

Department of Early Childhood Education



Urban Accelerated Certification and Master's Program (A Georgia Teacher Alternative Teacher Preparation Program)

Welcome to the Department of Early Childhood Education at Georgia State University. This program manual provides an overview and description of the **Urban Accelerated Certification and Master's Program**, which includes an introduction to the Department of Early Childhood Education faculty and detailed information about the components of the urban program.



DEPARTMENT OF EARLY CHILDHOOD EDUCATION FACULTY

The faculty members in the Department of Early Childhood Education and their teaching and research areas are listed below. Their offices are located on the fifth floor of the College of Education Building.

Suzanne Anastasi, Ph.D. **ESOL Coordinator**
Georgia State University
English as a Second Language teacher preparation, Diversity/Multicultural Education, Feminist/Critical Theory

Gary Bingham, Ph. D......**Assistant Professor**
Purdue University
Child Development and Family Studies

Joya Anastasia Carter, Ph.D. **Assistant Professor**
Syracuse University
Inclusive/Special Education, Cross-cultural Education, Qualitative Methodology, and Africana Feminist Theory

Caitlin McMunn Dooley, Ph.D......**Assistant Professor**
University of Texas at Austin
Literacy Development and Learning, Teacher Education, Cultural & Linguistic Diversity

Sue Duncan, Ph.D...... **Administrative Director**
University of Auckland
Director, Reading Recovery Program, Teacher Leader Trainer

Lynn C. Hart, Ph.D...... **Professor**
Georgia State University
Math Education, Reflective Practice, Teacher Beliefs Teacher Change

Teri Holbrook, Ph.D......**Assistant Professor**
University of Georgia
Language and Literacy

Olga Jarrett, Ph.D.**Associate Professor**
Georgia State University
Child Development, Science Education, Bullying and Violence Prevention, Recess, Role of Play in Development & Learning

Lynne Q. Jordan, Ed.S...... **Clinical Instructor**
Georgia State University
Reading/Language Arts, Classroom Management, Supervision, Teacher Induction & Reflection

John E. Kesner, Ph.D......**Associate Professor**
Ohio State University
Child Development, Family Violence, Social Relationships

Susan King, M.Ed. **Associate Project Director**
Literacy Collaborative

Shonda Lemons-Smith, Ph.D. **Assistant Professor**
Indiana University
Mathematics Education, Urban Education, Equity in Schooling

Lou E. Matthews, Ph.D. **Assistant Professor**
Illinois State University
Middle Secondary Education

Ramona W. Matthews, Ph.D. **Associate Professor**
University of Georgia
Literacy Development, Research, Social Dimensions of Literacy Development

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Urban Education, Cross-Cultural Training and Education, Culturally Relevant Pedagogy
Associate Director of the Alonzo A. Crim Center for Urban Educational Excellence

Barbara Meyers, Ed.D. **Chair**
Temple University
Teacher Development, School Reform, Qualitative Research

Laura Meyers, Ph.D., **Assistant Professor**
Purdue University
Social Studies Education, Literacy and Language Arts Education

Julie Rainer Dangel, Ph.D. **Associate Professor**
Georgia State University
Constructivist Education, Teacher Education, Mathematics Education

Donna Robertson, Ed.S., **Temporary Faculty**
University of Georgia
ESOL

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University of California, Berkeley
Multicultural/Anti-bias Education, Pre-K Education, Administration

Nancy Jo Schafer, Ph.D. **Director, UACM**
Georgia State University
Classroom Management, Socio-Cultural Theory, Urban Education, Child Development, Mathematics,
and Assessment

Laura Smith, Ph.D. **Clinical Assistant Professor**
University of South Carolina
Program Coordination, Mathematics Education, Pre-K Education, Clinical Supervision

Stephanie Z. Smith, Ph.D.**Assistant Professor**
University of Wisconsin-Madison
Mathematics Education, Learning and Teaching Mathematics with Understanding, Children's and
Teacher's Conceptions of Mathematics, Teacher Education and Professional Development

Susan Swars, Ph.D......**Assistant Professor**
University of Alabama, Tuscaloosa
Science Education, Mathematics Education, Assessment

Carla Tanguay, Ed.S. **Clinical Instructor**
Georgia State University **BSE Program Coordinator**
Program Coordination, Teacher Development, Constructivist Education, Classroom Management, Pre-K
Education, Clinical Supervision

Susan Taylor, Ed.D.**Associate Project Director**
University of Georgia
Literacy Collaborative

Floretta Thornton-Reid, Ed.D......**Executive Director**
Valdosta State University **Assistant Professor**
Reading Recovery Program, Literacy Collaborative Program

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Literacy Education, Urban Teacher Education, Professional Development Schools

Brian A. Williams, Ph.D......**Assistant Professor**
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Science and Math Education, Urban Teacher Education, Multicultural Education.

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Multicultural Education, Teacher Education, Urban Education, Schooling of biracial students

Yali Zhao, Ph.D......**Assistant Professor**
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Social Science Education, Multicultural Education, Instructional Technology, International and
Comparative Education, ESOL

Connie Zimmerman-Parrish, M.Ed.**Associate Project Director**
Georgia State University
Literacy Collaborative

College of Education

Georgia State University's College of Education is one of the state's major instructional centers for teachers and educational administration at all levels. It confers more education degrees than most colleges in the Southeast, on both the undergraduate and graduate levels. Successful graduates find employment with all levels of schools; community, rehabilitation and media centers; social and recreational agencies; and private, industrial and governmental entities.

"Creating effective contexts for learning" defines the approach of the professional education faculty at Georgia State University in preparing educators. Graduates will have learned the conceptual and practical aspects of teaching, counseling or instructional leadership. The research and expertise of the faculty provides support to schools and agencies both locally and nationally. Faculty scholarship also enriches university classroom instruction.

Coursework leading to teacher certification is offered through six academic departments: Counseling and Psychological Services, Early Childhood Education, Educational Policy Studies, Kinesiology and Health, Educational Psychology and Special Education, Middle-Secondary Education and Instructional Technology.

Department of Early Childhood Education

The Department of Early Childhood Education offers several outstanding fully accredited degree programs including the Masters of Education: Major in Early Childhood Education. The cornerstone of this program is early and continuous field experiences. Each year candidates are placed in Metropolitan Atlanta public schools for field based experiences. Among the unique features of the Department of Early Childhood Education is a premier child development center for GSU students and staff, Saturday School for Young Scholars and Leaders, and collaborative programs with Metro area schools.

Program Philosophy

The Department of Early Childhood Education at Georgia State University prepares educators in the life-long continuum as leaders, thinkers, and facilitators of change. The preparation of these educators requires rigorous programs of study which recognize that knowledgeable teaching is a complex act based on deep understanding about pedagogy, learning, learners, subject matter, content, and how these areas of understanding interact in the teaching-learning process. Department faculty recognizes the need for a strong field-based component in all of its programs to develop insightful, facilitative and effective teaching. Teaching is viewed as a facilitative process which requires the continual application of knowledge and skills in the classroom.

THE PROGRAM

Purpose

Unique within this education arena is the Department of Early Childhood Education's Urban Accelerated Certification and Master's Program (UACM), which is comprised of the Georgia Teacher Alternative Preparation Program (GTAPP). This program was developed to address the issue of dwindling numbers of competent, qualified teachers for the urban classroom. Today, the demands on public education have never been greater in this regard. There is an unprecedented need for competent, enthusiastic, and reflective teachers, particularly in the urban setting. The Department of Early Childhood Education is committed to providing a dynamic program for training pre-service and novice teachers with an emphasis on practical classroom experience supported by intensive coaching and continual professional development. The UACM reflects the same commitment from the urban perspective. As a result, graduates of the UACM are able to create effective learning contexts for all children and significantly impact student learning, growth, and development. The program outcomes developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and the National Board of Professional Teaching Standards (NBPTS) provides the framework for the program. (See the Appendix)

The Early Childhood Education UACM prepares students for employment in preschool settings through fifth grade. Upon successful completion of the program, which requires a passing score on the GACE Early Childhood Education exam, the student will be recommended by the College of Education for initial certification in Early Childhood Education (pre-kindergarten through 5th grade) in the State of Georgia.

Mission and Beliefs

The UACM is dedicated to providing dynamic pre-service training to prospective teachers for the urban environment based on the following beliefs:

- ◆ We believe that teachers have the ability and power to provide experiences in which children succeed, which subsequently provides the confidence and competence for children to continue creating their own success;
- ◆ We believe that in order to foster these successful experiences, teachers must engage and connect with the children in their classrooms by treating them with respect, by having high standards for them, and by possessing the ability to pass on to the children a fervent belief that they can achieve;
- ◆ We believe that in order to foster successful experiences, teachers must be knowledgeable about the child's culture and must actively integrate this knowledge into the best practices of teaching and learning;
- ◆ We believe that the teacher must create purposeful, structured environments in which children are free to explore, experiment, and learn;
- ◆ We believe that teachers must establish an environment in their classrooms where children are respectful of each other, their environment, and the adults in their lives; and
- ◆ We believe that teachers must respect the language of their children and have knowledge of its background and principles and must model and expect mastery of mainstream American English from their students.

PROGRAM OVERVIEW

Each summer (beginning in May) a cohort of qualified candidates holding a baccalaureate degree in a field other than education are selected for the Urban Accelerated Certification and Master's Program (UACM) in Early Childhood Education at Georgia State University. These candidates participate in a program of university seminars and extensive individualized coaching in metro Atlanta PreK- grade 5 classrooms (DeKalb County, Atlanta Public, and Fulton County Schools). The program begins in May with a 6-semester hour course designed to introduce to the new candidates the role of culture in a child's development and learning. An overnight retreat for all candidates is part of this experience.

Summer semester Interns are placed in an elementary summer school program that serves urban children, as well as take part in community volunteering. Extensive coaching of teaching skills is provided daily by university and school-based mentors. At the end of the instructional day, interns return to campus for afternoon coursework. The goal of the summer institute for each UACM intern is to grow in his/her ability to assume teaching responsibilities, eventually planning and implementing instruction.

Each fall and spring candidates are placed in Pre-K -5th grade classrooms for their student teaching experiences. Georgia State University and its school partners collaborate on instruction and supervision in order to provide a balance between educational theory and practical classroom application. At the end of fall semester, successful candidates may be recommended for employment, as teaching positions become available at our partner schools. During the spring semester, UACM teacher candidates complete the Year I Program of Study leading to initial certification. (See Program of Study Year I)

After successfully completing Year I of the program, successful candidates will be recommended for continuation in Year II Master's degree program (see Program of Study Year II). The second year Program of Study reinforces and refines candidates' knowledge of curriculum and pedagogy with an emphasis on content integration and appropriate assessment strategies. The supervised mentorship in the second year builds upon the previous coaching model to challenge the candidate to develop a professional development plan for growth during that school year. Candidates who successfully complete Year II are awarded the Masters degree in Early Childhood Education.

Year I: Initial Certification/Coaching

The first year of the program is focused on knowledge of instructional content (K-5), coaching in instruction, and management skills with an emphasis on culturally responsive pedagogy.

Candidates holding Bachelors degrees in a field other than education are moved through an initial certification program with four integrated strands of instruction: reading, mathematics, culture, and classroom management. Continuity of content is ongoing over the first year even though candidates register for discrete courses during each term. Instruction strongly emphasizes content along with the supporting methods and materials for effective teaching in urban schools.

The methods courses (seminars) focus on real classroom application while candidates are in field placements from pre-kindergarten through grade 5. First year candidates are supported in their field placements in four ways: partnerships with inner city school systems are formed; classroom teachers are carefully selected and trained in supervision; interns are observed and receive feedback from classroom mentor teachers; and university content specialists/elementary generalists visit interns to provide feedback on instruction. While child development and classroom management are shown as discrete courses, the content is woven throughout the program in all methods courses. The cultural issues strand is threaded throughout the initial preparation year with an emphasis on the culture of the urban classroom and community. An overnight retreat during the first semester is a significant feature of the program and is for community building and infusion of cultural content. The retreat is facilitated by urban experts and covers the role of culture in a child's development and learning.

Year II: Masters Degree/Mentoring

Successful Year I candidates who received initial certification and are employed as fully certified classroom teachers in an urban classroom (a condition for continuing in the program) may complete their Master's degree in Year II of the program. The focus of the second year is on issues in curriculum integration, reflection of current practice, action research for instructional improvement, and mentoring.

Unlike traditional campus-based graduate level coursework, the coursework is highly individualized with a school-based focus. The action research project and other coursework focuses on strategies to assist each teacher in improving instruction and management in his/her own classroom. Problems of first year teachers frequently culminate in frustration and teacher turnover. This mentoring year is designed to give continuous support and guidance to the first year teacher and hopefully increase satisfaction and reduce premature withdrawal from the profession. This program feature was designed in response to the Board of Regents Quality Assurance Initiative.

Urban Accelerated Certification and Master's Program
Program Overview
YEAR I

Maymester

ECE 6360 Culturally Responsive Pedagogy (6)

Summer Semester

ECE 6370 Classroom Management and Instruction (3)
ECE 6380 Foundation of Literacy Instruction for Young Children (3)
ECE 6390 Foundation of Mathematics Instruction for Young Children (3)
EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3)

Fall Semester

ECE 6365 Culture, Community, and Schools (3)
ECE 6375 Critical Issues in Urban Education I (3)
ECE 6385 Reading and Language Arts Curriculum I (3)
ECE 6391 Mathematics Curriculum I (3)
ECE 6395 Child Growth & Development: An Inclusive Education Approach (3)
ECE 6655 Student Teaching I (3)

Spring Semester

ECE 6376 Critical Issues in Urban Education II (2)
ECE 6386 Reading and Language Arts Curriculum II (2)
ECE 6392 Mathematics Curriculum II (2)
ECE 6405 Science and Social Studies in the Urban Classroom (3)
ECE 6656 Student Teaching II (6)

Total Semester Hours: 51 (Year I)

Year II

Summer Semester

EPY 7090 The Psychology of Learning and Learners: The Young Child (3)
EPSF 7120 Social Foundation (3)
EPRS 7910 Action Research (3)

Fall Semester

ECE 6415 Curriculum Integration and Assessment I (3)
ECE 6660 Mentorship in the Urban Classroom I (3)
ECE 6830 Critical Theories and Research in Urban Education I (3)

Spring Semester

ECE 6416 Curriculum Integration and Assessment II (3)
ECE 6661 Mentorship in the Urban Classroom II (3)
ECE 6831 Critical Theories and Research in Urban Education II (3)
ECE 6800 Urban Education Capstone Experience (3)

Total Semester Hours: 30 (Year II)

ADVISEMENT

The Department of Early Childhood Education appoints a department faculty member to assume the following array of administrative and candidate advisement activities:

- coordinate instructional integrity of program;
- select placement sites;
- communicate program goals to course instructors;
- coordinate communication between the department faculty members to facilitate consistency and accuracy in candidate advisement;
- be available on a regular basis throughout each academic session to meet with candidates having questions or problems concerning courses or programs.

ADMISSIONS

Candidates must meet all admission requirements of the College of Education as stipulated in the current Graduate Bulletin for Education. In addition, the applicant must have earned a minimum of 2.75 undergraduate grade point average calculated on all work attempted in which letter grades were awarded and must present a minimum score of:

- (a) 800 on the General Test (Verbal and Quantitative subtests only) on the *Graduate Record Examinations (GRE)* taken within the last five years; and
- (b) ******A passing score on the *GACE Basic Skills* exam or an exempting score on the GRE--1030 (verbal and quantitative sections combined).
A score on the SAT – minimum of 1000 or ACT – minimum of 43 (math and English sections combined) will also exempt you from PRAXIS I.

In addition to items identified in the current Graduate Catalog, candidates must also submit:

- ❖ Two letters of recommendations including: one academic or professional letter; one letter from someone who can evaluate the applicant's personal qualifications, experience, and background in light of potential to work successfully with young children; if applicable, one recommendation from current supervisor.
- ❖ Resume
- ❖ Other requirements that may be specified by Department of Early Childhood Education.

Those meeting the above criteria may be invited for an interview and asked to demonstrate writing ability. The deadline to apply and submit all supporting materials is **February 1** of each year.

The College of Education at Georgia State University uses a self-managed application for admission to its graduate programs. For submission of the online College of Education application for Graduate Admissions go to <http://education.gsu.edu>. Click on Prospective Students, then Admissions. Select the **Apply Online** option.

Certification Application Process

Initial certification may be sought upon successful completion of Year I Program of Study, a passing score on the GACE Early Childhood Education and recommendation of the College of Education. Master's degree may be obtained after successful completion of the Year II Program of Study.

In addition to the requirements previously listed, the **candidate must file a formal application for graduation** with the Registrar's Office **two semesters in advance** to establish eligibility for graduation with the M.Ed. degree in Early Childhood Education.

NOTE: To be recommended for certification and for M.Ed. degree eligibility requires a grade point average of "B" or higher.

****Special Note:**

New GACE Educator Testing Program to Replace Praxis Tests Fall 2006

The Professional Standards Commission (PSC) has initiated the development of a new educator assessment program called the Georgia Assessments for the Certification of Educators (GACE™). These new Georgia assessments will be fully aligned with national standards, Georgia educator certification requirements, Georgia educator preparation standards, and the new Georgia Performance Standards (GPS) for P-12 students now being implemented by the Georgia Department of Education. To assist in the development and administration of the assessments, the PSC has contracted with National Evaluation Systems, Inc. The first administration of the new assessments will be on November 18, 2006. Current Praxis testing in Georgia will continue through the summer of 2006 and will be discontinued after that time. To obtain additional information regarding the new GACE assessments please visit the Georgia Professional Standards Commissions Website at http://www.gapsc.com/msgc_gacetoreplacepraxis.asp and the GACE website at <http://www.gace.nesinc.com/index.asp> . We will continue to update our program manuals to reflect this new information as it becomes available.

APPENDIX

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC) STANDARDS

Standard One: *Knowledge of Subject Matter*

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard Two: *Knowledge of Human Development and Learning*

The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Standard Three: *Adapting Instruction for Individual Needs*

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard Four: *Multiple Instructional Strategies*

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard Five: *Classroom Motivation and Management*

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard Six: *Communication Skills*

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard Seven: *Instructional Planning Skills*

The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Standard Eight: *Assessment of Student Learning*

The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner.

Standard Nine: *Professional Commitment and Responsibility*

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.

Standard Ten: *Partnerships*

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

NATIONAL BOARD OF PROFESSIONAL TEACHING STANDARDS (NBPTS)

The National Board of Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, and abilities and commitments reflected in the following five (5) core propositions:

Proposition 1

Teachers are committed to students and their learning.

Proposition 2

Teachers know the subjects they teach and how to teach those subjects to students.

Proposition 3

Teachers are responsible for managing and monitoring student learning.

Proposition 4

Teachers think systematically about their practice and learn from experience.

Proposition 5

Teachers are members of learning communities.

POLICY ON ACADEMIC HONESTY

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students are honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for practices that are fair require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable conduct in the course of their academic work.

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct is to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

Definitions and Examples

PLAGIARISM. Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

CHEATING ON EXAMINATIONS. Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

UNAUTHORIZED COLLABORATION. Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with or without assistance from another person or source, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

FALSIFICATION. It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

MULTIPLE SUBMISSIONS. It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however, the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

Obligation to Report Suspected Violations

Members of the academic community-students, faculty, and staff are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the office of the dean of each college and the Office of the Dean of Students.

STATEMENT REGARDING FIELD BASED PERFORMANCE AND/OR STUDENT PERFORMANCE

Students will be notified of concerns through the use of the ECE Notification and Documentation (N/D) Form and conference. A student who receives an N/D form will be required to provide proof of remediation as identified in the Action Plan section of the N/D form. The field experience college supervisor has the authority to withdraw a student from a classroom experience if, in the opinion of the supervisor, school administrator, or classroom teacher, the student's performance constitutes a detriment to professional standards and/or to the students in the classroom. If such removal is necessary, the student will be given an "F" for the course(s). Further, in any course which has a classroom experience as a part of the course requirements, successful performance in that classroom experience is required in order to pass the course. Thus, if a student's classroom performance is unsatisfactory, a student may be given an "F" for a course regardless of his or her performance in the remainder of the class work for the course.

Additionally, this unsatisfactory performance may result in the student's exclusion from the program or in having additional requirements placed upon him or her in order to continue in the program. Students who fail any early childhood courses repeat it, and fail again will automatically be removed from the Early Childhood Department.

PROFESSIONAL REQUIREMENTS IN THE ECE CLASSROOM

The State of Georgia developed an observation instrument (Georgia Department of Education, July 1993) designed to 1) identify and reinforce effective teaching practice, 2) identify areas where development can improve instructional effectiveness, and 3) identify teachers who do not meet the minimum standards so that appropriate action can be taken. The Georgia Teacher Observation Instrument (GTOI) describes three broad areas of teaching performance: instruction, assessment and encouragement of students, and management of the learning environment. The Department of Early Childhood Education (ECE) uses this instrument and other professional techniques to assess teacher effectiveness.

Tasks

Instruction

The teacher should be able to plan and execute a specific course or courses of instruction within established curriculum guidelines and the policies of the school system and the individual schools to which assigned, in a manner which maximizes the skills and knowledge of the students. This includes the assessment of student progress and the management of the learning environment. Specific requirements for ECE courses are included in each syllabus and may differ for each content course.

Assessment and encouragement of students

The teacher should be able to use various forms of formative and summative evaluations in order to more fully assess the student's progress. In addition, the teacher should demonstrate the ability to promote student engagement and support students through positive feedback.

Management of the learning environment

The teacher should demonstrate appropriate behavior in maintaining class behavior, in setting the physical environment to allow the students to have optimum participation, and in using instructional time wisely.

General physical demands for a classroom teacher:

An early childhood setting is a very active and demanding setting. The teacher should be able to support academic, social, and motor development in a school setting. The following are examples of the type of activities often required of a teacher in an early childhood setting:

climbing	modeling good writing
balancing	assisting children in:
stooping	fastening shoes, buttons, snaps
kneeling	cutting food
bending	opening containers
crawling	keeping accurate records
reaching	making and putting up displays
handling	reading and assessing student work
feeling	reading out loud to students
talking on phone	reacting to classroom emergency:
overhead reaching	fire drill
lifting from the floor	sick child
reaching to the floor	tornado
modeling effective oral communication	writing on board/overhead/handouts
moving among students	reading a clock (modeling this skill)
checking for progress and understanding	

If the teacher is not able to do these types of activities, he/she must provide evidence that someone in the classroom can assist when these activities are required.