan during Methods Courses.

N/A Developmental Program.

5. The psychometrician from the psychology department will run the validity and reliability study on this instrument. He will share his findings with the faculty and develop a plan, if necessary, to help faculty understand the process and move forward.
6. A brief description of how the assessment is used in this program, including how often and when it is administered, who administers it, and how this assessment is used to make decisions about candidates' progress through the program.

The Lesson Plan and Assessment Rubric will be used in EDU 580 Curricula and Methods course. It is administered by the faculty member teaching the methods course. It is a consistent format and assessment that the EPP feels prepares candidates for best classroom practices but also prepares them to be successful developing their edTPA submission. It will also provide a consistent format to develop validity and reliability data and help us monitor the use and effectiveness of the assessment. The results of the data will assist the faculty in making decisions about how well candidates can plan for instruction.

7. Scoring guides or criteria used to score candidates' responses to the task, including the required passing score. Also include what is expected when a candidate does not meet the required passing score.

The scoring guidelines are part of the Rubric in the uploads. At the completion of Student Teaching, the passing score is 40 /54 total points.

Admission Requirements for Pedagogy Only

Non degree-seeking candidates who hold a baccalaureate degree from a fully accredited institution of higher education and who desire particular courses, institutes, or endorsement programs may apply for post-baccalaureate status. The applicant must submit the following:

1. Online graduate application;
2. One official transcript from each college, university attended;
3. Two recommendation forms, preferably from a college professor or work supervisor;
4. A passing score on the Program Admission Assessment or sufficient scores on the SAT, ACT, or GRE as defined by the state to waive the GACE Program Admissions Assessment;
5. Complete and pass the GACE Ethics Entry Assessment for Teachers;
6. Current resume;
7. Copy of official Federal-Level Criminal Background Check from approved an approved source; and
8. A minimum grade-point average of 2.75 or a junior-senior grade-point average of 3.0.

Advising Sheet for Pedagogy Only Candidates

Hired on a Provisional Certificate

Candidate Name: _____

Student ID: _____

Address: _____

Cell Number: _____

Personal Email: _____

Berry Email Address: _____@vikings.berry.edu

School in which candidate is working: _____

Course # and Title	Semester Taken	Grade	Grade in which Field Experience was completed	Course Key Assessment Name
EDU 505 Instructional Management				Classroom Management Plan and Parent Letter
EDU 502 Foundations of Education, Diversity and Psychology				Guided Reflections
EDU 580 Curriculum and Methods for Secondary Education				Lesson Plan, Unit Plan and Field Experience Journals
EDU 634 Psychology and Education of Exceptional Children and Youth				Field Experience and Case Study
EDU 590 Professional Seminar				Induction Plan
EDU 597 Initial Certification Internship in Teaching I				Field Experience and Case Study
EDU 598 Initial Certification Internship in Teaching II				edTPA

I understand that I am a non-degree seeking candidate and will not be eligible for financial aid.

Candidate Signature

Date

Advising Sheet for Pedagogy Only Candidates

Candidate Name: _____

Student ID: _____

Address: _____

Cell Number: _____

Personal Email: _____

Berry Email Address: _____@vikings.berry.edu

Course # and Title	Semester Taken	Grade	Grade in which Field Experience was completed	Course Key Assessment Name
EDU 505 Instructional Management				Classroom Management Plan and Parent Letter
EDU 502 Foundations of Education, Diversity and Psychology				Guided Reflections
EDU 580 Curriculum and Methods for Secondary Education				Lesson Plan, Unit Plan and Field Experience Journals
EDU 634 Psychology and Education of Exceptional Children and Youth				Field Experience and Case Study
EDU 590 Professional Seminar				Induction Plan
EDU 589 Clinical Practice				Field Experience and Case Study
EDU 595 Student Teaching (One Semester) OR EDU 591 Student Teaching				edTPA

I understand that I am a non-degree seeking candidate and will not be eligible for financial aid.

Candidate Signature

Date

Field Experiences

Must complete all different grade bands as required by 505-3-.06 for content area

Systematically Designed Field Experiences and Clinical Practice Pedagogy Only Program

Courses	Field Experience	Hours/ Semester
EDU 502 Foundations of Education, Diversity, and Psychology	Public School:	30+
EDU 580 Curriculum & Methods for Secondary Education	Public School: observation, small and large class instruction in secondary classrooms in specialized content areas	30 ⁺
EDU 589 Senior Practicum (2 hrs.)	Public/Private School: individual tutoring, large group instruction in secondary classroom	120 ⁺
EDU 634 * Psychology and Education of Exceptional Children and Youth	Public/Private School: observation and Case Study in a secondary classroom	15
EDU 505 – Instructional Management	During Internship	
EDU 597/EDU 598 – Internship (/ OR EDU 599 or EDU 595- Student Teaching EDU 590 – Professional Seminar	Public/Private School: full- time teaching, large and small group teaching in a secondary classroom	350 ⁺

Secondary placements ensure each student has had a field experience in each of the grade ranges:

6 – 8

9 – 12, plus multicultural, rural and urban settings

EDU 206 Berry College
FOUNDATIONS OF EDUCATION AND PSYCHOLOGY (Grades 4-12)
 Spring Semester, 2020 (4 semester hours)
 Class meets Tuesdays and Thursday, 9:30-10:45

INSTRUCTOR: Dr. Mary C. Clement

Offices: 249 Cook

Office Hours: Mondays: 9:30-3:00; Tuesdays and Thursdays: 8:30-9:30 and 2:15-3:30

Email: mclement@berry.edu or drmaryclem@gmail.com

Meets in Cook 104

COURSE DESCRIPTION (current catalog): An overview of the history and philosophy of education, the processes of schooling in family and society, psychological principles of human growth and development and learning theories. Current educational issues, policies, and practices as they impact diverse students. Field experiences required. PR: Sophomore standing and PSY 101. Typically offered: Fall, Spring.

TEXTS: NOTE THE NEW EDITION OF THE BOOK: Woolfolk, A.E. (2019) *Educational psychology 14th ed.*) Allyn & Bacon; ISBN13 978-013354992-8

Also: You MUST PURCHASE a LIVETEXT account for this course, for admission into teacher ed, and for one assignment.

PURPOSE OF THE COURSE: This course will focus upon the self and social awareness of interactions of the pre-service teacher (candidate), children, and society. The course will teach learning theories and applications, and begin development of effective and culturally-responsive teaching styles and strategies. Policies and practices of schooling, and the psychology of the grade 4-12 learner will be studied. EdTPA tasks to be addressed are: The context for learning focusing on the development and use of *academic language (function, demand, vocabulary)*. The central focus will be on *essential questions (focus on activating strategies along with alignment with focus, standards and goals of lessons)*, and *assessment options*. Successful completion of EDU 206 will provide the candidate with a body of knowledge and skills that will be applicable in their continuing academic pursuits during college and into their teaching profession.

LEARNING OUTCOMES: The successful candidate will:

- A. Apply professional and pedagogical knowledge and skills that are set forth in professional, state and institutional standards designed to facilitate learning and become acquainted with practical aspects of the EdTPA task content areas.
(INTASC 4 & 5, Hands & Head) (GA ENG 5) (GA HIS 1i) (GA Math, 4i) (MG1.i)
- B. consider and describe the context for learning in a field experience placement experienced by the candidate including the family, community and school contexts within which

they work and the prior experiences of the students in order to create meaningful and relevant learning experiences. **(INTASC 2, Hands) (GA ENG 5) (GA HIS 1i) (GA Math, 4i) (MG1.i)**

C. observe and reflect on instructional strategies that involve content knowledge, pedagogical knowledge and skills as stipulated in professional, state and institutional standards affecting their practice. **(INTASC 9, Head) (GA ENG 5) (GA HIS 1i) (GA Math, 4i) (MG1.i)**

D. know major schools of thought about human development, schooling, teaching and learning. **(INTASC 1, Head) (GA ENG 5) (GA HIS 1i) (GA Math, 4i, 4iii) (MG1.i)**

E. apply the professional and pedagogical knowledge, skills and dispositions as delineated in professional, state and institutional standards to facilitate student learning. **(INTASC 9, Heart) (GA ENG 5) (GA HIS 1i) (GA Math, 5) (MG1.i)**

F. demonstrate classroom behaviors consistent with the ideal of fairness and the belief that all students can learn. **(INTASC 1 & 5, Heart) (GA ENG 5) (GA HIS 1i) (GA Math 5) (MG 1.v)**

G. become acquainted with practical aspects of the EdTPA task content areas.. **(INTASC 1, Head 4) (GA ENG 5) (GA HIS 1i) (GA Math 7) (MG 1.v)**

H. state their own philosophical positions **(INTASC 1, Head 4) (GA ENG 6) (GA HIS 1i) (GA Math 6) (MG 1.v)**

ASSESSMENT MEASURES:

- A. Participate in class.
- B. Complete 15 hours of field experience and a field experience reflection paper (key assessment) **FAILURE TO COMPLETE THE HOURS AND LOG in LIVETEXT WILL RESULT IN THE LOWERING OF THE FINAL GRADE BY AT LEAST ONE LETTER GRADE and a possible repeat of the course or hours.**
- C. Write 2 short reports of field experience.
- D. Write a teaching philosophy and a lesson plan
- E. Write 3 application papers, applying the material of the textbook to teaching and schools.
- F. Complete a mid-term and final exam.
- G. Apply for admission to the teacher education program.

Dispositions:

Dispositions are the values, attitudes, commitments and professional ethics that show how a teacher interacts with students, families, other teachers, and in the community.

Candidates and faculty will measure dispositions using a rubric a number of times across the Teacher Education Program. The dispositions will be measured in LIVETEXT.

Dispositions are not measured for a grade but as a way to reflect on the importance of a candidate's attitudes, values and professionalism when becoming a teacher. IF there is a concern, then a remediation plan may be implemented.

EVALUATION CRITERIA:

363 possible points:

1. Attendance/Participation (two points per class). Total: 58 points. You must attend each class for the entire time and participate attentively. Unexcused absences are zeroes. An excused absence is one from the Ladd Center. With 4 or more unexcused absences, an alert report will be sent to central administration and you may be removed from the class. Your grade may also be lowered by a letter grade.
2. Application for admission to teacher education, signed by the advisor, 15 points.
3. Three application papers (20 points each) 60 points
4. Field experience observation reports (two reports worth 20 points each) Total: 40 points
5. Teaching philosophy statement (20 points – see the criteria)
6. Mid-term exam (60 points)
7. Guided reflection on field experiences (20 points). Key assessment IN LIVETEXT.
8. Final Exam (60 points)
9. Field experience log – APPROVED in LIVETEXt by the cooperating teacher, with evaluations in Livetext. 15 points
10. Lesson plan in the Berry College format 15 points

Percentages for each grade:

100-90=A, 89-80=B, 79-70=C, 69-60=D, <60 = F.

Late policy: Turning a paper in one class day late results in lowering the grade by 10% and 20% for two days. After a week, the paper is a 0.

To earn an A: 327-363 points

B: 290-326

C: 254-289

Students must earn a C or better for the teacher education program.

D: 218-253

F: 0 - 217

INSTRUCTIONAL METHODS: lecture, discussion, group & individual activities, field notes, and reflections in a collaborative, activity-oriented environment.

ATTENDANCE POLICY: Scheduled class sessions, both content and field experience, are an integral part of the course; therefore, attendance is expected at all classes. On-time attendance is a requisite of professional behavior. Students must be on time, stay for the entire class session, and participate actively in discussions and other activities. Two times late to class are equivalent to one absence. Records of attendance and participation will be maintained. Missing 4 or more classes unexcused may mean dismissal (administratively) from the course. Excused absences are from the Ladd Center.

ACADEMIC INTEGRITY: Academic dishonesty includes, but is not limited to: cheating, unauthorized collaboration, plagiarism, fabrication, multiple submissions, and aiding and abetting. Candidates are expected to comply with Berry College policies concerning academic integrity. A full description of policies and appeals procedures can be found in the *Viking Code* and the *Georgia Code of Professional Ethics*. Lack of adherence to these criteria will result in a grade of zero on the specific assignments and, after review by faculty, possible removal from the class. Candidates may appeal faculty decisions to a subcommittee of Academic Council through the provost. In addition to the Viking code, candidates in the teacher education program have agreed to uphold the Code of Ethics for educators in Georgia (www.gapsc.com). Violation of any element of this code may result in sanctions including, but not limited to, being placed on record for poor academic standards, receiving a zero for the assignment, withdrawal from the course, or removal from the program.

Course Assignments/ Guidelines:

Dispositions:

The INTASC principles/standards specify certain dispositions that are expected of future teachers. Students (teacher education candidates or non-candidates) enrolled in this class are expected to demonstrate positive and professional attitudes toward the education of all students while in fieldwork placements as well as during class time. Examples include being prompt and prepared for both class and field assignments, using respectful and professional language and practices when engaged in discussions, and demonstrating culturally sensitive and respectful attitudes toward and interactions with students, staff, and peers. Each teacher candidate will self-evaluate their perceptions of their professional dispositions as a part of their permanent dossier maintained by the teacher education department. The professor will also evaluate each candidate in the same manner.

Personal Technology Policy:

You may use a laptop or tablet to take notes. I may check to make sure that is the use of the device. Cell phones must be turned off or placed on vibrate only. You should not take a call during class.

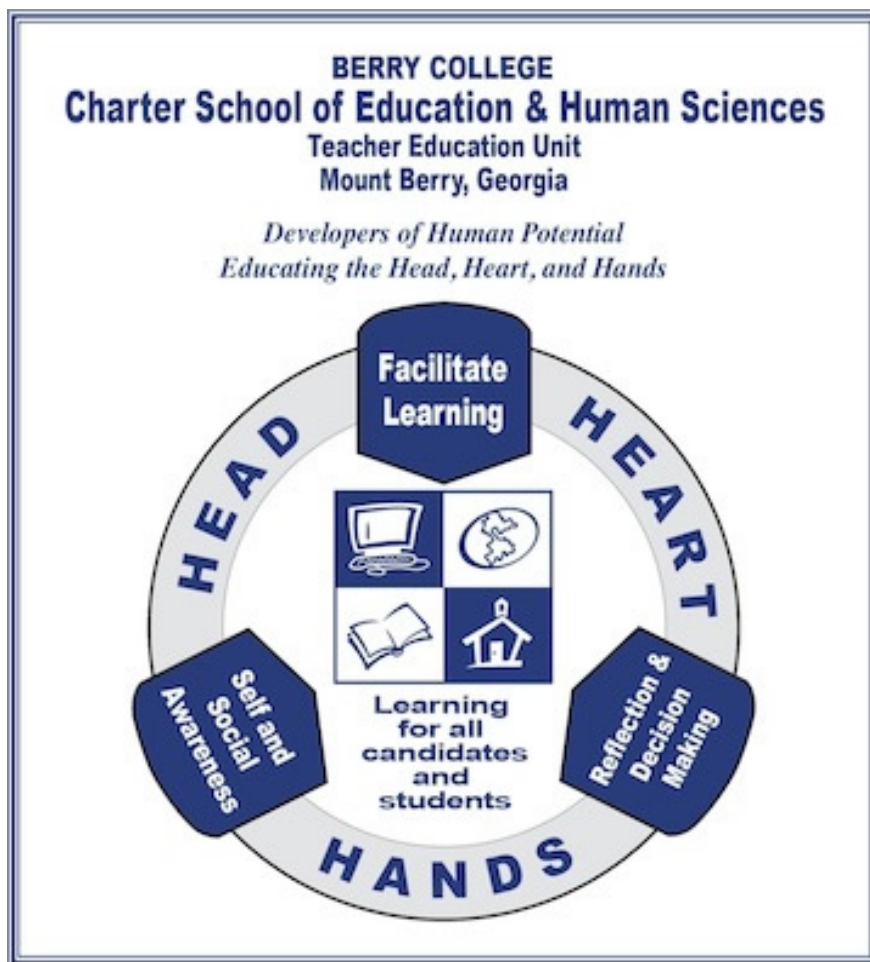
SPECIAL COURSE REQUIREMENTS: EDU 206 FIELD EXPERIENCE

Candidates will be assigned to a specific school classroom through the Office of Field Experiences and Student Teaching several weeks after the term begins. The field experience objectives will be fulfilled by candidate participation in the assigned classroom for **a total of at least 15 hours**. Candidates must complete the field experience log by the conclusion of the semester. **This page is a standard form provided by Berry College and must be approved by the candidate's supervising teacher at the end of the term in LIVETEXT. Falsification of field experience hours is a violation of the College's academic integrity policy.**

ACCOMMODATIONS STATEMENT:

It is the policy of Berry College to respond to the needs of the individual. Class members with

disabilities who believe they may need accommodations in this class are encouraged to contact the Academic Support Center in Krannert 326 (extension 4080) as soon as possible to ensure that such accommodations are implemented in a timely fashion.



Teacher Education Program Conceptual Framework

We believe that teachers are “Developers of Human Potential.” Like Martha Berry, we believe that the role of excellent teachers is to help our candidates and the students they teach to reach their full potential by developing their head, heart and hands. This philosophy is based on three dimensions to develop teachers and educational leaders who (1) Promote Reflection and Decision Making (**head**), (2) Facilitate Learning (**hands**), and (3) Enhance Self and Social Awareness (**heart**).

Our Conceptual Framework provides for a basis of coherence among all aspects of the teacher education curriculum, instruction, field experiences and assessments across the range of the candidates’ programs. The framework is developed by and shared with our arts and science colleagues, our school-based partners, is consistent with the mission of Berry College and continuously evaluated.

Conceptual Framework

We believe that teachers are “**Developers of Human Potential.**” Like Martha Berry, we believe the role of excellent teachers is to help our candidates and the students they teach to reach their full potential by developing their **head, heart and hands**. Our philosophy and purposes are based on three dimensions to develop teachers and educational leaders who **1) Promote Reflection and Decision Making (head), 2) Facilitate Learning (hands), and (3) Enhance Self and Social Awareness (heart)**. Each of these dimensions is tied to one or more of the 10 program principles and is demonstrated by our candidates in the coursework, field and clinical experiences.

Initial and Advanced Program Principles Aligned with the Conceptual Framework Interstate New Teachers Assessment and Support Consortium

Standard #1: Learner Development (Head)

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences (Heart)

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments (Hands)

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge (Head)

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content (Head)

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment (Hands)

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction (Hands)

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy,

as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies (Hands)

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice (Head)

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration (Heart)

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Graduate Programs in Education

Admission Guidelines

Master of Education (M.Ed.) Program

Candidates who hold a baccalaureate degree in the field of education from a fully accredited institution of higher education may apply for the Master of Education program. It is strongly recommended that applicants also hold a current teaching certificate. Applicants who hold a bachelor's degree in another field with clear and renewable teacher certification from a non-degree granting GAPSC approved program may also apply. To be admitted to the M.Ed. degree program the applicant must have a minimum undergraduate grade point average of 2.75, or a junior-senior grade point average of 3.0 and submit the following:

Online graduate application;

One official transcript from each college, university attended;

Two recommendation forms (~~current supervisor and coworker~~);

Add: from a P-12 colleague and a direct supervisor

An educational goal statement in narrative form, not more than 500 words, outlining your goals in pursuing graduate study and the background and/or professional accomplishment, and address the graduate education professional teaching dispositions that you will bring to the program. This statement must be submitted online as part of the admissions process.

Superintendent assurance form (for leadership programs only)

Copy of official Federal-Level Criminal Background Check from approved an approved source; and

~~Current resume.~~ **Delete**

Master of Arts in Teaching (M.A.T.) Program

Candidates who hold a baccalaureate degree in the field of education from a fully accredited institution of higher education may apply to attend the master of education program. Applicants who hold a bachelor's degree in another field with clear and renewable teacher certification from a non-degree granting GAPSC approved program may also apply. The applicant must have a minimum undergraduate grade point average of 2.75 and submit the following:

Online graduate application;

One official transcript from each college or university attended;

~~A satisfactory score on the Graduate Record Examination (General) or on the Miller Analogies Test that is no more than six years old at time of application;~~ **Delete**

~~Two recommendation forms, found on the Graduate web page, preferably from a teacher or college professor;~~ **Add from a P-12 colleague and a direct supervisor**

~~A minimum grade point average of 2.75;~~ **Delete**

~~A passing score in the Program Admission Assessment or sufficient scores on the SAT, ACT, or GRE as defined by the state to waive the GACE I requirements;~~

~~An educational goal statement in narrative form, not more than 500 words, outlining your goals in pursuing graduate study and the background and/or professional accomplishment, and address the graduate professional teaching dispositions that you will bring to the program. This statement must be submitted online as part of the admissions process. Two education faculty members will evaluate the goal statement, along with the other admissions material.~~ **Delete**

Complete and pass the Ga Educator Entry Ethics Assessment

Add: An educational goal statement in narrative form, not more than 500 words, outlining your goals in pursuing graduate study and the background and/or professional accomplishment, and address the graduate education professional teaching dispositions that you will bring to the program. This statement must be submitted online as part of the admissions process.

~~Current resume~~ **Delete** ; and

Copy of official Federal-Level Criminal Background Check from an approved source;

Education Specialist (Ed.S.) Program

Add: Candidates who hold a master's degree in the field of education from a fully accredited institution of higher education may apply to attend the Education Specialist Program. Applicants who hold a bachelor's degree in another field with clear and renewable teacher certification from a non-degree granting GaPSC approved program may apply. The applicant must have a minimum grade point average of 3.25 and submit the following: ~~To be considered for admission to the Ed.S. program at Berry College, an applicant must meet these requirements: Delete~~

Complete the online application form;

~~Have a 3.25 grade point average on graduate work; Delete~~

Hold an M.Ed. degree from an NCATE-accredited school at the time the degree was granted, or hold a master's degree and meet the guidelines established and published for admission to the M.Ed. program at Berry College;

Submit an educational goal statement in narrative form, not more than 500 words, outlining your goals in pursuing graduate study and the background and/or professional accomplishments, and address the graduate professional teaching dispositions that you will bring to the program. This statement must be typed and sent to the admissions office;

~~Submit two recommendation forms –if possible, one from a professor from the applicant's previous graduate work and one from a work supervisor; Delete~~

Add- Add: from a P-12 colleague and a direct supervisor

Show evidence of successful completion of three years of classroom teaching or the equivalent;

Provide a copy of an official Federal-Level Background check from an approved source;

~~Copy of current resume; Delete~~

~~Copy of PRAXIS II or GACE Content score; Delete~~

Superintendent's Assurance Form (for Ed.S. Leadership candidates only).

Admission to a performance based program without a master's degree in educational leadership will require candidates to meet pre-service educational leadership requirements of coursework of not more than six hours that will include a course in school law and ethics (EDU 721).

M.Ed. Educational Leadership

[EDU 686](#) and [EDU 689](#)

Ed.S. Educational Leadership

[EDU 741](#), [EDU 742](#), [EDU 743](#), and [EDU 744](#)

Non-Degree Status

Normally students are admitted to graduate studies as degree seeking students. Occasionally, a student may desire to take a limited number of courses within the graduate programs without working toward a degree. Students seeking to take coursework as a non-degree student should work with the appropriate graduate office to determine admissions requirements. It is assumed that non-degree students will meet the same entry standards as all graduate students; non-degree status is not a proper status for students who lack appropriate preparation to qualify as degree seeking students.

Students requesting to take coursework in the Education department may also be required to obtain a clear Federal Background check from an approved source. Non-degree students may take no more than three courses (nine hours) of Education coursework or no more than two courses (six hours) of Business coursework. Students who need to complete a body of coursework for certification or licensure that will not lead to a degree may apply for an exception to the nine-hour limit as a non-degree student. The department chair and dean will review and may approve these requests on a case-by-case basis.

Add:

Non-Degree Status

1. **Add-** requirements for each non-degree program
 - a. Tier I and Tier II Leadership Add-on Degree program – Applicants must submit the following:
 - i. Complete on-line application form;
 - ii. Official transcripts from each college attended;
 - iii. Two recommendation forms
 - iv. Federal Background Check from approved sources;
 - v. Submit an educational goal statement in narrative form, not more than 500 words, outlining your goals in pursuing graduate study and the background and/or professional accomplishments, and address the graduate education professional behaviors that you will bring to the program. This statement must be typed and sent to the admissions office
 - vi. Complete the GACE Ethics Entry Assessment for Leaders (370); and
 - vii. Signed Superintendent's Assurance Form.
 - b. Autism Endorsement- Applicants must submit the following:
 - i. Complete on-line application form;
 - ii. Official transcripts from each college attended; and
 - iii. Federal Background Check from approved sources.
 - c. Curriculum and Instruction Conversion Mechanism

- i. Complete an on-line application form;
 - ii. Official transcripts from each college attended;
 - iii. Federal Background Check from approved sources; and
 - iv. Copy of GACE Curriculum and Instruction Assessment scores.
- d. Pedagogy Only Program- The applicant must have a minimum grade point average of 2.75 or a junior-senior grade point average of 3.0. Applicants must submit the following:
 - i. Complete on-line application form;
 - ii. One official transcript from each college attended
 - iii. Two recommendation forms
 - iv. A passing score of the Program Admissions Assessment or sufficient scores on the SAT, ACT, or GRE as defined by the state to waive the GACE Program Admissions Assessment;
 - v. Complete the GACE Ethics Entry Assessment for Teachers.