Field Experiences

Armstrong

College of Education

Field Experiences

2017-2018
Armstrong Teacher-Candidates,

The Office of Field Experiences, Clinical Practice, and Partnerships is ready for an enlightening and productive school year. Our office works closely with your initial certification program to ensure you have the support and information you need to be successful. Know that our Office of Field Experiences maintains forms and resources on our website armstrong.edu/ofecpp.

Don’t hesitate to contact us if you have any questions regarding your placement for this or subsequent semesters.

We are happy to support your as you move one step closer to graduation.

Sincerely,

Office of Field Experiences, Clinical Practice, and Partnerships
College of Education
Armstrong State University
University Hall 250

June Erskine
Director
june.erskine@armstrong.edu
912.344.3155

Angela Mills-Fleming
Admission/Certification Officer
Title II Coordinator
angela.mills-fleming@armstrong.edu
912.344.2552

Erin Hinely
Administrative Assistant III
erin.hinely@armstrong.edu
912.344.2757
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Your Team

It is important for you to understand the roles varied faculty have in your program so you can make informed decisions.

**Your advisor** monitors your progress as you complete requirements for graduation. All teacher candidates should meet with their advisor during advisement every semester to learn of mandatory courses and other requirements for the subsequent semester. Courses that require field experiences can be found on our website at armstrong.edu/ofecpp under ‘Forms & Other Resources’.

**Your professor** develops course assignments that you will complete, in part, in your assigned field experience classroom. The time you spend in your assigned placement will be aligned with requirements outlined in your course syllabi. Cooperating teachers are expecting information from you about your specific course requirements. Please communicate this information with them through a letter from your professor. You are expected to share this letter with your cooperating teachers no later than the first visit to your assigned school.

The role of **your cooperating teacher** is to provide input, feedback, and guidance as you learn and grow in your understanding of teaching and learning.

LiveText is an integral part of your program of study. Data pertaining to your field experience attendance, key assessments, and disposition assessments will all be housed in LiveText. **Ms. Megan Morris** is our invaluable LiveText administrator.

Our certification officer **Mrs. Angela Fleming** works closely with the Georgia Professional Standards commission. She provides assistance and information for our teacher candidates regarding the Georgia Ethics Assessment and Georgia Educator certification.

**The Office of Field Experiences, Clinical Practice, and Partnerships** places teacher candidates in schools where they can demonstrate the research-based strategies they have learned. Our Office of Field Experiences has a website (armstrong.edu/ofecpp) where you can find the field experience application, handbooks, and other information relevant to your field experiences & clinical practices.

Your “team” is invested in your success and happy to address any questions or concerns you may have.
Field Experiences Overview

Field experiences are structured activities in PreK – 12th grade classroom settings consistent with teacher candidates’ certification track. These experiences provide teacher candidates the opportunity to develop the knowledge, skills, and dispositions necessary to be a successful professional educator. Teacher candidates should expect their field experiences to support student learning and to occur in a variety of school settings.

Email

Armstrong email is the required method of electronic mail for the Office of Field Experiences. The Office of Field Experiences will provide teacher-candidates with pertinent information through their Armstrong email. Teacher-candidates should use regularly monitor their Armstrong email for important updates and information. Students in the College of Education should use their Armstrong email accounts when communicating with the Office of Field Experiences through electronic mail.

College of Education Blog

The College of Education (COE) Blog is a website designed to share information with teacher candidates and interns such as mandatory meetings, field experience application due dates, job postings, and LiveText workshops. All teacher candidates are strongly encouraged to sign up for the COE Blog to ensure they don’t miss any valuable information. Sign up for the COE Blog at armstrong.edu/education/coeblog.

EDUC 2130 EXPLORING LEARNING AND TEACHING

All undergraduate students in initial certification programs at Armstrong State University are required to pass EDUC 2130 prior to admission to candidacy in the College of Education. Armstrong students enrolled in EDUC 2130 are required to complete a field experience however, they are not required to write lesson plans or formally teach any lesson. Field experience activities for EDUC 2130 include observations, individual student assistance, small group assistance, and monitoring of independent work. Armstrong students cannot receive a field experience placement for EDUC 2130 without a placement application, clear criminal background check, and liability insurance.

Each student taking EDUC 2130 must complete an online application form for his or her field experience placement (armstrong.edu/ofecpp) and is responsible for a background check. The background check consent form for EDUC 2130 can be found at armstrong.edu/ofecpp under ‘Forms & Other Resources’. This background check costs $6.50 via a bank check or money order made out to Armstrong State University. The cost of the background check will be $13 if a name change has occurred. This payment and the completed Background Investigation Consent form should be brought directly to University Hall 250.

Students enrolled in any course that requires a field experience are required to maintain current Tort Liability Insurance. This insurance covers expenses related to civil suits brought against education students for acts or omissions that occur at a school. There a number of professional organizations that provide low cost liability insurance to education majors enrolled in colleges or universities. Two popular organizations are:

- Student Professional Association of Georgia Educators (SPAGE) pageinc.org (currently $15 per year)
- National Education Association/ Georgia Association of Educators (Student Program) gae2.org or nea.org (currently $15 per year)
A representative from the Office of Field Experience will attend the first day of class for EDUC 2130 to explain these procedures.

**Master of Education in Curriculum and Instruction Program**

The Master of Education in Curriculum and Instruction is designed for those who hold T-4 certification at the professional tier in any field (or equivalent certification from another state if approved by the PSC) and wish to earn a graduate degree by doing advanced work in their teaching field. This program is designed to increase the depth and breadth of classroom teachers' knowledge of curriculum, pedagogy and assessment.

Students in the Master of Education degree program in Curriculum and Instruction are required to complete a 20-hour field experience in CURI 7126, Change Processes for Curriculum Development. Students who are teachers should share with their professor:

- the name of the school district where they are employed
- the name of the school
- the administrator who will supervise the field experience
- the supervisor's educator certificate ID number from the Georgia Professional Standards Commission.

Students who are not employed as teachers will be provided a placement by the Office of Field Experience.

**Grade Level Bands**

All teacher candidates must complete field experiences and or clinical practices in required ‘grade level bands’. Only one grade from each grade level band is needed. For example, for the 1 – 3 grade level band 1\(^{st}\), 2\(^{nd}\), or 3\(^{rd}\) grade will suffice.

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<th>Middle Grades Education</th>
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<td>1st-3rd</td>
<td>6th-8th</td>
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<td>2 areas of concentration</td>
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<td>must be met at least once</td>
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<td>9th-12th</td>
<td>PK-2nd</td>
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<td>1 area of concentration</td>
<td>3rd-5th</td>
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<td>6th-8th</td>
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<td>9th-12th</td>
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Full time employees of schools (teachers and paraprofessionals)

Any teacher-candidate in Armstrong State University’s College of Education who is employed as a teacher or paraprofessional and wishes to complete his or her field experience at their place of employment must work in a setting that is consistent with their certification track. Also, there must be written approval from his or her principal. A formal request will be shared with principals from the Office of Field Experiences to secure this approval. In some cases, the number of required hours for grade level bands may be reduced for educators who are employed full time. Full time employees of schools (teachers and paraprofessionals) are not required to purchase Professional Tort Liability Insurance. They have appropriate coverage by their schools or school districts.

Teacher candidates cannot complete their final semester (Internship II / Graduate Internship) while employed as a paraprofessional or substitute teacher (or any other non-certified educator position with a school). Interns are expected to take a leave of absence or terminate their employment from their non-certified educator position in order to complete their final semester of their certification program.

Pre-service certificate

A Pre-Service certificate is required of teacher candidates before they begin field experiences or student teaching in Georgia schools. This certificate is requested for teacher candidates by our certification officer, Mrs. Angela Fleming. A background check and completed Educator Ethics – Program Entry Assessment are required before a pre-service certificate application may be issued.

If teacher candidates do not have a pre-service certificate by the last day to drop or add courses, they must withdraw from courses requiring field experiences.

Teachers of record with an Induction Pathway Four (provisional) certificate already have an educator certificate and are not required to complete this application.

Find directions to create a mypsc account, apply for a pre-service certificate, and register for the Educator Ethics – Program Entry Assessment in the appendices of this handbook.

LiveText

LiveText is the centralized assessment system for our College of Education. LiveText functions as a resource that supports data collection across all programs to track student progress. Armstrong’s College of Education requires all teacher candidates to establish and to maintain a LiveText account. Information including resource materials and tutorials for LiveText are available from armstrong.edu/education/coe-livetext-tutorials.

The Field Experience Module (FEM) in LiveText is used by professors, cooperating teachers, as well as the Office of Field Experiences to share field experience placements and ensure each teacher candidate accurately documents attendance during field experiences. Teacher candidates should accurately document required hours for each course requiring a field experience. Field experience hours can only be accrued for one course at a time. Teacher candidates should not document hours for multiple courses concurrently. Falsely or inaccurately reporting field experience hours is a violation of Armstrong’s Code of Student Integrity and the Georgia Code of Educator Ethics and can result in discontinuation of a field experience or clinical practice placement.
Disposition Assessment

The Disposition Assessment is designed to evaluate a teacher candidate’s professional conduct that impacts student learning as well as the intern’s professional growth. This assessment is completed in LiveText. Using the Disposition Assessment, professors evaluate teacher candidates’ competencies in six areas: Respect for Diversity, Essentials of Professionalism, Importance of Collaboration, Value of Authentic Assessment, Merit of Reflection, and Value of Technology. This assessment should be completed a total of four times during a teacher candidate’s program of study. Teacher candidates should learn from their advisors when these assessments need to be completed. A copy of the disposition assessment can be found at armstrong.edu/ofecpp under ‘Forms & Other Resources’.

![Disposition Assessment II](image1)

![Disposition Assessment III](image2)

![Disposition Assessment IV](image3)
Field Experience Placements

Request a Placement

After teacher candidates register for courses with field experiences in SHIP, they should complete an online field experience application by the due date. Field Experience Placement applications can be found on Armstrong’s Office of Field Experiences website (armstrong.edu/ofecpp).

Placements are shared after the second week of the semester in the Field Experience Module (FEM) in LiveText. Attendance and field experience activities are documented in the FEM as well. For FEM training contact Megan Morris, LiveText Administrator (livetext@armstrong.edu, 912.344.2933).

Armstrong State University’s College of Education places its teacher candidates in a variety of SACS accredited public schools. Placements are arranged by the Office of Field Experiences, Clinical Practice, and Partnerships in conjunction with the local school systems in compliance with Armstrong State University’s College of Education policies and procedures governing such placements.

Armstrong students are not able to arrange their own placements. Additionally, they are not permitted to complete experiences in schools which immediate family members attend or work.

Factors that are considered when establishing placements include –

- distance of travel for the teacher candidates and university supervisors
- mandatory grade level bands
- school site infrastructure to support placements
- accreditation requirements
- eligible cooperating teachers
- Georgia Professional Standards Commission ‘Mother Rule’ regarding field experiences and clinical practices (see Appendix D)
After a placement has been shared

All students from Armstrong State University who participate in field experiences and clinical practices are expected to

- Contact their cooperating teacher within three business days of receiving their placement.

- Use their Armstrong email address to provide a formal introduction, determine a mutually convenient schedule to meet, and maintain continued communications as needed. The cooperating teacher’s email address is available in the Field Experience Module.

- Establish a mutually beneficial field experience schedule with the cooperating teacher.

- Complete an Emergency Contact Form and share it with the placement site’s front office.

- Report to the administrative main office for the assigned school to sign in and out to document each visit. Schools require documentation of who is in the building and when at all times.

- Communicate details of all assignments to the cooperating teacher. This information is shared, in part, by letter(s) from course instructor(s) no later than the first field experience visit.

- Research and learn the assigned school’s emergency procedures no later than the first visit.

- Maintain an attendance log in the Field Experience Module (FEM) in LiveText.

- Make certain all assessments, activities, and lessons plans are collaboratively developed with and approved by the cooperating teacher.

- Consistently improve professional skills and the school environment

- Maintain professional relationships with students and colleagues

- Protect the psychological, emotional, and physical safety of students

- Adhere to the Georgia Code of Educator Ethics

- Proactively plan a pleasant and professional end to the field experience
Professionalism

Appearance Matters

Appearance is extraordinarily powerful and can help or hinder your success during your field experience. It may seem unfair but in any professional environment people are judged based on their appearance, behavior, and how they communicate. Remain professionally competitive with your actions and decisions. Conservative grooming, dress, and behaviors can help ensure that you will complete your field experience with strong references.

Teacher candidates should always be professionally dressed during each visit to their placement site. Appropriate attire includes an Armstrong lanyard which can be acquired at University Hall 250 and a student identification card. Teachers of record should use the professional identification they are issued by their school district.

All teacher candidates should be aware of the teacher dress code for the school district where they are placed. This information can be provided to you by your cooperating teacher.

Appropriate attire includes -

Men

- Dress shoes or loafers
- Ties
- Slacks
- Short/long sleeve collared shirts, turtlenecks
- Sports jackets/suits
- Sweaters

Women

- Skirts/dresses (appropriate length - no more than 2” above the knee)
- Slacks/mid-calf length slacks
- **Leggings are not appropriate**
- Suits
- Blouses/shirts/sweaters (t-shirts and tank tops are not appropriate as outerwear)
- Shoes
  - Must be appropriate for a professional work setting
  - flip flop/beach shoes are not appropriate
  - staff members who are conducting experiments or are in a lab are required to wear closed-toe shoes

General Guidelines

- Hats should not be worn during your field experiences.
- Denim garments will not be worn unless approved by your cooperating teacher on special days such as school spirit days.
- Clothing should not be too tight or too revealing.
- Body piercings and tattoos that may cause a disruption are strongly discouraged. A cooperating teacher or school administrator may request that body piercings or tattoos are covered during field experience hours, or that the teacher candidate take steps necessary, to reduce any potential disruption.
Responsible use of social media (Personal)

Social media has become an integral part of how many people, including Armstrong students, interact with peers, family, and friends. When teacher-candidates share information on social media it remains critical they maintain conduct that preserves the dignity and integrity of the teaching profession.

Any posting that impairs and/or diminishes the teacher-candidate’s ability to function professionally during his or her field experience, or that is detrimental to the health, welfare, discipline, or morals of students may result in the termination of a teacher-candidate’s placement. Also, failure to maintain a respectful standard of sharing on social media may result in a disciplinary sanction on a teacher-candidate’s pre-service certificate.

Publicly shared inappropriate postings can be accessed by schoolchildren and significantly diminish a teacher candidate’s ability to establish and maintain respect from his or her students. Also, it is not uncommon for potential employers to conduct online research of prospective employees. Publicly shared inappropriate postings may limit future employment opportunities.

Teacher-candidates should adhere to basic “common sense” guidelines when using social media:

- Don’t post anything that you would not want posted on the front door of your school
- Don’t accept students as friends
- Don’t accept parents as friends
- Don’t use your personal social media to communicate with parents and/or students.
- Never post images of children you work with during your internship
- Under no circumstance should offensive comments be made about anyone directly related to your field experience (ex. professor, cooperating teacher, public school faculty, children)
- Avoid risqué surveys or quizzes
- Never include inappropriate personal information such as, but not limited to: provocative photographs, sexually explicit messages, abuse of alcohol, and / or abuse of drugs
- Don’t publically check in to bars or other venues that involve content that is inappropriate for children
- Be sure your social media settings are such that any personal content may only be viewed by your intended audience. Even if your privacy settings are used correctly, it is possible for anyone who can view your profile to share your private pictures and text without your consent.

Professional Integrity

Every field experience placement provides an opportunity to contribute to the academic and social development of students in the school. Also, each placement can increase the number of available professional references after graduation.

In order to realize the many benefits to a successful field experience it is imperative that our teacher-candidates demonstrate professional integrity. In short, teacher-candidates should consistently maintain professional demeanor and behavior.
It is required that teacher-candidates continually –

- report to their placement sites according to the agreed on field experience schedule
- wear professional attire during their field experiences
- document attendance at their schools front office as well as the Field Experience Module (an Armstrong student should never sign in or out on the school's attendance log for another teacher-candidate)

- Submit lesson plans to their cooperating teachers at least 48 hours before implementation to provide a reasonable time for review and adjustment if needed.

Unprofessional behavior

Teacher-candidates who lack professional integrity in the field will receive related counsel through their course instructor(s) within 3 business days after the problematic behaviors are discovered. This discussion, with direction of how to correct the behavior, will be documented in the student’s file. If the problem continues, the course instructor(s) will notify the department chair. The Director of Field Experiences should be informed as well.

An improvement plan may be a necessary course of action for teacher-candidates who do not correct problematic behaviors in the field after the concern has been brought to their attention. If an improvement plan is appropriate the Director of Field Experiences can aid in the development of the improvement plan and should be invited to the meeting. The Improvement Plan will be reviewed with the teacher-candidate, course instructor(s), and department chair in a scheduled meeting. The Director, Office of Field Experiences may participate in this meeting. The teacher-candidate will receive periodic feedback on their progress with the improvement plan throughout the semester. If the teacher-candidate continues to struggle with professional integrity after the development of the improvement plan the field experience will end early.

Field Experience & Clinical Practice Discontinuation Policy

There are circumstances that warrant the immediate discontinuation of a field experience or clinical practice placement. Related situations may include teacher candidate behaviors that -

- negatively impact student learning
- adversely affect the classroom environment or school culture
- violate the Georgia Code of Ethics for Educators or
- violate the Armstrong State University Code of Student Integrity

The Dean, Associate Dean, Director (Office of Field Experiences), and university supervisor (when appropriate) will review and investigate any reports of professional and/or ethical violations. When there is reasonable evidence that circumstances warrant the discontinuation of a field experience or clinical practice, removal from the placement will be immediate and permanent. The teacher candidate will be informed of this decision in writing and in a conference. In such cases the teacher candidate will receive an “F” or “WF” in each related course if the course is dropped.

The teacher candidate may formally appeal this decision. There is a Field Experience & Clinical Practice Appeal form available on the Office of Field Experiences, Clinical Practice, and Partnerships website: armstrong.edu/ofecpp.
Confidentiality

The Family Educational Rights and Privacy Act (FERPA) is a federal law enacted in 1974 that protects the confidentiality of a student’s educational records. As a teacher candidate/intern from Armstrong State University, it is important for you to familiarize yourself with some of the basic provisions of FERPA to ensure that you do not violate this federal law.

• You must not, under any circumstances, discuss confidential information in any public areas, hallways, gathering spaces, or other spaces that may compromise the privacy of student data. You will not disclose names, images, or other private information of students or district employees without express authorization or permission.

• You must not acquire or collect any information on any student that has not been approved and/or provided for you by authorized school personnel, in order to perform the work required of you as a teacher candidate/intern from Armstrong State University.

• You must not acquire or collect any information from a student’s record that has not been approved and/or provided for you by authorized school personnel, in order to perform the work required of you as a teacher candidate/intern from Armstrong State University.

• You must not share information about students that you may have learned while performing your work. Even a minor disclosure of information (e.g., sharing information about someone’s class schedule) is a violation and may result in disciplinary action including the termination of your placement assignment. It is your responsibility to keep any information obtained in your assigned location(s) confidential.

Emergency Procedures

Each school has a unique crisis response plan. Schools often practice emergency procedures during the school year. During your first visit to your school, research and learn your assigned school’s emergency preparedness plan.

Contact our Office of Field Experiences (912.344.3155, june.erskine@armstrong.edu) if a crisis occurs during your Internship. Emergency situations may include –

1. Bomb Threat
2. School Shooting
4. Fire
5. Violence by intruders
6. Hostage Situation
7. Hazardous Materials-Biological (infectious diseases and exposure to bodily fluids)
8. Hazardous Materials-Chemical (inside the building and outside the building)
9. Disappearance or kidnapping of student(s)
10. Severe weather
11. Gun, knife or other dangerous weapons threats

In general, during a lockdown, all students are kept in classrooms or other designated locations to ensure they are safe until the related crisis has been addressed. During this time teachers are responsible for keeping students in their designated locations. If a teacher-candidate is in a placement site during a lockdown he or she should remain in the school building until the lockdown is over.
Clinical Practice

Internship II / Graduate Internship is the culminating course of our initial certification programs. This clinical practice is completed primarily in selected off-campus schools. Completed applications must be submitted by the advertised due date to the Office of Field Experiences in University Hall 250. School placements are arranged jointly by the Office of Field Experiences and participating school districts. Students are required to adhere to the Georgia Code of Ethics for Educators, established policies and procedures of the cooperating school district, and policies and procedures established by our College of Education.

Teacher candidates cannot complete their final semester (Internship II / Graduate Internship) while employed as a paraprofessional or substitute teacher (or any other non-certified educator position with a school). Interns are expected to take a leave of absence or terminate their employment from their non-certified educator position in order to complete their final semester of their certification program.

Some Armstrong State University interns will complete their clinical practice while employed as teachers. Bright from the Start Pre-K programs are considered appropriate internship settings for graduate students completing their Master of Arts in Teaching in Early Childhood Education. Graduate students employed by a public school district must have an Induction Pathway Four (provisional) certificate. Graduate students employed by a private school must be employed by a Southern Association of Colleges and Schools (SACS) accredited institution. All interns must complete their final semester working full time in a classroom setting is consistent with their certification track.

The following requirements must be met before students may enroll in Internship II / Graduate Internship:

- Admission to Candidacy
- Georgia Professional Standards Commission Pre-Service Certificate or an Induction Pathway Four (provisional) certificate
- Successful completion of all coursework in the appropriate initial certification program
- A score of “Target” or “Acceptable” for all standards on our College of Education Disposition Assessment III must be documented in LiveText
- Passing scores on all GACE content area examinations
- Evidence of professional tort liability Insurance or a completed Principal Acknowledgement form
- Official program of study signed by the teacher-candidates’ advisor indicating completion of all courses
Appendix A
Apply for a pre-service certificate

Complete the following steps to **apply for a pre-service certificate**. All documents can be found at armstrong.edu/ofecpp:

✓ Complete the pre-service certificate application. This will initiate a free background check.

✓ Attach supporting documents for any “Yes” responses on the Personal Affirmation section.
  ● Do NOT send these documents directly to the GaPSC.

✓ Complete the Georgia Bureau of Investigation consent form.
  ● Check that you will be working with children on the Georgia Bureau of Investigation consent form.

✓ Secure a document that confirms lawful presence in the U.S.

✓ Sign the affidavit in the presence of a notary. A notary may be found in University Hall 250

✓ Submit the completed pre-service certificate package (application, completed consent form, notarized affidavit, and copy of the identification presented to the notary public) to the Office of Field Experiences, Clinical Practice, and Partnerships located in University Hall, Room 250

*It is imperative that all teacher candidates **claim Armstrong as their provider**

✓ Log in to gapsc.com (If you have yet to create an account, do that first!)

✓ Select PROGRAM (Top Menu Bar)

✓ Provider - Drop down Menu: Armstrong State University

✓ Student ID - Armstrong 907#

✓ Submit/Confirm (Make sure it confirms)
Appendix B
Create Your MyPSC Account

How to Create Your MyPSC Account
Home page is gapsc.com
In the upper right corner click "Login/Register to MyPSC". Follow the instructions as you progress through the registration process.

Registration process
Tell us about you…
- Georgia certified educator
- Employed as non-certified educator in Georgia
- Enrolled in Georgia Educator Preparation Program
- Out of state educator with certification
- Out of state educator without certification
- Not listed ✓ (SELECT THIS ONE)

Tell us why you want to register to MyPSC…
- To check correspondence online
- To take GACE assessment ✓ (SELECT THIS ONE)
- To pay fee online
- To verify enrollment in educator preparation program
- To check my certification or application status

Please enter your…
- *SSN (nnnnnnnnnn)
- *Birthdate (MM/DD/YYYY)
- *First Name
- *Last Name
- Middle Name (optional)

Submit

Also enter your…
1. Primary email address
2. Confirm primary email address
3. Secondary email address (suggested field but not required)
4. Confirm secondary email address
5. Answer 3 security questions
   1. Question
      - Answer
   2. Question
      - Answer
   3. Question
      - Answer

Submit
A **temporary password** will be sent to your primary and secondary email address. The temporary password is a required field.

Go to your e-mail account.

Check your inbox for an email from [NoReply@gapsc.com](mailto:NoReply@gapsc.com) with the subject "Finalize Your MyPSC Account". If you don’t see this email in your inbox it may have been mistakenly flagged as spam and placed in your spam/junk mail folder.

Follow the instructions in the email to finalize your account registration.

**Please note:** The temporary password will expire after 24 hours. If you are unable to access your email with 24 hours, please reregister to complete the verification process.

* **New password** is a required field. Passwords must contain at least (1) case letter, at least (1) lower case letter, at least (1) number or special character, and must have at least (8) characters and maximum of 12 characters in length. Password must NOT contain your First name, Last Name, User ID and the work-password.

* **Confirm new password** is a required field.

**Please note required registration fields**

- **SSN is required.** Your SSN will be checked against the information they have on file during the registration process. Once the account is created, the SSN will never be displayed and cannot be accessed by anyone.

- **Date of Birth is required**

- **PSC Account is required.** Your PSC Account Number is the six-digit number assigned to you. This number is displayed in the upper right corner of the candidate Georgia certificate and also in the upper right corner of certification correspondence from PSC. This number is used as your primary ID number in place of your SSN. The PSC Account number is needed to registration and for logging in.

- **Primary Email is required.** Primary Email Address is the username for MyPSC website. Please make sure you enter valid email address. Primary email address should not exceed 50 characters.

- Secondary Email is optical but suggested.

- **Temporary password is a required field**

- **New password is a required field.**

- **Confirm new password is a required field**
Appendix C
Register for the Georgia Educators Ethics GACE Assessment

You must create or update your MYPSC account and enter the reason for testing before you can register. How to Register….

1. Create or update your My PSC account at homepage gapsc.com.

2. In the upper right corner click “Login/Register to MyPSC.”

3. Username and Password

4. Select ASSESSMENT (Top Menu Bar)

5. Select reason “7” as the reason for testing: “You are taking the Georgia Educator Ethics – Program ENTRY Assessment.”


7. Click submit and then confirm to complete the process

8. The GaPSC sends your profile and eligibility information to ETS. This step generally takes a day or two.

9. ETS sends you an email with a link to the Georgia Educator Ethics system.

10. You access the Educator Ethics assessment system, create your account, register and pay for the assessment ($30.00).

Note: The Georgia Educator Ethics assessment does not use the same registration system as other GACE Assessments.
Appendix D
Mother Rule

Georgia Professional Standards Commission 'Mother Rule' regarding field experiences and clinical practices:

Requirements for Partnerships, and Field and Clinical Experiences

(i) GaPSC-approved educator preparation providers shall establish and maintain collaborative relationships with P-12 schools which are formalized as partnerships and focused on continuous school improvement and student achievement through the preparation of candidates and professional development of P-20 educators.

(ii) GaPSC-approved educator preparation providers shall require in all programs leading to initial certification and endorsement programs, field experiences that include organized and sequenced engagement of candidates in settings that provide them with opportunities to observe, practice, and demonstrate the knowledge, skills, and dispositions delineated in institutional, state, and national standards. The experiences must be systematically designed and sequenced to increase the complexity and levels of engagement with which candidates apply, reflect upon, and expand their knowledge and skills. Since observation is a less rigorous method of learning, emphasis should be on field experience sequences that require active professional practice or demonstration and that include substantive work with P-12 students or P-12 personnel as appropriate depending upon the preparation program. Field experience placements and sequencing will vary depending upon the program. Refer to the guidance document accompanying this rule for additional information related to field experiences and clinical practice.

(iii) GaPSC-approved educator preparation providers shall ensure that candidates complete supervised field experiences consistent with the grade levels of certification sought. For Birth through Kindergarten programs, field experiences are required at three age levels: ages 0 to 2, ages 3 to 4, and kindergarten. For early childhood education programs (P-5), field experiences are required in three grade levels: PK-K, 1-3, and 4-5. For middle grades education programs, field experiences are required in two grade levels: 4-5 and 6-8. Programs leading to P-12 certification shall require field experiences in four grade levels: PK-2, 3-5, 6-8, and 9-12; and secondary education programs (6-12) shall require field experiences in two grade levels: 6-8 and 9-12.

(iv) GaPSC-approved educator preparation providers shall offer clinical practice (residency/internships) in those fields for which the EPP has been approved by the GaPSC. Although year-long residencies/internship experiences in which candidates experience the beginning and ending of the school year are recognized as most effective and are therefore strongly encouraged, teacher candidates must spend a minimum of one full semester or the equivalent in residencies or internships in regionally accredited schools. Candidates in Birth Through Kindergarten programs may participate in residencies or internships in regionally accredited schools or in pre-schools accredited by USDOE- or CHEA-accepted accrediting agencies. GaPSC preparation program rules may require additional clinical practice (reference GaPSC Rules 505-3-.05-.109).

(v) GaPSC-approved educator preparation providers shall ensure P-12 faculty or staff who supervise candidates in residencies or internships meet the following requirements. P-12 supervisors shall:
(I) be professionally certified in the field of certification sought by the candidate;
(II) have a minimum of three years of experience in a teaching, service, or leadership role; and
(III) have demonstrated, through formal evaluations, successful performance in the field of certification sought by the candidate

In cases where one or more of these requirements cannot be met, the EPP and school must develop a plan to address the deficiencies.
Glossary

All definitions are used by the Georgia Professional Standards commission for educator preparation providers and educator preparation programs.

**Candidates /Teacher-Candidates:** Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of educators, programs for the continuing professional development of educators or programs for the preparation of other professional school personnel. Candidates are distinguished from students in P-12 schools.

**Clinical Practice:** Residency (formerly referred to as student teaching) or internship experiences which provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

**Field Experiences:** Field experiences are those activities that include organized and sequenced engagement of candidates in settings that provide opportunities to observe, practice, and demonstrate the knowledge, skills, and dispositions delineated in institutional, state, and national standards. The experiences must be systematically designed and sequenced to increase the complexity and levels of engagement with which candidates apply, reflect upon, and expand their knowledge and skills. Since observation is a less rigorous method of learning, emphasis should be on field experience sequences that require active professional practice or demonstration, and that include substantive work with P-12 students and P-12 personnel as appropriate.