Outcomes Assessment Materials and Report
Department of Teacher Education
Clayton State University

Shared Vision

The Clayton State Conceptual Framework represents a shared vision among the Teacher Education Unit, faculty in the College of Arts and Sciences, the College of Information and Mathematical Sciences, and our partnership school districts. The conceptual framework was developed and shared in collaboration with the aforementioned entities with revisions based on feedback from faculty, the Professional Education Programs Committee (PEPC), and the Teacher Education Advisory Council members. Also, the conceptual framework relates directly to the CSU and Unit mission statements and is grounded with current research on the preparation of teachers for today's public schools.

Vision of the Teacher Education Unit

The Teacher Education Unit at Clayton State University envisions a curriculum that includes both academic courses and experiential learning. These two aspects of our vision will prepare our pre-service teachers to become quality educators for Georgia's public schools. Within the context of a field-based environment, our university faculty and partner public school administrators and teachers plan and work together to produce knowledgeable, experienced, collaborative, and reflective individuals. By effectively integrating content with pedagogy and incorporating appropriate technologies, candidates in our programs acquire the skills necessary to facilitate learning for students in multicultural and global learning communities. In other words, our candidates have the skills and dispositions to meet the needs of diverse learners in a highly technological society.

Mission of the Teacher Education Unit

The mission of the unit is consistent with CSU's core mission that advocates "superior career-oriented studies that will prepare students to succeed in the world of work in the 21st Century and provide services and continuing education that will assist the Southern Crescent and the state in improving the quality of life for residents." To this end, the mission of the Teacher Education Unit is to prepare collaborative, reflective professional educators who are competent, caring and committed individuals for teaching diverse learners in today's world.

The primary goals are to develop teachers who:

- are knowledgeable about and committed to working with learners;
- understand curriculum and the organization of schools for teaching and learning;
- understand that teaching is inquiring;
- have content knowledge and are lifelong learners;
- value varying learning experiences and diversity, and;

- determine and adjust teaching methods and strategies according to the needs of individual learners.

Conceptual Framework Program Outcomes

These program outcomes are aligned with standards from the Interstate New Teacher Assessment and Support Consortium (INTASC), the Georgia Professional Standards Commission (PSC), and the National Council for the Accreditation of Teacher Education (NCATE). In addition, course content and pedagogy will be aligned with the Georgia Framework for Teaching, Georgia-International Society for Technology in Education (GA-ISTE), Georgia Performance Standards (GPS) as well as with the standards of the National Council of Teachers of English (NCTE), the National Council of Teachers of Mathematics (NCTM), the National Council for the Social Studies (NCSS), and the National Science Teachers Association (NSTA).

Secondary Education

The undergraduate secondary programs are designed for individuals seeking a provisional teaching certificate in Biology, English, History, or mathematics. This initial certification program will prepare interested persons to become certified. The programs will consist of content specific classes, professional studies classes, content methods courses, and field-based and clinical experiences. Most content and professional education courses will emphasize use of technology and action research with pupils in diverse school settings.

Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) with secondary education concentrations is designed for individuals who hold a bachelor's degree in mathematics, English, or related areas, and/or have a provisional teaching certificate in these disciplines. This initial certification program will prepare interested persons to receive a master's degree while also preparing them to become certified to teach secondary mathematics or English. The programs will consist of content specific classes, professional studies classes, content methods courses, and field-based and clinical experiences. Most content and professional education courses will emphasize use of technology and action research with pupils in diverse school settings.

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The chart below presents the alignment of the conceptual framework descriptors with the Teacher Education Unit Outcomes; INTASC Principles; Knowledge, Skills, and Dispositions; and Assessments.

Teacher Education Unit Outcomes and Candidate Proficiencies

Teacher Education Unit Outcomes	**Conceptual Framework Descriptors**	**Correlation with INTASC Principles**	**Knowledge,Skills & Dispositions**	**Assessments**
Outcome 1. Diagnoses Learning Needs Candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners' strengths and areas to be developed.	Collaborative Reflective Competent	Principles: 1. Knowledge 8. Assessment 9. Reflection & Professional Growth	1a.-1d. Skills	-Class work -Reflections -Group work -University and Mentor Teacher Observations -Field Experiences -Teacher Work Sample Portfolio -Exit Interview
Outcome 2 Plans for Student Learning Candidate integrates knowledge of discipline content, of the nature of diverse learners, of learning theories, of instructional strategies and of state/local curriculum guides to plan instruction.	Reflective Competent Caring	Principles: 1. Knowledge 2. Student Learning 3. Diverse Learners 4. Instructional Strategies 5. Learning Milieu 6. Communication 7. Instructional Planning 9. Reflection & Professional Growth	2a.-2f. Knowledge, Skills	-Class work -Reflections -Group work -University and Mentor Teacher Observations -Field Experiences -Teacher Work Sample Portfolio -Exit Interview
Outcome 3. Facilitates Student Learning Candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies.	Reflective Competent Caring	Principles: 1. Knowledge 2. Student Learning 3. Diverse Learners 4. Instructional Strategies 5. Learning Milieu 6. Communication 7. Instructional Planning 9. Reflection & Professional Growth 10. Fostering Relationships	3a.-3d. Knowledge, Skills	-Class work -Reflections -Group work -University and Mentor teacher Observations -Field Experiences -Teacher Work Sample Portfolio -Exit Interview
Outcome 4. Demonstrates Appropriate Knowledge Candidate has general knowledge across a broad spectrum of liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field.	Competent	Principles: 1. Knowledge 7. Instructional Planning	4a.-4e. Knowledge, Skills	-Class work -Reflections -Group work -University and Mentor teacher Observations -Field Experiences -Teacher Work Sample Portfolio -Exit Interview-

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Teacher Education Unit Outcomes	**Conceptual Framework Descriptors**	**Correlation with INTASC Principles**	**Knowledge,Skills & Dispositions**	**Assessments**
Outcome 5. Fosters Student Well being to Support Learning Candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well being and learning.	Collaborative Caring Committed	Principles: 5. Learning Milieu 8. Assessment 9. Reflection & Professional Growth 10. Fostering Relationships	5a.-5c. Skills	-Class work -Reflections -Group work -University and Mentor teacher Observations -Field Experiences -Teacher Work Sample Portfolio -Exit Interview-Review
Outcome 6. Assumes the Role of Professional Teacher Candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society.	Competent Collaborative Caring Committed	Principles: 1. Knowledge 9. Reflection & Professional Growth 10. Fostering Relationships	6a.-6e. Knowledge, Skills, Dispositions -has a professional appearance and attendance -has positive attitude and character -is collaborative and participatory -has strong work ethic -has respect for the profession	-Dispositions Rubric -Class work -Reflections -University and Mentor teacher Observations -Field Experiences -Teacher Work Sample Portfolio -Exit Review-Interview

CSU Comprehensive Assessment System Framework: Secondary Education Programs

EVIDENCE SOURCES	HOW OFTEN	LINK TO CSU CONCEPTUAL FRAMEWORK	NCATE/PSC STANDARD	INTASC PERFORMANCE STANDARDS	USG BOARD OF REGENTS PRINCIPLES	REVIEWS RESULTS
ADMISSION DATA POINTS						
Admission to CSU	Entry	Outcome 4-Demonstrate Appropriate Knowledge	1.1	1	II,III	Department Head PEPC Confirmation of GPA and relevant course work by Registrar's Office
Completion of 45 semester hours of college credit with grades A,B,C or K	Entry	Outcome 4-Demonstrate Appropriate Knowledge	1.1	1	II,III	Department Head PEPC Confirmation of GPA and relevant course work by Registrar's Office
An overall undergraduate program GPA of 2.50	Entry	Outcome 4-Demonstrate Appropriate Knowledge	1.1, 7.1, 7.3	1, 7	II, III	Department Head PEPC
Documented experience working with children	Entry	Outcome 4-Demonstrate Appropriate Knowledge	1.1	1	II,III	Department Head PEPC
Completion of GACE Basic Skills Assessment or exemption	Entry	Outcome 4-Demonstrate Appropriate Knowledge	1.1	1	II,III	Department Head PEPC
Statement of purpose for desiring to enter the teaching profession	Entry	Outcome 6-Assumes the Role of Professional Teacher	4.1, 7.3	3, 6, 9	N/A	Department Head PEPC Assessment System Review Panel
Achievement of Secondary Education Writing Sample	Entry	Outcome 4-Demonstrate Appropriate Knowledge	1.1	1, 7	II, III	Department Head Language Arts Writing Assessment Coordinator

EVIDENCE SOURCES	HOW OFTEN	LINK TO CSU CONCEPTUAL FRAMEWORK	NCATE/PSC STANDARD	INTASC PERFORMANCE STANDARDS	USG BOARD OF REGENTS PRINCIPLES	REVIEWS RESULTS
Attend advisement and/or orientation session; signed affidavit of compliance with ethical standards	Entry	Outcome 6-Assumes the Role of Professional Teacher	II.A	N/A	N/A	Department Head
Background Check	Entry	Outcome 6-Assumes the Role of Professional Teacher	8	N/A	N/A	Department Head PEPC
Successful completion of GA history and constitutional requirements	Upon Completion of EDUC 5300 and EDUC 5301	Outcome 4	1.1, 8	1	IIB (1)	Department Head PEPC Assessment System Review Panel
INTERIM DATA POINTS						
Dispositions Assessment and Monitoring	Every Semester	Outcome 6-Assumes the Role of Professional Teacher	1.6, 3, 4, 7, 8	9	N/A	Department Head PEPC Assessment System Review Panel
Diversity Assessment and Monitoring	Every Semester	Outcome 5- Fosters student well being to support learning	4	3	N/A	Department Head PEPC Assessment System Review Panel
Institution GPA of 3.0 in Courses	Every Semester	Outcome 4-Demonstrate Appropriate Knowledge	1.1, 7.1, 8	1-9	I, II, (IIB 1, 4)	Department Head
Demonstration of creativity, critical thinking, reflection	Every Semester	Outcome 4-Demonstrate Appropriate Knowledge	1.1	N/A	I, II	Department Head Education and Content Faculty

EVIDENCE SOURCES	HOW OFTEN	LINK TO CSU CONCEPTUAL FRAMEWORK	NCATE/PSC STANDARD	INTASC PERFORMANCE STANDARDS	USG BOARD OF REGENTS PRINCIPLES	REVIEWS RESULTS
Recommendation for continuance	End of Junior Year	Outcomes: 1- Diagnoses learning needs, 2-plans for student learning, 3-facilitates student learning, 4-Demonstrate Appropriate Knowledge, 5-fosters student well being to support learning, 6-Assumes the role of professional teacher	1.1,1.2, 1.3, 1.4, 1.6, 3.3, 4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8	1-10	I, II (IIB 2, 3, 6)	Department Head PEPC
Program GPA in Content and Pedagogy Courses Performance Assessments- Content Area with introduction to and application of GPSs and Backward Mapping Design Model	Every Semester	Outcomes: 1- Diagnoses learning needs, 2-plans for student learning, 3-facilitates student learning, 4-Demonstrate Appropriate Knowledge, 5-fosters student well being to support learning, 6-Assumes the role of professional teacher	1.1,1.2, 1.3, 1.4, 1.6, 3.3, 4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8	1-9	I, II (IIB 2, 3, 6)	Department Head Coordinator for Education Field Experiences
Successful adjustment to the school environment Mentor teacher, Coord for Field Exp. and University Field Sup. feedback, Practicum Performance Records	Every Semester	Outcomes 1-6	1.1,1.2, 1.3, 1.4, 1.6, 3.3, 4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8	1-10	I, II, (IIB 1-4) I, II (IIB 2, 3, 6)	Coordinator for Education Field Experiences University Supervisors

EVIDENCE SOURCES	HOW OFTEN	LINK TO CSU CONCEPTUAL FRAMEWORK	NCATE/PSC STANDARD	INTASC PERFORMANCE STANDARDS	USG BOARD OF REGENTS PRINCIPLES	REVIEWS RESULTS
Successful adjustment to the school environment Coordinator for Education Field Experiences and University Field Supervisor feedback, Practicum Performance Records	Every Semester	Outcomes 1-6	1.1,1.2, 1.3, 1.4, 1.6, 3.3, 4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8	1-10	I, II, (IIB 1-4) I, II (IIB 2, 3, 6)	Coordinator for Education Field Experiences University Supervisors
University Course Evaluations	Every Semester	Outcomes 1-6	N/A	NA	I	Department Head
EXIT DATA POINTS						
Modified GSTEP-GTOI (or appropriate instrument) Observation Assessment	Completion of Internship	Outcomes 1-6	1.1,1.2, 1.3, 1.4, 1.6, 3.3, 4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8	1-10	I, II, (IIB 1-4) I, II (IIB 2, 3, 6)	Coordinator for Education Field Experiences & Education Faculty
Letter of Support from Mentor Teacher	Completion of Internship	Outcomes 1-6	1, 3, 4	1-10	I, II, (IIB 1-4) I, II (IIB 2, 3, 6)	Coordinator for Education Field Experiences & Education Faculty
Analysis of Teacher Work Samples and Electronic Portfolio Assessment with GPSs	Completion of Internship	Outcomes 1-6	1.1,1.2, 1.3, 1.4, 1.6, 3.3, 4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8	1-10	I, II, (IIB 1-4) I, II (IIB 2, 3, 6)	Coordinator for Education Field Experiences Content and Education field supervisors
Completion of a Mini-Action Research Project	Completion of Internship	Outcomes 1-6	1.1,1.2, 1.3, 1.4, 1.6, 3.3, 4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8	1-10	I, II, (IIB 1-4) I, II (IIB 2, 3, 6)	Coordinator for Education Field Experiences , Content and Education field supervisors

EVIDENCE SOURCES	HOW OFTEN	LINK TO CSU CONCEPTUAL FRAMEWORK	NCATE/PSC STANDARD	INTASC PERFORMANCE STANDARDS	USG BOARD OF REGENTS PRINCIPLES	REVIEWS RESULTS
Exit Interview	Completion of Internship	Outcomes 1-6	1.1,1.2, 1.3, 1.4, 1.6, 3.3, 4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8	1-10	I, II, (IIB 1-4) I, II (IIB 2, 3, 6)	Coordinator for Education Field Experiences , Content and Education field supervisors

TEACHER EDUCATION UNIT & UNIVERSITY REVIEWS DATA POINTS						
BOR Annual Review	Annually	Outcomes 1-6	1-6	1-10	All Principles	Department Head Assessment System Review Panel
NCATE/PSC Program Reviews	Every 5 -7 Years	Outcomes 1-6	1-6	1-10	All Principles	Department Head Assessment System Review Panel
SACS Review	Every 10 Years	Outcomes 1-6	1	N/A	N/A	Department Head

Assessment System Framework Alignment: Master of Arts in Teaching

EVIDENCE SOURCES	HOW OFTEN	LINK TO CSU CONCEPTUAL FRAMEWORK	NCATE/PSC STANDARD	INTASC PERFORMANCE STANDARDS	USG BOARD OF REGENTS PRINCIPLES	REVIEWS RESULTS
ADMISSION DATA POINTS						
Admission to CSU	Entry	Outcome 4-Demonstrate Appropriate Knowledge	1.1	1	II,III	Department Head PEPC Confirmation of GPA and relevant course work by Registrar's Office
Undergraduate degree from an accredited college or university with a major in mathematics, English, or related field	Entry	Outcome 4-Demonstrate Appropriate Knowledge	1.1	1	II,III	Department Head PEPC Confirmation of GPA and relevant course work by Registrar's Office
An overall undergraduate program GPA of 2.50	Entry	Outcome 4-Demonstrate Appropriate Knowledge	1.1, 7.1, 7.3	1, 7	II, III	Department Head PEPC
Graduate Record Exam (GRE) scores of 950 or above.	Entry	Outcome 4-Demonstrate Appropriate Knowledge	1.1	1	II,III	Department Head PEPC
GACE Basic Skills Assessment) (SAT 1000, ACT 43, or GRE 1030 exemption scores for GACE I)	Entry	Outcome 4-Demonstrate Appropriate Knowledge	1.1	1	II,III	Department Head PEPC
Statement of purpose for desiring to enter the teaching profession	Entry	Outcome 6-Assumes the Role of Professional Teacher	4.1, 7.3	3, 6, 9	N/A	Department Head PEPC Assessment System Review Panel
Sample of upper division course writings for English MAT applicants	Entry	Outcome 4-Demonstrate Appropriate Knowledge	1.1	1, 7	II, III	Department Head Language Arts Writing Assessment Coordinator

EVIDENCE SOURCES	HOW OFTEN	LINK TO CSU CONCEPTUAL FRAMEWORK	NCATE/PSC STANDARD	INTASC PERFORMANCE STANDARDS	USG BOARD OF REGENTS PRINCIPLES	REVIEWS RESULTS
Three letters of recommendation	Entry	Outcome 6-Assumes the Role of Professional Teacher	II.A	N/A	N/A	Department Head
Background Check	Entry	Outcome 6-Assumes the Role of Professional Teacher	8	N/A	N/A	Department Head PEPC
GACE Content Assessment(s)	Upon Completion of EDUC 5300 and EDUC 5301	Outcome 4	1.1, 8	1	IIB (1)	Department Head PEPC Assessment System Review Panel
INTERIM DATA POINTS						
Dispositions Assessment and Monitoring	Every Semester	Outcome 6-Assumes the Role of Professional Teacher	1.6, 3, 4, 7, 8	9	N/A	Department Head PEPC Assessment System Review Panel
Diversity Assessment and Monitoring	Every Semester	Outcome 5- Fosters student well being to support learning	4	3	N/A	Department Head PEPC Assessment System Review Panel
Institution GPA of 3.0 in Courses	Every Semester	Outcome 4-Demonstrate Appropriate Knowledge	1.1, 7.1, 8	1-9	I, II, (IIB 1, 4)	Department Head
Demonstration of competency in oral communications	Summer 1	Outcome 4-Demonstrate Appropriate Knowledge	1.1	N/A	I, II	Department Head MAT Faculty
Recommendation for continuance	Summer 1	Outcomes: 1- Diagnoses learning needs, 2-plans for student learning, 3-facilitates student learning, 4-Demonstrate Appropriate Knowledge, 5-fosters student well being to support learning, 6-Assumes the role of professional teacher	1.1,1.2, 1.3, 1.4, 1.6, 3.3, 4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8	1-10	I, II (IIB 2, 3, 6)	Department Head PEPC

CLAYTON STATE UNIVERSITY **MASTER OF ARTS IN TEACHING**
DEPARTMENT OF TEACHER EDUCATION

EVIDENCE SOURCES	HOW OFTEN	LINK TO CSU CONCEPTUAL FRAMEWORK	NCATE/PSC STANDARD	INTASC PERFORMANCE STANDARDS	USG BOARD OF REGENTS PRINCIPLES	REVIEWS RESULTS
Program GPA in Content and Pedagogy Cou rses Performance As sessments- Content Area with introduction to and application of GPSs and Backward Mapping Design Model	Every Semester	Outcomes: 1- Diagnoses learning needs, 2-plans for student learning, 3-facilitates student learning, 4-Demonstrate Appropriate Knowledge, 5-fosters student well being to support learning, 6-Assumes the role of professional teacher	1.1,1.2, 1.3, 1.4, 1.6, 3.3, 4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8	1-9	I, II (IIB 2, 3, 6)	Department Head Coordinator for Education Field Experiences
Successful adjustment to the school environment Mentor teacher, Coord for Field Exp. and University Field Sup. feedback, Practicum Performance Records	Every Semester	Outcomes 1-6	1.1,1.2, 1.3, 1.4, 1.6, 3.3, 4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8	1-10	I, II, (IIB 1-4) I, II (IIB 2, 3, 6)	Coordinator for Education Field Experiences University Supervisors

EVIDENCE SOURCES	HOW OFTEN	LINK TO CSU CONCEPTUAL FRAMEWORK	NCATE/PSC STANDARD	INTASC PERFORMANCE STANDARDS	USG BOARD OF REGENTS PRINCIPLES	REVIEWS RESULTS
Successful adjustment to the school environment Coordinator for Education Field Experiences and University Field Supervisor feedback, Practicum Performance Records	Every Semester	Outcomes 1-6	1.1,1.2, 1.3, 1.4, 1.6, 3.3, 4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8	1-10	I, II, (IIB 1-4) I, II (IIB 2, 3, 6)	Coordinator for Education Field Experiences University Supervisors
Practicum Performance Records and Reflection (Forms A & A2)	Monthly	Outcomes 1-6	1.1,1.2, 1.3, 1.4, 1.6, 3.3, 4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8	1-10	I, II, (IIB 1-4) I, II (IIB 2, 3, 6)	Coordinator for Education Field Experiences
Practicum Perception Assessment (Form B)	Completion of Practicum II	Outcomes 1-6	1.1,1.2, 1.3, 1.4, 1.6, 3.3, 4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8	1-10	I, II, (IIB 1-4) I, II (IIB 2, 3, 6)	Coordinator for Education Field Experiences
Practicum Assessment for Unit Outcomes and Candidate Proficiencies (Form C)	Completion of Practicum II	Outcomes 1-6	1.1,1.2, 1.3, 1.4, 1.6, 3.3, 4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8	1-10	I, II, (IIB 1-4) I, II (IIB 2, 3, 6)	Coordinator for Education Field Experiences University Supervisors
Practicum Content Assessments with Use of GPS & Backward Mapping Design Model (by Content Supervising Faculty)	Completion of Practicum II	Outcomes 1-6	1.1,1.2, 1.3, 1.4, 1.6, 3.3, 4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8	1-10	I, II, (IIB 1-4) I, II (IIB 2, 3, 6)	Coordinator for Education Field Experiences University Supervisors
Practicum Academic Concern Assessment	Ongoing	Outcomes 1-6	1, 3, 4	N/A	I, II	Department Head PEPC

EVIDENCE SOURCES	HOW OFTEN	LINK TO CSU CONCEPTUAL FRAMEWORK	NCATE/PSC STANDARD	INTASC PERFORMANCE STANDARDS	USG BOARD OF REGENTS PRINCIPLES	REVIEWS RESULTS
University Course Evaluations	Every Semester	Outcomes 1-6	N/A	NA	I	Department Head
EXIT DATA POINTS						
Modified GSTEP-GTOI (or appropriate instrument) Observation Assessment	Completion of Practicum II	Outcomes 1-6	1.1,1.2, 1.3, 1.4, 1.6, 3.3, 4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8	1-10	I, II, (IIB 1-4) I, II (IIB 2, 3, 6)	Coordinator for Education Field Experiences & Education Faculty
Letter of Support from Mentor Teacher	Completion of Practicum II	Outcomes 1-6	1, 3, 4	1-10	I, II, (IIB 1-4) I, II (IIB 2, 3, 6)	Coordinator for Education Field Experiences & Education Faculty
Analysis of Teacher Work Samples and Electronic Portfolio Assessment with GPSs	Completion of Practicum II	Outcomes 1-6	1.1,1.2, 1.3, 1.4, 1.6, 3.3, 4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8	1-10	I, II, (IIB 1-4) I, II (IIB 2, 3, 6)	Coordinator for Education Field Experiences Content and Education field supervisors
Completion of Action Research Project	Completion of Practicum II	Outcomes 1-6	1.1,1.2, 1.3, 1.4, 1.6, 3.3, 4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8	1-10	I, II, (IIB 1-4) I, II (IIB 2, 3, 6)	Coordinator for Education Field Experiences , Content and Education field supervisors
Exit Interview		Outcomes 1-6	1.1,1.2, 1.3, 1.4, 1.6, 3.3, 4.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8	1-10	I, II, (IIB 1-4) I, II (IIB 2, 3, 6)	Coordinator for Education Field Experiences , Content and Education field supervisors

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MASTER OF ARTS IN TEACHING

EVIDENCE SOURCES	HOW OFTEN	LINK TO CSU CONCEPTUAL FRAMEWORK	NCATE/PSC STANDARD	INTASC PERFORMANCE STANDARDS	USG BOARD OF REGENTS PRINCIPLES	REVIEWS RESULTS
FOLLOW-UP DATA POINTS						
Beginning Teacher Survey	After Completion of First Year of Teaching	Outcomes 1-6	1, 3, 4, 5	1-10	I	Department Head Assessment System Review Panel
Hiring Principals Survey	Annually to Assess First Year Teacher Graduates	Outcomes 1-6	1, 3, 4, 5	1-10	I	Department Head Assessment System Review Panel
TEACHER EDUCATION UNIT & UNIVERSITY REVIEWS DATA POINTS						
BOR Annual Review	Annually	Outcomes 1-6	1-6	1-10	All Principles	Department Head Assessment System Review Panel
NCATE/PSC Program Reviews	Every 5 -7 Years	Outcomes 1-6	1-6	1-10	All Principles	Department Head Assessment System Review Panel
SACS Review	Every 10 Years	Outcomes 1-6	1	N/A	N/A	Department Head

CLAYTON STATE UNIVERSITY **DEPARTMENT OF TEACHER EDUCATION**
BACHELOR OF ARTS IN ENGLISH, SECONDARY EMPHASIS

DEGREE COURSES MEETING GA-ISTE STANDARDS

Standards/Performance Descriptors for Certified Teachers	EDUC 3200	EDUC 3210	EDUC 4003	EDUC 4730	ENGL 3100	ENGL 4114	ENGL 4020	ENGL 4030
I. TECHNOLOGY OPERATIONS AND CONCEPTS DEMONSTRATE INTRODUCTORY KNOWLEDGE, SKILLS, AND UNDERSTANDING OF CONCEPTS RELATED TO TECHNOLOGY				X	X	X	X	X
I.a Operate computer hardware and software as an integral component of the teaching and learning process.				X	X	X	X	X
I.b Store and retrieve personal documents and student files on hard drive, network and floppy disk.				X	X	X	X	X
I.c use peripheral hardware to extend and enhance instruction				X	X	X	X	X
I.d Troubleshoot basic operating system malfunctions.				X	X	X	X	X
I.e Seek appropriate technical assistance as needed to maintain classroom technology.				X	X	X	X	X
I.f Use appropriate computer terminology when planning and delivering instruction.				X	X	X	X	X
I.g Use computer terminology to articulate technical problems.				X	X	X	X	X
I.h Use appropriate computer terminology to communicate instructions software and hardware needs.				X	X	X	X	X
I.i Demonstrate competency using basic software				X	X	X	X	X

applications: word processor, database, spreadsheet, email, Internet, instructional software								
(I.) DEMONSTRATE CONTINUAL GROWTH IN TECHNOLOGY KNOWLEDGE AND SKILLS TO STAY ABREAST OF CURRENT AND EMERGING TECHNOLOGIES				**X**	**X**	**X**	**X**	**X**
I.j Participate in learning opportunities that heighten awareness to new applications of technology in classroom settings.				**X**	**X**	**X**	**X**	**X**
II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES, DESIGN DEVELOPMENTALLY APPROPRIATE LEARNING OPPORTUNITIES THAT APPLY TECHNOLOGY-ENHANCED INSTRUCTIONAL STRATEGIES TO SUPPORT THE DIVERSE NEEDS OF LEARNERS				**X**	**X**	**X**	**X**	**X**
II.a Plan assignments and tasks that require applications of technologies in an authentic, real world context.				**X**	**X**	**X**	**X**	**X**
II.b Plan for instructional technologies to accommodate objectives in multiple disciplines (content areas)				**X**	**X**	**X**	**X**	**X**
II.c Plan cooperative learning tasks to maximize the use of school technologies.				**X**	**X**	**X**	**X**	**X**
II.d Plan cooperative learning tasks to support opportunities for socialization and peer interaction.				**X**	**X**	**X**	**X**	**X**
(II.) APPLY CURRENT RESEARCH ON TEACHING AND LEARNING WITH TECHNOLOGY WHEN PLANNING LEARNING ENVIRONMENTS AND EXPERIENCES				**X**	**X**	**X**	**X**	**X**

II.e Design instructional practice on research-based principles.				X	X	X	X	X
II.f Plan for use of technology as a tool through which students construct new knowledge.				X	X	X	X	X
II.g Design an active, cooperative, technology enhanced learner-centered environment.				X	X	X	X	X
II.h Design technology assignments and tasks to promote peer-to-peer teaching.				X	X	X	X	X
II.i Design technology assignments and tasks to connect technology to best pedagogical practice.				X	X	X	X	X
II.j Plan technology enhanced tasks to heighten student awareness of thinking processes (meta-cognition).				X	X	X	X	X
II.k Maintain a current knowledge base of best practices related to technology integration.				X	X	X	X	X
(II.) IDENTIFY AND LOCATE TECHNOLOGY RESOURCES AND EVALUATE THEM FOR ACCURACY AND SUITABILITY				X	X	X	X	X
II.l Consult with media/technology specialists to identify hardware, software, and technology in the school or school system.				X	X	X	X	X
II.m Match appropriate instructional technologies to learning objectives, grade level, and subject area when planning technology-enhanced lessons.				X	X	X	X	X
(II.) PLAN FOR THE MANAGEMENT OF TECHNOLOGY RESOURCES WITHIN THE CONTEXT OF LEARNING ACTIVITIES				X	X	X	X	X

II.n Plan for all students to have access to school technologies as an integral part of lesson activity.				X	X	X	X	X
(II.) PLAN STRATEGIES TO MANAGE STUDENT LEARNING IN A TECHNOLOGY-ENHANCED ENVIRONMENT				X	X	X	X	X
II.o Design and implement rotation strategies to ensure that all students have equal access to technologies needed to complete lesson activity.				X	X	X	X	X
III. TEACHING, LEARNING AND THE CURRICULUM FACILITATE TECHNOLOGY-ENHANCED EXPERIENCES THAT ADDRESS CONTENT STANDARDS AND STUDENT TECHNOLOGY STANDARDS				X	X	X	X	X
III.a Present technology enhanced lessons to include QCC, IEP, or appropriate curriculum standards, procedures, materials, technologies, assessment.				X	X	X	X	X
III.b Implement lessons that simultaneously assist students in building content knowledge and skills in the use and variety of modern technologies.				X	X	X	X	X
III.c Model the use of modern technologies in the context of curricular lessons.				X	X	X	X	X
III.d Assign academic tasks that require students to apply developmentally appropriate technology skills.				X	X	X	X	X
(III.) USE TECHNOLOGY TO SUPPORT LEARNER-CENTERED STRATEGIES THAT ADDRESS THE DIVERSE NEEDS OF STUDENTS				X	X	X	X	X
III.e Implements interdisciplinary lessons in				X	X	X	X	X

which technology is used as an instructional tool.								
III.f Use information technologies in the context of a coherent, integrated curriculum.				X	X	X	X	X
III.g Use technology to accommodate student-learning styles, individual and academic needs.				X	X	X	X	X
III.h Identify and provide recommendations and assistive technologies as addressed in the lesson plan and IEP.				X	X	X	X	X
III.i Deliver instructional units/lessons that use a variety of software, hardware, and learning tools to support instruction.				X	X	X	X	X
III.j Deliver instructional units/lessons that reflect best practices for teaching and accelerated learning with technologies.				X	X	X	X	X
(III.) APPLY TECHNOLOGY TO DEVELOP STUDENTS' HIGHER ORDER SKILLS AND CREATIVITY.				X	X	X	X	X
III.k Facilitate student analysis, synthesis, and evaluation of information resources.				X	X	X	X	X
III.l Facilitate student analysis of productivity tools to select an appropriate tool for a specific learning task.				X	X	X	X	X
III.m Presents a variety of support materials that assist students in mastering learning tasks independently.				X	X	X	X	X
III.n Presents technology enhanced lessons that lead students to analyze, synthesize and evaluate relevant problems.				X	X	X	X	X
(III.) MANAGE STUDENT LEARNING ACRTIVITIES IN A TECHNOLOGY-ENHANCED ENVIRONMENT.				X	X	X	X	X

III.o Arrange and manage physical space to promote and enhance the use of technology.				X	X	X	X	X
III.p Manage student movements within the physical space to promote and enhance the use of technologies.				X	X	X	X	X
III.q Direct technology enhanced lessons to accommodate a variety of group strategies.				X	X	X	X	X
IV. ASSESSMENT AND EVALUATION APPLY TECHNOLOGY IN ASSESSING STUDENT LEARNING OF SUBJECT MATTER USING A VARIETY OF ASSESSMENT TECHNIQUES.				X	X	X	X	X
(IV.) USE TECHNOLOGY RESOURCES TO COLLECT AND ANALYZE DATA, INTERPRET RESULTS AND COMMUNICATE FINDINGS TO IMPROVE INSTRUCTIONAL PRACTICE AND MINIMIZE STUDENT LEARNING.				X	X	X	X	X
(IV.) APPLY MULTIPLE METHODS OF EVALUATION TO DETERMINE STUDENTS' APPROPRIATE USE OF TECHNOLOGY RESOURCES FOR LEARNING, COMMUNICATION, AND PRODUCTIVITY				X	X	X	X	X
IV.a Quantify student technology skills acquisition in the context of instructional strategies.				X	X	X	X	X
IV.b Use technology enhanced projects to advance authentic assessment methods.				X	X	X	X	X
IV.c Establish clear criteria upon which student performance will be measured.				X	X	X	X	X
IV.d Use assessment as an opportunity for teaching and				X	X	X	X	X

learning.								
IV.e Use self-assessment as an opportunity for teaching and learning.				X	X	X	X	X
IV.f Use assessment as an opportunity to redesign and improve instruction.				X	X	X	X	X
V. PRODUCTIVITY AND PROFESSIONAL PRACTICE USE TECHNOLOGY RESOURCES TO ENAGE IN ONGOING PROFESSIONAL DEVELOPMENT AND LIFELONG LEARNING.				X	X	X	X	X
V.a Use the Internet for research and professional reference.				X	X	X	X	X
V.b Locate and use technology resources for personal and professional development.				X	X	X	X	X
V.c Use modern technologies to shape the role of the teacher as a life-long learner.				X	X	X	X	X
(V.) CONTINUALLY EVALUATE AND REFLECT ON PROFESSIONAL PRACTICE TO MAKE INFORMED DECISIONS REGARDING THE USE OF TECHNOLOGY IN SUPPORT OF STUDENT LEARNING				X	X	X	X	X
Vd. Examine professional practice to critically evaluate the value of modern technologies in the contemporary classroom.				X	X	X	X	X
(V.) APPLY TECHNOLOGY TO INCREASE PRODUCTIVITY				X	X	X	X	X
V.e Use technologies to increase personal and professional productivity.				X	X	X	X	X
V.f Create multimedia presentations to disseminate information.				X	X	X	X	X
V.g Create management and instructional materials (rosters, rubrics, storyboards, recording sheets, task cards).				X	X	X	X	X

V.h Organize and manage general student information electronically (class rosters, student information databases, grade books).				X	X	X	X	X
V.i Use web-based technologies to accomplish specific personal and professional tasks.				X	X	X	X	X
(V.) USE TECHNOLOGY TO COMMUNICATE AND COLLABORATE WITH PEERS, PARENTS, AND THE LARGER COMMUNITY IN ORDER TO NURTURE STUDENT LEARNING.				X	X	X	X	X
V.j Use presentation software for routine communications (information kiosks, daily agendas, announcements).				X	X	X	X	X
V.k Use email and web-based publications to communicate with students, parents, administrators, and peers.				X	X	X	X	X
V.l Use email to expedite professional communication and collaboration.				X	X	X	X	X
Vm. Use technology to extend classroom instruction and school resources to students and their families in their homes.				X	X	X	X	X
VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES MODEL AND TEACH LEGAL AND ETHICAL PRACTICE RELATED TO TECHNOLOGY USE.				X	X	X	X	X
VI.a Practice legal, ethical, social responsibility in the use of information technologies.				X	X	X	X	X
VI.b Identify and communicate clear rules, policies, and procedures to support legal and ethical use of technologies in the classroom.				X	X	X	X	X
(VI.) APPLY TECHNOLOGY RESOURCES TO ENABLE				X	X	X	X	X

AND EMPOWER LEARNERS WITH DIVERSE BACKGROUNDS, CHARACTERISTICS, AND ABILITIES.								
(VI.) IDENTIFY AND USE TECHNOLOGY RESOURCES THAT AFFIRM DIVERSITY.				**X**	**X**	**X**	**X**	**X**
(VI.) PROMOTE SAFE HEALTHY USE OF TECHNOLGOY RESOURCES.				**X**	**X**	**X**	**X**	**X**
(VI.) FACILITATE EQUITABLE ACCESS TO TECHNOLOGY RESOURCES FOR ALL STUDENTS.				**X**	**X**	**X**	**X**	**X**

CLAYTON STATE UNIVERSITY **DEPARTMENT OF TEACHER EDUCATION**
BACHELOR OF SCIENCE IN BIOLOGY, SECONDARY EMPHASIS

DEGREE COURSES MEETING GA-ISTE STANDARDS

Standards/Performance Descriptors for Certified Teachers	BIOL 3500	BIOL 3500L	BIOL 3650	BIOL 3650L	BIOL 3380	BIOL 4201	BIOL 3250	BIOL 3250L	BIOL 3200	BIOL 4100	SCI 4901
I. TECHNOLOGY OPERATIONS AND CONCEPTS DEMONSTRATE INTRODUCTORY KNOWLEDGE, SKILLS, AND UNDERSTANDING OF CONCEPTS RELATED TO TECHNOLOGY											
I.a Operate computer hardware and software as an integral component of the teaching and learning process.	X	X	X	X	X	X	X	X	X	X	X
I.b Store and retrieve personal documents and student files on hard drive, network and floppy disk.	X	X	X	X	X	X	X	X	X	X	X
I.c use peripheral hardware to extend and enhance instruction	X	X	X	X	X	X	X	X	X	X	X
I.d Troubleshoot basic operating system malfunctions.	X	X	X	X	X	X	X	X	X	X	X
I.e Seek appropriate technical assistance as needed to maintain classroom technology.	X	X	X	X	X	X	X	X	X	X	X
I.f Use appropriate computer terminology when planning and delivering instruction.	X	X	X	X	X	X	X	X	X	X	X
I.g Use computer terminology to articulate technical problems.	X	X	X	X	X	X	X	X	X	X	X
I.h Use appropriate computer terminology to communicate instructions software and hardware needs.	X	X	X	X	X	X	X	X	X	X	X
I.i Demonstrate competency using basic software applications: word processor, database, spreadsheet, email, Internet, instructional software	X	X	X	X	X	X	X	X	X	X	X
(I.) DEMONSTRATE CONTINUAL GROWTH IN TECHNOLOGY KNOWLEDGE AND SKILLS TO STAY ABREAST OF CURRENT AND EMERGING TECHNOLOGIES											
I.j Participate in learning opportunities that heighten awareness to new applications of technology in classroom settings.	X	X	X	X	X	X	X	X	X	X	X

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES, DESIGN DEVELOPMENTALLY APPROPRIATE LEARNING OPPORTUNITIES THAT APPLY TECHNOLOGY-ENHANCED INSTRUCTIONAL STRATEGIES TO SUPPORT THE DIVERSE NEEDS OF LEARNERS											
II.a Plan assignments and tasks that require applications of technologies in an authentic, real world context.							**X**				**X**
II.b Plan for instructional technologies to accommodate objectives in multiple disciplines (content areas)							**X**				
II.c Plan cooperative learning tasks to maximize the use of school technologies.											**X**
II.d Plan cooperative learning tasks to support opportunities for socialization and peer interaction.											**X**
(II.) APPLY CURRENT RESEARCH ON TEACHING AND LEARNING WITH TECHNOLOGY WHEN PLANNING LEARNING ENVIRONMENTS AND EXPERIENCES											
II.e Design instructional practice on research-based principles.						**X**	**X**				**X**
II.f Plan for use of technology as a tool through which students construct new knowledge.											**X**
II.g Design an active, cooperative, technology enhanced learner-centered environment.											**X**
II.h Design technology assignments and tasks to promote peer-to-peer teaching.						**X**	**X**				**X**
II.i Design technology assignments and tasks to connect technology to best pedagogical practice.											**X**
II.j Plan technology enhanced tasks to heighten student awareness of thinking processes (meta-cognition).											**X**
II.k Maintain a current knowledge base of best practices related to technology integration.											**X**
(II.) IDENTIFY AND LOCATE TECHNOLOGY RESOURCES AND EVALUATE THEM FOR ACCURACY AND SUITABILITY											
II.l Consult with media/technology specialists to identify hardware, software, and technology in the school or school system.											
II.m Match appropriate instructional technologies to learning objectives, grade level,						**X**	**X**				**X**

and subject area when planning technology-enhanced lessons.											
(II.) PLAN FOR THE MANAGEMENT OF TECHNOLOGY RESOURCES WITHIN THE CONTEXT OF LEARNING ACTIVITIES											
II.n Plan for all students to have access to school technologies as an integral part of lesson activity.											
(II.) PLAN STRATEGIES TO MANAGE STUDENT LEARNING IN A TECHNOLOGY-ENHANCED ENVIRONMENT											
II.o Design and implement rotation strategies to ensure that all students have equal access to technologies needed to complete lesson activity.											
III. TEACHING, LEARNING AND THE CURRICULUM FACILITATE TECHNOLOGY-ENHANCED EXPERIENCES THAT ADDRESS CONTENT STANDARDS AND STUDENT TECHNOLOGY STANDARDS											
III.a Present technology enhanced lessons to include QCC, IEP, or appropriate curriculum standards, procedures, materials, technologies, assessment.											**X**
III.b Implement lessons that simultaneously assist students in building content knowledge and skills in the use and variety of modern technologies.							**X**	**X**			**X**
III.c Model the use of modern technologies in the context of curricular lessons.											**X**
III.d Assign academic tasks that require students to apply developmentally appropriate technology skills.							**X**	**X**			
(III.) USE TECHNOLOGY TO SUPPORT LEARNER-CENTERED STRATEGIES THAT ADDRESS THE DIVERSE NEEDS OF STUDENTS											
III.e Implements interdisciplinary lessons in which technology is used as an instructional tool.								**X**			
III.f Use information technologies in the context of a coherent, integrated curriculum.											
III.g Use technology to accommodate student-learning styles, individual and academic needs.							**X**				
III.h Identify and provide recommendations and assistive technologies as addressed in the lesson plan and IEP.											
III.i Deliver instructional units/lessons that use a							**X**				**X**

variety of software, hardware, and learning tools to support instruction.											
III.j Deliver instructional units/lessons that reflect best practices for teaching and accelerated learning with technologies.											**X**
(III.) APPLY TECHNOLOGY TO DEVELOP STUDENTS' HIGHER ORDER SKILLS AND CREATIVITY.											
III.k Facilitate student analysis, synthesis, and evaluation of information resources.							**X**	**X**			**X**
III.l Facilitate student analysis of productivity tools to select an appropriate tool for a specific learning task.											
III.m Presents a variety of support materials that assist students in mastering learning tasks independently.											
III.n Presents technology enhanced lessons that lead students to analyze, synthesize and evaluate relevant problems.								**X**			**X**
(III.) MANAGE STUDENT LEARNING ACRTIVITIES IN A TECHNOLOGY-ENHANCED ENVIRONMENT.											
III.o Arrange and manage physical space to promote and enhance the use of technology.							**X**	**X**			
III.p Manage student movements within the physical space to promote and enhance the use of technologies.							**X**	**X**			
III.q Direct technology enhanced lessons to accommodate a variety of group strategies.											**X**
IV. ASSESSMENT AND EVALUATION APPLY TECHNOLOGY IN ASSESSING STUDENT LEARNING OF SUBJECT MATTER USING A VARIETY OF ASSESSMENT TECHNIQUES.							**X**	**X**			**X**
(IV.) USE TECHNOLOGY RESOURCES TO COLLECT AND ANALYZE DATA, INTERPRET RESULTS AND COMMUNICATE FINDINGS TO IMPROVE INSTRUCTIONAL PRACTICE AND MINIMIZE STUDENT LEARNING.								**X**			**X**
(IV.) APPLY MULTIPLE METHODS OF EVALUATION TO DETERMINE STUDENTS' APPROPRIATE USE OF TECHNOLOGY RESOURCES FOR LEARNING, COMMUNICATION, AND PRODUCTIVITY							**X**	**X**			**X**
IV.a Quantify student technology skills acquisition in the context of instructional strategies.								**X**			

IV.b Use technology enhanced projects to advance authentic assessment methods.											X
IV.c Establish clear criteria upon which student performance will be measured.							X	X			X
IV.d Use assessment as an opportunity for teaching and learning.							X				X
IV.e Use self-assessment as an opportunity for teaching and learning.											X
IV.f Use assessment as an opportunity to redesign and improve instruction.							X				X
V. PRODUCTIVITY AND PROFESSIONAL PRACTICE USE TECHNOLOGY RESOURCES TO ENAGE IN ONGOING PROFESSIONAL DEVELOPMENT AND LIFELONG LEARNING.							X	X			
V.a Use the Internet for research and professional reference.							X	X			X
V.b Locate and use technology resources for personal and professional development.							X	X			X
V.c Use modern technologies to shape the role of the teacher as a life-long learner.							X	X			X
(V.) CONTINUALLY EVALUATE AND REFLECT ON PROFESSIONAL PRACTICE TO MAKE INFORMED DECISIONS REGARDING THE USE OF TECHNOLOGY IN SUPPORT OF STUDENT LEARNING											
Vd. Examine professional practice to critically evaluate the value of modern technologies in the contemporary classroom.											X
(V.) APPLY TECHNOLOGY TO INCREASE PRODUCTIVITY											
V.e Use technologies to increase personal and professional productivity.							X	X			X
V.f Create multimedia presentations to disseminate information.							X	X			X
V.g Create management and instructional materials (rosters, rubrics, storyboards, recording sheets, task cards).							X	X			
V.h Organize and manage general student information electronically (class rosters, student information databases, grade books).							X	X			
V.i Use web-based technologies to accomplish specific personal and professional tasks.							X	X			X
(V.) USE TECHNOLOGY TO COMMUNICATE AND COLLABORATE WITH PEERS, PARENTS, AND THE LARGER COMMUNITY IN ORDER TO NURTURE STUDENT LEARNING.							X	X			X

V.j Use presentation software for routine communications (information kiosks, daily agendas, announcements).							**X**	**X**			**X**
V.k Use email and web-based publications to communicate with students, parents, administrators, and peers.							**X**	**X**			**X**
V.l Use email to expedite professional communication and collaboration.							**X**	**X**			**X**
Vm. Use technology to extend classroom instruction and school resources to students and their families in their homes.							**X**	**X**			**X**
VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES MODEL AND TEACH LEGAL AND ETHICAL PRACTICE RELATED TO TECHNOLOGY USE.											
VI.a Practice legal, ethical, social responsibility in the use of information technologies.							**X**	**X**			**X**
VI.b Identify and communicate clear rules, policies, and procedures to support legal and ethical use of technologies in the classroom.							**X**	**X**			**X**
(VI.) APPLY TECHNOLOGY RESOURCES TO ENABLE AND EMPOWER LEARNERS WITH DIVERSE BACKGROUNDS, CHARACTERISTICS, AND ABILITIES.							**X**	**X**			**X**
(VI.) IDENTIFY AND USE TECHNOLOGY RESOURCES THAT AFFIRM DIVERSITY.											**X**
(VI.) PROMOTE SAFE HEALTHY USE OF TECHNOLGOY RESOURCES.							**X**	**X**			**X**
(VI.) FACILITATE EQUITABLE ACCESS TO TECHNOLOGY RESOURCES FOR ALL STUDENTS.							**X**	**X**			**X**

CLAYTON STATE UNIVERSITY **DEPARTMENT OF TEACHER EDUCATION**
BACHELOR OF ARTS IN HISTORY, SECONDARY EMPHASIS

DEGREE COURSES MEETING GA-ISTE STANDARDS

Standards/Performance Descriptors for Certified Teachers	HIST 2265	HIST 2500	HIST 2750	HIST 3001	HIST 3110	HIST 3601	HIST 3700	HIST 3800	HIST 4250
I. TECHNOLOGY OPERATIONS AND CONCEPTS DEMONSTRATE INTRODUCTORY KNOWLEDGE, SKILLS, AND UNDERSTANDING OF CONCEPTS RELATED TO TECHNOLOGY									
I.a Operate computer hardware and software as an integral component of the teaching and learning process.	X	X			X	X			X
I.b Store and retrieve personal documents and student files on hard drive, network and floppy disk.	X	X	X	X	X	X	X	X	X
I.c use peripheral hardware to extend and enhance instruction		X			X	X			
I.d Troubleshoot basic operating system malfunctions.									
I.e Seek appropriate technical assistance as needed to maintain classroom technology.									
I.f Use appropriate computer terminology when planning and delivering instruction.	X	X	X	X	X	X	X	X	X
I.g Use computer terminology to articulate technical problems.	X	X	X	X	X	X	X	X	X
I.h Use appropriate computer terminology to communicate instructions software and hardware needs.	X	X	X	X	X	X	X	X	X
I.i Demonstrate competency using basic software applications: word processor, database, spreadsheet, email, Internet, instructional software	X	X	X	X	X	X	X	X	X
(I.) DEMONSTRATE CONTINUAL GROWTH IN TECHNOLOGY KNOWLEDGE AND SKILLS TO STAY ABREAST OF CURRENT AND EMERGING TECHNOLOGIES									
I.j Participate in learning opportunities that heighten awareness to new applications of technology in classroom settings.					X	X			
II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES, DESIGN DEVELOPMENTALLY APPROPRIATE LEARNING OPPORTUNITIES THAT APPLY TECHNOLOGY-ENHANCED INSTRUCTIONAL STRATEGIES TO SUPPORT THE DIVERSE NEEDS OF LEARNERS									
II.a Plan assignments and tasks that require applications of technologies in an authentic, real world context.		X			X	X			
II.b Plan for instructional technologies to accommodate objectives in multiple disciplines (content areas)									
II.c Plan cooperative learning tasks to maximize the use of school technologies.									
II.d Plan cooperative learning tasks to support opportunities for socialization and peer interaction.						X			

(II.) APPLY CURRENT RESEARCH ON TEACHING AND LEARNING WITH TECHNOLOGY WHEN PLANNING LEARNING ENVIRONMENTS AND EXPERIENCES									
II.e Design instructional practice on research-based principles.		X			X	X			
II.f Plan for use of technology as a tool through which students construct new knowledge.					X	X			
II.g Design an active, cooperative, technology enhanced learner-centered environment.					X	X			
II.h Design technology assignments and tasks to promote peer-to-peer teaching.					X	X			
II.i Design technology assignments and tasks to connect technology to best pedagogical practice.					X	X			
II.j Plan technology enhanced tasks to heighten student awareness of thinking processes (meta-cognition).									
II.k Maintain a current knowledge base of best practices related to technology integration.		X			X	X			
(II.) IDENTIFY AND LOCATE TECHNOLOGY RESOURCES AND EVALUATE THEM FOR ACCURACY AND SUITABILITY									
II.l Consult with media/technology specialists to identify hardware, software, and technology in the school or school system.									
II.m Match appropriate instructional technologies to learning objectives, grade level, and subject area when planning technology-enhanced lessons.					X	X			
(II.) PLAN FOR THE MANAGEMENT OF TECHNOLOGY RESOURCES WITHIN THE CONTEXT OF LEARNING ACTIVITIES									
II.n Plan for all students to have access to school technologies as an integral part of lesson activity.					X	X			
(II.) PLAN STRATEGIES TO MANAGE STUDENT LEARNING IN A TECHNOLOGY-ENHANCED ENVIRONMENT									
II.o Design and implement rotation strategies to ensure that all students have equal access to technologies needed to complete lesson activity.						X			
III. TEACHING, LEARNING AND THE CURRICULUM FACILITATE TECHNOLOGY-ENHANCED EXPERIENCES THAT ADDRESS CONTENT STANDARDS AND STUDENT TECHNOLOGY STANDARDS									
III.a Present technology enhanced lessons to include QCC, IEP, or appropriate curriculum standards, procedures, materials, technologies, assessment.					X	X			
III.b Implement lessons that simultaneously assist students in building content knowledge and skills in the use and variety of modern technologies.	X				X	X			
III.c Model the use of modern technologies in the context of curricular lessons.	X	X	X	X	X	X	X	X	X
III.d Assign academic tasks that require students to apply developmentally appropriate technology skills.	X	X	X	X	X	X	X	X	X
(III.) USE TECHNOLOGY TO SUPPORT LEARNER-CENTERED STRATEGIES THAT ADDRESS THE DIVERSE NEEDS OF STUDENTS									
III.e Implements interdisciplinary lessons in which technology is used as an instructional tool.	X	X	X	X	X	X	X	X	X
III.f Use information technologies in the context of a coherent, integrated curriculum.	X	X	X	X	X	X	X	X	X

III.g Use technology to accommodate student-learning styles, individual and academic needs.	X	X	X	X	X	X	X	X	X
III.h Identify and provide recommendations and assistive technologies as addressed in the lesson plan and IEP.									
III.i Deliver instructional units/lessons that use a variety of software, hardware, and learning tools to support instruction.	X	X	X	X	X	X	X	X	X
III.j Deliver instructional units/lessons that reflect best practices for teaching and accelerated learning with technologies.	X	X	X	X	X	X	X	X	X
(III.) APPLY TECHNOLOGY TO DEVELOP STUDENTS' HIGHER ORDER SKILLS AND CREATIVITY.									
III.k Facilitate student analysis, synthesis, and evaluation of information resources.	X	X	X	X	X	X	X	X	X
III.l Facilitate student analysis of productivity tools to select an appropriate tool for a specific learning task.					X	X			
III.m Presents a variety of support materials that assist students in mastering learning tasks independently.	X	X	X	X	X	X	X	X	X
III.n Presents technology enhanced lessons that lead students to analyze, synthesize and evaluate relevant problems.	X	X	X	X	X	X	X	X	X
(III.) MANAGE STUDENT LEARNING ACRTIVITIES IN A TECHNOLOGY- ENHANCED ENVIRONMENT.									
III.o Arrange and manage physical space to promote and enhance the use of technology.									
III.p Manage student movements within the physical space to promote and enhance the use of technologies.									
III.q Direct technology enhanced lessons to accommodate a variety of group strategies.	X	X	X	X	X	X	X	X	X
IV. ASSESSMENT AND EVALUATION APPLY TECHNOLOGY IN ASSESSING STUDENT LEARNING OF SUBJECT MATTER USING A VARIETY OF ASSESSMENT TECHNIQUES.									
(IV.) USE TECHNOLOGY RESOURCES TO COLLECT AND ANALYZE DATA, INTERPRET RESULTS AND COMMUNICATE FINDINGS TO IMPROVE INSTRUCTIONAL PRACTICE AND MINIMIZE STUDENT LEARNING.									
(IV.) APPLY MULTIPLE METHODS OF EVALUATION TO DETERMINE STUDENTS' APPROPRIATE USE OF TECHNOLOGY RESOURCES FOR LEARNING, COMMUNICATION, AND PRODUCTIVITY									
IV.a Quantify student technology skills acquisition in the context of instructional strategies.									
IV.b Use technology enhanced projects to advance authentic assessment methods.	X	X	X	X	X	X	X	X	X
IV.c Establish clear criteria upon which student performance will be measured.	X	X	X	X	X	X	X	X	X
IV.d Use assessment as an opportunity for teaching and learning.	X	X	X	X	X	X	X	X	X
IV.e Use self-assessment as an opportunity for teaching and learning.	X	X	X	X	X	X	X	X	X
IV.f Use assessment as an opportunity to redesign and improve instruction.	X	X	X	X	X	X	X	X	X
V. PRODUCTIVITY AND PROFESSIONAL PRACTICE USE TECHNOLOGY RESOURCES TO ENAGE IN ONGOING PROFESSIONAL DEVELOPMENT AND LIFELONG LEARNING.									

V.a Use the Internet for research and professional reference.	X	X	X	X	X	X	X	X	X
V.b Locate and use technology resources for personal and professional development.	X					X			
V.c Use modern technologies to shape the role of the teacher as a life-long learner.	X					X			
(V.) CONTINUALLY EVALUATE AND REFLECT ON PROFESSIONAL PRACTICE TO MAKE INFORMED DECISIONS REGARDING THE USE OF TECHNOLOGY IN SUPPORT OF STUDENT LEARNING									
Vd. Examine professional practice to critically evaluate the value of modern technologies in the contemporary classroom.						X			
(V.) APPLY TECHNOLOGY TO INCREASE PRODUCTIVITY									
V.e Use technologies to increase personal and professional productivity.	X	X	X	X	X	X	X	X	X
V.f Create multimedia presentations to disseminate information.	X	X	X	X	X	X	X	X	X
V.g Create management and instructional materials (rosters, rubrics, storyboards, recording sheets, task cards).						X			
V.h Organize and manage general student information electronically (class rosters, student information databases, grade books).					X	X			
V.i Use web-based technologies to accomplish specific personal and professional tasks.	X	X	X	X	X	X	X	X	X
(V.) USE TECHNOLOGY TO COMMUNICATE AND COLLABORATE WITH PEERS, PARENTS, AND THE LARGER COMMUNITY IN ORDER TO NURTURE STUDENT LEARNING.									
V.j Use presentation software for routine communications (information kiosks, daily agendas, announcements).						X			
V.k Use email and web-based publications to communicate with students, parents, administrators, and peers.	X	X	X	X	X	X	X	X	X
V.l Use email to expedite professional communication and collaboration.	X	X	X	X	X	X	X	X	X
Vm. Use technology to extend classroom instruction and school resources to students and their families in their homes.									
VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES MODEL AND TEACH LEGAL AND ETHICAL PRACTICE RELATED TO TECHNOLOGY USE.									
VI.a Practice legal, ethical, social responsibility in the use of information technologies.	X	X	X	X	X	X	X	X	X
VI.b Identify and communicate clear rules, policies, and procedures to support legal and ethical use of technologies in the classroom.						X			
(VI.) APPLY TECHNOLOGY RESOURCES TO ENABLE AND EMPOWER LEARNERS WITH DIVERSE BACKGROUNDS, CHARACTERISTICS, AND ABILITIES.									
(VI.) IDENTIFY AND USE TECHNOLOGY RESOURCES THAT AFFIRM DIVERSITY.									
(VI.) PROMOTE SAFE HEALTHY USE OF TECHNOLGOY RESOURCES.									
(VI.) FACILITATE EQUITABLE ACCESS TO TECHNOLOGY RESOURCES FOR ALL STUDENTS.									

CLAYTON STATE UNIVERSITY **DEPARTMENT OF TEACHER EDUCATION**
BACHELOR OF SCIENCE IN MATHEMATICS, SECONDARY EMPHASIS

DEGREE COURSES MEETING GA-ISTE STANDARDS

Standards/Performance Descriptors for Certified Teachers	MATH 1111	MATH 1112A	MATH 1113	MATH 1231	MATH 1501	MATH 2020	MATH 2140	MATH 2502	MATH 2503	MATH 3220	MATH 3303	MATH 4050	MATH 4320	MATH 4303	MATH 4231
I. TECHNOLOGY OPERATIONS AND CONCEPTS DEMONSTRATE INTRODUCTORY KNOWLEDGE, SKILLS, AND UNDERSTANDING OF CONCEPTS RELATED TO TECHNOLOGY															
I.a Operate computer hardware and software as an integral component of the teaching and learning process.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
I.b Store and retrieve personal documents and student files on hard drive, network and floppy disk.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
I.c use peripheral hardware to extend and enhance instruction												X			
I.d Troubleshoot basic operating system malfunctions.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
I.e Seek appropriate technical assistance as needed to maintain classroom technology.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
I.f Use appropriate computer terminology when planning and delivering instruction.												X			
I.g Use computer terminology to articulate technical problems.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

I.h Use appropriate computer terminology to communicate instructions software and hardware needs.															
I.i Demonstrate competency using basic software applications: word processor, database, spreadsheet, email, Internet, instructional software	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
(I.) DEMONSTRATE CONTINUAL GROWTH IN TECHNOLOGY KNOWLEDGE AND SKILLS TO STAY ABREAST OF CURRENT AND EMERGING TECHNOLOGIES												**X**			
I.j Participate in learning opportunities that heighten awareness to new applications of technology in classroom settings.												**X**			
II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES, DESIGN DEVELOPMENTALLY APPROPRIATE LEARNING OPPORTUNITIES THAT APPLY TECHNOLOGY-ENHANCED INSTRUCTIONAL STRATEGIES TO SUPPORT THE DIVERSE NEEDS OF LEARNERS															
II.a Plan assignments and tasks that require applications of technologies in an authentic, real world context.												**X**			
II.b Plan for instructional technologies to accommodate objectives in multiple disciplines (content areas)															

II.c Plan cooperative learning tasks to maximize the use of school technologies.															
II.d Plan cooperative learning tasks to support opportunities for socialization and peer interaction.												**X**			
(II.) APPLY CURRENT RESEARCH ON TEACHING AND LEARNING WITH TECHNOLOGY WHEN PLANNING LEARNING ENVIRONMENTS AND EXPERIENCES															
II.e Design instructional practice on research-based principles.												**X**			
II.f Plan for use of technology as a tool through which students construct new knowledge.												**X**			
II.g Design an active, cooperative, technology enhanced learner-centered environment.												**X**			
II.h Design technology assignments and tasks to promote peer-to-peer teaching.												**X**			
II.i Design technology assignments and tasks to connect technology to best pedagogical practice.												**X**			
II.j Plan technology enhanced tasks to heighten student awareness of thinking processes (meta-cognition).												**X**			
II.k Maintain a current knowledge base of best practices related to technology integration.												**X**			
(II.) IDENTIFY AND LOCATE TECHNOLOGY RESOURCES AND EVALUATE THEM FOR ACCURACY AND															

SUITABILITY															
II.l Consult with media/technology specialists to identify hardware, software, and technology in the school or school system.															
II.m Match appropriate instructional technologies to learning objectives, grade level, and subject area when planning technology-enhanced lessons.												**X**			
(II.) PLAN FOR THE MANAGEMENT OF TECHNOLOGY RESOURCES WITHIN THE CONTEXT OF LEARNING ACTIVITIES															
II.n Plan for all students to have access to school technologies as an integral part of lesson activity.															
(II.) PLAN STRATEGIES TO MANAGE STUDENT LEARNING IN A TECHNOLOGY-ENHANCED ENVIRONMENT															
II.o Design and implement rotation strategies to ensure that all students have equal access to technologies needed to complete lesson activity.															
III. TEACHING, LEARNING AND THE CURRICULUM FACILITATE TECHNOLOGY-ENHANCED EXPERIENCES THAT ADDRESS CONTENT STANDARDS AND STUDENT TECHNOLOGY STANDARDS															
III.a Present technology enhanced lessons to include QCC, IEP, or appropriate															

curriculum standards, procedures, materials, technologies, assessment.															
III.b Implement lessons that simultaneously assist students in building content knowledge and skills in the use and variety of modern technologies.															
III.c Model the use of modern technologies in the context of curricular lessons.												**X**			
III.d Assign academic tasks that require students to apply developmentally appropriate technology skills.												**X**			
(III.) USE TECHNOLOGY TO SUPPORT LEARNER-CENTERED STRATEGIES THAT ADDRESS THE DIVERSE NEEDS OF STUDENTS															
III.e Implements interdisciplinary lessons in which technology is used as an instructional tool.															
III.f Use information technologies in the context of a coherent, integrated curriculum.															
III.g Use technology to accommodate student-learning styles, individual and academic needs.															
III.h Identify and provide recommendations and assistive technologies as addressed in the lesson plan and IEP.															
III.i Deliver instructional units/lessons that use a variety of software, hardware, and learning tools to support instruction.															
III.j Deliver instructional units/lessons that reflect best practices for teaching and accelerated learning															

with technologies.															
(III.) APPLY TECHNOLOGY TO DEVELOP STUDENTS' HIGHER ORDER SKILLS AND CREATIVITY.															
III.k Facilitate student analysis, synthesis, and evaluation of information resources.															
III.l Facilitate student analysis of productivity tools to select an appropriate tool for a specific learning task.															
III.m Presents a variety of support materials that assist students in mastering learning tasks independently.															
III.n Presents technology enhanced lessons that lead students to analyze, synthesize and evaluate relevant problems.															
(III.) MANAGE STUDENT LEARNING ACRTIVITIES IN A TECHNOLOGY-ENHANCED ENVIRONMENT.															
III.o Arrange and manage physical space to promote and enhance the use of technology.															
III.p Manage student movements within the physical space to promote and enhance the use of technologies.															
III.q Direct technology enhanced lessons to accommodate a variety of group strategies.															
IV. ASSESSMENT AND EVALUATION APPLY TECHNOLOGY IN ASSESSING STUDENT LEARNING OF SUBJECT MATTER															

USING A VARIETY OF ASSESSMENT TECHNIQUES.															
(IV.) USE TECHNOLOGY RESOURCES TO COLLECT AND ANALYZE DATA, INTERPRET RESULTS AND COMMUNICATE FINDINGS TO IMPROVE INSTRUCTIONAL PRACTICE AND MINIMIZE STUDENT LEARNING.															
(IV.) APPLY MULTIPLE METHODS OF EVALUATION TO DETERMINE STUDENTS' APPROPRIATE USE OF TECHNOLOGY RESOURCES FOR LEARNING, COMMUNICATION, AND PRODUCTIVITY															
IV.a Quantify student technology skills acquisition in the context of instructional strategies.															
IV.b Use technology enhanced projects to advance authentic assessment methods.															
IV.c Establish clear criteria upon which student performance will be measured.															
IV.d Use assessment as an opportunity for teaching and learning.															
IV.e Use self-assessment as an opportunity for teaching and learning.															
IV.f Use assessment as an opportunity to redesign and improve instruction.															
V. PRODUCTIVITY AND PROFESSIONAL PRACTICE USE TECHNOLOGY															

RESOURCES TO ENAGE IN ONGOING PROFESSIONAL DEVELOPMENT AND LIFELONG LEARNING.															
V.a Use the Internet for research and professional reference.															
V.b Locate and use technology resources for personal and professional development.															
V.c Use modern technologies to shape the role of the teacher as a life-long learner.															
(V.) CONTINUALLY EVALUATE AND REFLECT ON PROFESSIONAL PRACTICE TO MAKE INFORMED DECISIONS REGARDING THE USE OF TECHNOLOGY IN SUPPORT OF STUDENT LEARNING															
Vd. Examine professional practice to critically evaluate the value of modern technologies in the contemporary classroom.															
(V.) APPLY TECHNOLOGY TO INCREASE PRODUCTIVITY															
V.e Use technologies to increase personal and professional productivity.															
V.f Create multimedia presentations to disseminate information.															
V.g Create management and instructional materials (rosters, rubrics, storyboards, recording sheets, task cards).															
V.h Organize and manage general student information electronically (class rosters, student information															

databases, grade books).															
V.i Use web-based technologies to accomplish specific personal and professional tasks.															
(V.) USE TECHNOLOGY TO COMMUNICATE AND COLLABORATE WITH PEERS, PARENTS, AND THE LARGER COMMUNITY IN ORDER TO NURTURE STUDENT LEARNING.															
V.j Use presentation software for routine communications (information kiosks, daily agendas, announcements).															
V.k Use email and web-based publications to communicate with students, parents, administrators, and peers.	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
V.l Use email to expedite professional communication and collaboration.															
Vm. Use technology to extend classroom instruction and school resources to students and their families in their homes.															
VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES MODEL AND TEACH LEGAL AND ETHICAL PRACTICE RELATED TO TECHNOLOGY USE.															
VI.a Practice legal, ethical, social responsibility in the use of information technologies.															
VI.b Identify and communicate clear rules, policies, and procedures to support legal and ethical use of technologies in the classroom.															

(VI.) APPLY TECHNOLOGY RESOURCES TO ENABLE AND EMPOWER LEARNERS WITH DIVERSE BACKGROUNDS, CHARACTERISTICS, AND ABILITIES.															
(VI.) IDENTIFY AND USE TECHNOLOGY RESOURCES THAT AFFIRM DIVERSITY.															
(VI.) PROMOTE SAFE HEALTHY USE OF TECHNOLGOY RESOURCES.															
(VI.) FACILITATE EQUITABLE ACCESS TO TECHNOLOGY RESOURCES FOR ALL STUDENTS.															

MAT DEGREE COURSES MEETING GA-ISTE STANDARDS								
STANDARDS/PERFORMANCE DESCRIPTORS for Certified Teachers		**EDUC 5100**	**EDUC 5101**	**EDUC 5102**	**EDUC 5200**	**EDUC 5201**	**EDUC 5300**	**EDUC 5400**
I.	**TECHNOLOGY OPERATIONS AND CONCEPTS DEMONSTRATE INTRODUCTORY KNOWLEDGE, SKILLS AND UNDERSTANDING OF CONCEPTS RELATED TO TECHNOLOGY.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
I.a	**Operate computer hardware and software as an integral component of the teaching and learning process**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
I.b	**Store and retrieve personal documents and student files on hard drive, network and floppy disk.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
I.c	**Use peripheral hardware to extend and enhance instruction.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
I.d	**Troubleshoot basic operating system malfunctions.**							
I.e	**Seek appropriate technical assistance as needed to maintain classroom technology.**							
I.f	**Use appropriate computer terminology when planning and delivering instruction.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
I.g	**Use computer terminology to articulate technical problems.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
I.h	**Use appropriate computer terminology to communicate instructions software and hardware needs.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
I.i	**Demonstrate competency using basic software applications: word processor, database, spreadsheet, e-mail, Internet, instructional software.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
(I.)	**DEMONSTRATE CONTINUAL GROWTH IN TECHNOLOGY KNOWLEDGE AND SKILLS TO STAY ABREAST OF CURRENT AND EMERGING TECHNOLOGIES.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
I.j	**Participate in learning opportunities that heighten awareness to new applications of technology in classroom settings.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
II.	**PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES DESIGN DEVELOPMENTALLY APPROPRIATE LEARNING OPPORTUNITIES THAT APPLY TECHNOLOGY-ENHANCED INSTRUCTIONAL STRATEGIES TO SUPPORT THE DIVERSE NEEDS OF LEARNERS**	**X**	**X**	**X**	**X**	**X**	**X**	**X**

MAT DEGREE COURSES MEETING GA-ISTE STANDARDS								
STANDARDS/PERFORMANCE DESCRIPTORS for Certified Teachers		**EDUC 5100**	**EDUC 5101**	**EDUC 5102**	**EDUC 5200**	**EDUC 5201**	**EDUC 5300**	**EDUC 5400**
II.a	**Plan assignments and tasks that require applications of technologies in an authentic, real world context.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
II.b	**Plan for instructional technologies to accommodate objectives in multiple disciplines (content areas).**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
II.c	**Plan cooperative learning tasks to maximize the use of school technologies.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
II.d	**Plan cooperative learning tasks to support opportunities for socialization and peer interaction.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
(II.)	**APPLY CURRENT RESEARCH ON TEACHING AND LEARNING WITH TECHNOLOGY WHEN PLANNING LEARNING ENVIRONMENTS AND EXPERIENCES.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
II.e	**Design instructional practice on research-based principles.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
II.f	**Plan for use of technology as a tool through which students construct new knowledge.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
II.g	**Design an active, cooperative, technology enhanced learner-centered environment.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
II.h	**Design technology assignments and tasks to promote peer-to –peer teaching.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
II.i	**Design technology assignments and tasks to connect technology to best pedagogical practice.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
II.j	**Plan technology enhanced tasks to heighten student awareness of thinking processes (metacognition).**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
II.k	**Maintain a current knowledge base of best practices related to technology integration.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
(II.)	**IDENTIFY AND LOCATE TECHNOLOGY RESOURCES AND EVALUATE THEM FOR ACCURACY AND SUITABILITY.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
II.l	**Consult with media/technology specialists to identify hardware, software and technology in the school or school system.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**

MAT DEGREE COURSES MEETING GA-ISTE STANDARDS								
STANDARDS/PERFORMANCE DESCRIPTORS for Certified Teachers		**EDUC 5100**	**EDUC 5101**	**EDUC 5102**	**EDUC 5200**	**EDUC 5201**	**EDUC 5300**	**EDUC 5400**
II.m	**Match appropriate instructional technologies to learning objectives, grade level and subject area when planning technology-enhanced lessons.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
(II.)	**PLAN FOR THE MANAGEMENT OF TECHNOLOGY RESOURCES WITHIN THE CONTEXT OF LEARNING ACTIVITIES.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
II.n	**Plan for all students to have access to school technologies as an integral part of lesson activity.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
(II.)	**PLAN STRATEGIES TO MANAGE STUDENT LEARNING IN A TECHNOLOGY-ENHANCED ENVIRONMENT.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
II.o	**Design and implement rotation strategies to ensure that all students have equal access to technologies needed to complete lesson activity.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
III.	**TEACHING, LEARNING AND THE CURRICULUM FACILITATE TECHNOLOGY-ENHANCED EXPERIENCES THAT ADDRESS CONTENT STANDARDS AND STUDENT TECHNOLOGY STANDARDS**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
III.a	**Present technology enhanced lessons to include QCC, IEP or appropriate curriculum standards, procedures, materials, technologies, assessment.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
III.b	**Implement lessons that simultaneously assist students in building content knowledge and skills in the use of a variety of modern technologies.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
III.c	**Model the use of modern technologies in the context of curricular lessons.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
III.d	**Assign academic tasks that require students to apply developmentally appropriate technology skills.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
(III.)	**USE TECHNOLOGY TO SUPPORT LEARNER-CENTERED STRATEGIES THAT ADDRESS THE DIVERSE NEEDS OF STUDENTS.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
III.e	**Implements interdisciplinary lessons in which technology is used as an instructional tool.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
III.f	**Use information technologies in the context of a coherent, integrated curriculum.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
III.g	**Use technology to accommodate student-learning styles, individual and academic needs.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
III.h	**Identify and provide recommendations and assistive technologies as addressed in the lesson plan and IEP.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
III.i	**Deliver instructional units/ lessons that use a variety of software, hardware, and learning tools to support instruction.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**

MAT DEGREE COURSES MEETING GA-ISTE STANDARDS								
STANDARDS/PERFORMANCE DESCRIPTORS for Certified Teachers		EDUC 5100	EDUC 5101	EDUC 5102	EDUC 5200	EDUC 5201	EDUC 5300	EDUC 5400
III.j	Deliver instructional units/lessons that reflect best practices for teaching and accelerated learning with technologies.	X	X	X	X	X	X	X
(III.)	APPLY TECHNOLOGY TO DEVELOP STUDENTS' HIGHER ORDER SKILLS AND CREATIVITY.	X	X	X	X	X	X	X
III.k	Facilitate student analysis, synthesis and evaluation of information resources.	X	X	X	X	X	X	X
III.l	Facilitate student analysis of productivity tools to select an appropriate tool for a specific learning task.	X	X	X	X	X	X	X
III.m	Presents a variety of support materials that assist students in mastering learning tasks independently.	X	X	X	X	X	X	X
III.n	Presents technology enhanced lessons that lead students to analyze, synthesize and evaluate relevant problems.	X	X	X	X	X	X	X
(III.)	MANAGE STUDENT LEARNING ACTIVITIES INA TECHNOLOGY-ENHANCED ENVIRONMENT.	X	X	X	X	X	X	X
III.o	Arrange and manage physical space to promote and enhance the use of technology.	X	X	X	X	X	X	X
III.p	Manage student movement within the physical space to promote and enhance the use of technologies.	X	X	X	X	X	X	X
III.q	Direct technology enhanced lessons to accommodate a variety of grouping strategies.	X	X	X	X	X	X	X
IV.	ASSESSMENT AND EVALUATION APPLY TECHNOLOGY IN ASSESSING STUDENT LEARNING OF SUBJECT MATTER USING A VARIETY OF ASSESSMENT TECHNIQUES.	X	X	X	X	X	X	X
(IV.)	USE TECHNOLOGY RESOURCES TO COLLECT AND ANALYZE DATA, INTERPRET RESULTS AND COMMUNICATE FINDINGS TO IMPROVE INSTRUCTIONAL PRACTICE AND MAXIMIZED STUDENT LEARNING.	X	X	X	X	X	X	X
(IV.)	APPLY MULTIPLE METHODS OF EVALUATION TO DETERMINE STUDENTS' APPROPRIATE USE OF TECHNOLOGY RESOURCES FOR LEARNING, COMMUNICATION AND PRODUCTIVITY.	X	X	X	X	X	X	X
IV.a	Quantify student technology skill acquisition in the context of instructional tasks.	X	X	X	X	X	X	X
IV.b	Use technology enhanced projects to advance authentic assessment methods.	X	X	X	X	X	X	X
IV.c	Establish clear criteria upon which student performance will be measured.	X	X	X	X	X	X	X
IV.d	Use assessment as an opportunity for teaching and learning.	X	X	X	X	X	X	X
IV.e	Use self-assessment as an opportunity for teaching and learning.	X	X	X	X	X	X	X
IV.f	Use assessment as an opportunity to redesign and improve instruction.	X	X	X	X	X	X	X
V.	PRODUCTIVITY AND PROFESSIONAL PRACTICE USE TECHNOLOGY RESOURCES TO ENGAGE IN ONGOING PROFESSIONAL DEVELOPMENT AND LIFELONG LEARNING.	X	X	X	X	X	X	X
V.a	Use the Internet for research and professional reference.	X	X	X	X	X	X	X
V.b	Locate and use technology resources for personal and professional development.	X	X	X	X	X	X	X
V.c	Use modern technologies to shape the role of the teacher as a life-long learner.	X	X	X	X	X	X	X

MAT DEGREE COURSES MEETING GA-ISTE STANDARDS								
STANDARDS/PERFORMANCE DESCRIPTORS for Certified Teachers		**EDUC 5100**	**EDUC 5101**	**EDUC 5102**	**EDUC 5200**	**EDUC 5201**	**EDUC 5300**	**EDUC 5400**
(V.)	**CONTINUALLY EVALUATE AND REFLECT ON PROFESSIONAL PRACTICE TO MAKE INFORMED DECISIONS REGARDING THE USE OF TECHNOLOGY IN SUPPORT OF STUDENT LEARNING.**	X	X	X	X	X	X	X
V.d	**Examine professional practice to critically evaluate the value of modern technologies in the contemporary classroom.**	X	X	X	X	X	X	X
(V.)	**APPLY TECHNOLOGY TO INCREASE PRODUCTIVITY**	X	X	X	X	X	X	X
V.e	**Use technologies to increase personal and professional productivity.**	X	X	X	X	X	X	X
V.f	**Create multimedia presentations to disseminate information.**	X	X	X	X	X	X	X
V.g	**Create management and instructional materials (rosters, rubrics, storyboards, recording sheets, task cards).**	X	X	X	X	X	X	X
V.h	**Organize and manage general student information electronically (class rosters, student information databases, grade-books).**	X	X	X	X	X	X	X
V.i	**Use web-based technologies to accomplish specific personal and professional tasks.**	X	X	X	X	X	X	X
(V.)	**USE TECHNOLOGY TO COMMUNICATE AND COLLABORATE WITH PEERS, PARENTS AND THE LARGER COMMUNITY IN ORDER TO NURTURE STUDENT LEARNING.**	X	X	X	X	X	X	X
V.j	**Use presentation software for routine communications (information kiosks, daily agendas, announcements).**	X	X	X	X	X	X	X
V.k	**Use email and web-based publications to communicate with students, parents, administrators, and peers.**	X	X	X	X	X	X	X
V.l	**Use email to expedite professional communication and collaboration.**	X	X	X	X	X	X	X
V.m	**Use technology to extend classroom instruction and school resources to students and their families in their homes.**	X	X	X	X	X	X	X
VI.	**SOCIAL, ETHICAL, LEGAL AND HUMAN ISSUES MODEL AND TEACH LEGAL AND ETHICAL PRACTICE RELATED TO TECHNOLOGY USE.**	X	X	X	X	X	X	X
VI.a	**Practice legal, ethical, social responsibility in the use of information technologies.**	X	X	X	X	X	X	X
VI.b	**Identify and communicate clear rules, policies, and procedures to support legal and ethical use of technologies in the classroom.**	X	X	X	X	X	X	X
(VI.)	**APPLY TECHNOLOGY RESOURCES TO ENABLE AND EMPOWER LEARNERS WITH DIVERSE BACKGROUNDS, CHARACTERISTICS AND ABILITIES.**	X	X	X	X	X	X	X
(VI.)	**IDENTIFY AND USE TECHNOLOGY RESOURCES THAT AFFIRM DIVERSITY.**	X	X	X	X	X	X	X
(VI.)	**PROMOTE SAFE AND HEALTHY USE OF TECHNOLOGY RESOURCES.**	X	X	X	X	X	X	X
(VI.)	**FACILITATE EQUITABLE ACCESS TO TECHNOLOGY RESOURCES FOR ALL STUDENTS.**	X	X	X	X	X	X	X

		MAT DEGREE COURSES MEETING GA-ISTE STANDARDS													
STANDARDS/PERFORMANCE DESCRIPTORS for Certified Teachers		**ENGL 5020**	**ENGL 5030**	**ENGL 5120**	**ENGL 5130**	**ENGL 5140**	**ENGL 5150**	**ENGL 5210**	**ENGL 5250**	**ENGL 5260**	**ENGL 5300**	**ENGL 5350**	**ENGL 5400**	**ENGL 5410**	**ENGL 5450**
I.	**TECHNOLOGY OPERATIONS AND CONCEPTS** **DEMONSTRATE INTRODUCTORY KNOWLEDGE, SKILLS AND UNDERSTANDING OF CONCEPTS RELATED TO TECHNOLOGY.**														
I.a	**Operate computer hardware and software as an integral component of the teaching and learning process**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
I.b	**Store and retrieve personal documents and student files on hard drive, network and floppy disk.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
I.c	**Use peripheral hardware to extend and enhance instruction.**	**X**	**X**												
I.d	**Troubleshoot basic operating system malfunctions.**	**X**	**X**												
I.e	**Seek appropriate technical assistance as needed to maintain classroom technology.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
I.f	**Use appropriate computer terminology when planning and delivering instruction.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
I.g	**Use computer terminology to articulate technical problems.**	**X**	**X**												
I.h	**Use appropriate computer terminology to communicate instructions software and hardware needs.**	**X**	**X**												
I.i	**Demonstrate competency using basic software applications: word processor, database, spreadsheet, e-mail, Internet, instructional software.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
(I.)	**DEMONSTRATE CONTINUAL GROWTH IN TECHNOLOGY KNOWLEDGE AND SKILLS TO STAY ABREAST OF CURRENT AND EMERGING TECHNOLOGIES.**														
I.j	**Participate in learning opportunities that heighten awareness to new applications of technology in classroom settings.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
II.	**PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES** **DESIGN DEVELOPMENTALLY APPROPRIATE LEARNING OPPORTUNITIES THAT APPLY TECHNOLOGY-ENHANCED INSTRUCTIONAL STRATEGIES TO SUPPORT THE DIVERSE NEEDS OF LEARNERS**														

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STANDARDS/PERFORMANCE DESCRIPTORS for Certified Teachers		MAT DEGREE COURSES MEETING GA-ISTE STANDARDS													
		ENGL 5020	ENGL 5030	ENGL 5120	ENGL 5130	ENGL 5140	ENGL 5150	ENGL 5210	ENGL 5250	ENGL 5260	ENGL 5300	ENGL 5350	ENGL 5400	ENGL 5410	ENGL 5450
II.a	**Plan assignments and tasks that require applications of technologies in an authentic, real world context.**	**X**	**X**												
II.b	**Plan for instructional technologies to accommodate objectives in multiple disciplines (content areas).**	**X**	**X**												
II.c	**Plan cooperative learning tasks to maximize the use of school technologies.**	**X**	**X**												
II.d	**Plan cooperative learning tasks to support opportunities for socialization and peer interaction.**	**X**	**X**												
(II.)	**APPLY CURRENT RESEARCH ON TEACHING AND LEARNING WITH TECHNOLOGY WHEN PLANNING LEARNING ENVIRONMENTS AND EXPERIENCES.**														
II.e	**Design instructional practice on research-based principles.**	**X**	**X**												
II.f	**Plan for use of technology as a tool through which students construct new knowledge.**	**X**	**X**												
II.g	**Design an active, cooperative, technology enhanced learner-centered environment.**	**X**	**X**												
II.h	**Design technology assignments and tasks to promote peer-to –peer teaching.**	**X**	**X**												
II.i	**Design technology assignments and tasks to connect technology to best pedagogical practice.**	**X**	**X**												
II.j	**Plan technology enhanced tasks to heighten student awareness of thinking processes (metacognition).**	**X**	**X**												
II.k	**Maintain a current knowledge base of best practices related to technology integration.**	**X**	**X**												
(II.)	**IDENTIFY AND LOCATE TECHNOLOGY RESOURCES AND EVALUATE THEM FOR ACCURACY AND SUITABILITY.**														
II.l	**Consult with media/technology specialists to identify hardware, software and technology in the school or school system.**	**X**	**X**												
II.m	**Match appropriate instructional technologies to learning objectives, grade level and subject area when planning technology-enhanced lessons.**	**X**	**X**												

		MAT DEGREE COURSES MEETING GA-ISTE STANDARDS													
STANDARDS/PERFORMANCE DESCRIPTORS for Certified Teachers		**ENGL 5020**	**ENGL 5030**	**ENGL 5120**	**ENGL 5130**	**ENGL 5140**	**ENGL 5150**	**ENGL 5210**	**ENGL 5250**	**ENGL 5260**	**ENGL 5300**	**ENGL 5350**	**ENGL 5400**	**ENGL 5410**	**ENGL 5450**
(II.)	**PLAN FOR THE MANAGEMENT OF TECHNOLOGY RESOURCES WITHIN THE CONTEXT OF LEARNING ACTIVITIES.**														
II.n	**Plan for all students to have access to school technologies as an integral part of lesson activity.**	**X**	**X**												
(II.)	**PLAN STRATEGIES TO MANAGE STUDENT LEARNING IN A TECHNOLOGY-ENHANCED ENVIRONMENT.**														
II.o	**Design and implement rotation strategies to ensure that all students have equal access to technologies needed to compete lesson activity.**	**X**	**X**												
III.	**TEACHING, LEARNING AND THE CURRICULUM** **FACILITATE TECHNOLOGY-ENHANCED EXPERIENCES THAT ADDRESS CONTENT STANDARDS AND STUDENT TECHNOLOGY STANDARDS**														
III.a	**Present technology enhanced lessons to include GPS, IEP or appropriate curriculum standards, procedures, materials, technologies, assessment.**	**X**	**X**												
III.b	**Implement lessons that simultaneously assist students in building content knowledge and skills in the use of a variety of modern technologies.**	**X**	**X**												
III.c	**Model the use of modern technologies in the context of curricular lessons.**	**X**	**X**												
III.d	**Assign academic tasks that require students to apply developmentally appropriate technology skills.**	**X**	**X**												
(III.)	**USE TECHNOLOGY TO SUPPORT LEARNER-CENTERED STRATEGIES THAT ADDRESS THE DIVERSE NEEDS OF STUDENTS.**														
III.e	**Implements interdisciplinary lessons in which technology is used as an instructional tool.**	**X**	**X**												
III.f	**Use information technologies in the context of a coherent, integrated curriculum.**	**X**	**X**												
III.g	**Use technology to accommodate student-learning styles, individual and academic needs.**	**X**	**X**												
III.h	**Identify and provide recommendations and assistive technologies as addressed in the lesson plan and IEP.**	**X**	**X**												
III.i	**Deliver instructional units/ lessons that use a variety of software, hardware, and learning tools to support instruction.**	**X**	**X**												
III.j	**Deliver instructional units/lessons that reflect best practices for teaching and accelerated learning with technologies.**	**X**	**X**												

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		MAT DEGREE COURSES MEETING GA-ISTE STANDARDS													
STANDARDS/PERFORMANCE DESCRIPTORS for Certified Teachers		**ENGL 5020**	**ENGL 5030**	**ENGL 5120**	**ENGL 5130**	**ENGL 5140**	**ENGL 5150**	**ENGL 5210**	**ENGL 5250**	**ENGL 5260**	**ENGL 5300**	**ENGL 5350**	**ENGL 5400**	**ENGL 5410**	**ENGL 5450**
(III.)	**APPLY TECHNOLOGY TO DEVELOP STUDENTS' HIGHER ORDER SKILLS AND CREATIVITY.**														
III.k	**Facilitate student analysis, synthesis and evaluation of information resources.**	**X**	**X**												
III.l	**Facilitate student analysis of productivity tools to select an appropriate tool for a specific learning task.**	**X**	**X**												
III.m	**Presents a variety of support materials that assist students in mastering learning tasks independently.**	**X**	**X**												
III.n	**Presents technology enhanced lessons that lead students to analyze, synthesize and evaluate relevant problems.**	**X**	**X**												
(III.)	**MANAGE STUDENT LEARNING ACTIVITIES INA TECHNOLOGY-ENHANCED ENVIRONMENT.**														
III.o	**Arrange and manage physical space to promote and enhance the use of technology.**	**X**	**X**												
III.p	**Manage student movement within the physical space to promote and enhance the use of technologies.**	**X**	**X**												
III.q	**Direct technology enhanced lessons to accommodate a variety of grouping strategies.**	**X**	**X**												
IV.	**ASSESSMENT AND EVALUATION** **APPLY TECHNOLOGY IN ASSESSING STUDENT LEARNING OF SUBJECT MATTER USING A VARIETY OF ASSESSMENT TECHNIQUES.**														
(IV.)	**USE TECHNOLOGY RESOURCES TO COLLECT AND ANALYZE DATA, INTERPRET RESULTS AND COMMUNICATE FINDINGS TO IMPROVE INSTRUCTIONAL PRACTICE AND MAXIMIZED STUDENT LEARNING.**														
(IV.)	**APPLY MULTIPLE METHODS OF EVALUATION TO DETERMINE STUDENTS' APPROPRIATE USE OF TECHNOLOGY RESOURCES FOR LEARNING, COMMUNICATION AND PRODUCTIVITY.**														
IV.a	**Quantify student technology skill acquisition in the context of instructional tasks.**	**X**	**X**												
IV.b	**Use technology enhanced projects to advance authentic assessment methods.**	**X**	**X**												
IV.c	**Establish clear criteria upon which student performance will be measured.**	**X**	**X**												
IV.d	**Use assessment as an opportunity for teaching and learning.**	**X**	**X**												
IV.e	**Use self-assessment as an opportunity for teaching and learning.**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**
IV.f	**Use assessment as an opportunity to redesign and improve instruction.**	**X**	**X**												
V.	**PRODUCTIVITY AND PROFESSIONAL PRACTICE** **USE TECHNOLOGY RESOURCES TO ENGAGE IN ONGOING PROFESSIONAL DEVELOPMENT AND LIFELONG LEARNING.**														

STANDARDS/PERFORMANCE DESCRIPTORS for Certified Teachers		MAT DEGREE COURSES MEETING GA-ISTE STANDARDS													
		ENGL 5020	ENGL 5030	ENGL 5120	ENGL 5130	ENGL 5140	ENGL 5150	ENGL 5210	ENGL 5250	ENGL 5260	ENGL 5300	ENGL 5350	ENGL 5400	ENGL 5410	ENGL 5450
V.a	Use the Internet for research and professional reference.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
V.b	Locate and use technology resources for personal and professional development.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
V.c	Use modern technologies to shape the role of the teacher as a life-long learner.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
(V.)	CONTINUALLY EVALUATE AND REFLECT ON PROFESSIONAL PRACTICE TO MAKE INFORMED DECISIONS REGARDING THE USE OF TECHNOLOGY IN SUPPORT OF STUDENT LEARNING.														
V.d	Examine professional practice to critically evaluate the value of modern technologies in the contemporary classroom.	X	X												
(V.)	APPLY TECHNOLOGY TO INCREASE PRODUCTIVITY														
V.e	Use technologies to increase personal and professional productivity.	X	X												
V.f	Create multimedia presentations to disseminate information.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
V.g	Create management and instructional materials (rosters, rubrics, storyboards, recording sheets, task cards).	X	X												
V.h	Organize and manage general student information electronically (class rosters, student information databases, gradebooks).	X	X												
V.i	Use web-based technologies to accomplish specific personal and professional tasks.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
(V.)	USE TECHNOLOGY TO COMMUNICATE AND COLLABORATE WITH PEERS, PARENTS AND THE LARGER COMMUNITY IN ORDER TO NURTURE STUDENT LEARNING.														
V.j	Use presentation software for routine communications (information kiosks, daily agendas, announcements).	X	X	X	X	X	X	X	X	X	X	X	X	X	X
V.k	Use email and web-based publications to communicate with students, parents, administrators, and peers.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
V.l	Use email to expedite professional communication and collaboration.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
V.m	Use technology to extend classroom instruction and school resources to students and their families in their homes.	X	X												
VI.	SOCIAL, ETHICAL, LEGAL AND HUMAN ISSUES MODEL AND TEACH LEGAL AND ETHICAL PRACTICE RELATED TO TECHNOLOGY USE.														
VI.a	Practice legal, ethical, social responsibility in the use of information technologies.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
VI.b	Identify and communicate clear rules, policies, and procedures to support legal and ethical use of technologies in the classroom.	X	X												
(VI.)	APPLY TECHNOLOGY RESOURCES TO ENABLE AND EMPOWER LEARNERS WITH DIVERSE BACKGROUNDS, CHARACTERISTICS AND ABILITIES.	X	X												

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STANDARDS/PERFORMANCE DESCRIPTORS for Certified Teachers		MAT DEGREE COURSES MEETING GA-ISTE STANDARDS													
		ENGL 5020	ENGL 5030	ENGL 5120	ENGL 5130	ENGL 5140	ENGL 5150	ENGL 5210	ENGL 5250	ENGL 5260	ENGL 5300	ENGL 5350	ENGL 5400	ENGL 5410	ENGL 5450
(VI.)	IDENTIFY AND USE TECHNOLOGY RESOURCES THAT AFFIRM DIVERSITY.	X	X												
(VI.)	PROMOTE SAFE AND HEALTHY USE OF TECHNOLOGY RESOURCES.	X	X												
(VI.)	FACILITATE EQUITABLE ACCESS TO TECHNOLOGY RESOURCES FOR ALL STUDENTS.	X	X												

		MAT DEGREE COURSES MEETING GA-ISTE STANDARDS													
STANDARDS/PERFORMANCE DESCRIPTORS for Certified Teachers		**ENGL 5620**	**ENGL 5710**	**ENGL 5720**	**ENGL 5800**										
I.	**TECHNOLOGY OPERATIONS AND CONCEPTS** **DEMONSTRATE INTRODUCTORY KNOWLEDGE, SKILLS AND UNDERSTANDING OF CONCEPTS RELATED TO TECHNOLOGY.**														
I.a	**Operate computer hardware and software as an integral component of the teaching and learning process**	**X**	**X**	**X**	**X**										
I.b	**Store and retrieve personal documents and student files on hard drive, network and floppy disk.**	**X**	**X**	**X**	**X**										
I.c	**Use peripheral hardware to extend and enhance instruction.**														
I.d	**Troubleshoot basic operating system malfunctions.**														
I.e	**Seek appropriate technical assistance as needed to maintain classroom technology.**	**X**	**X**	**X**	**X**										
I.f	**Use appropriate computer terminology when planning and delivering instruction.**	**X**	**X**	**X**	**X**										
I.g	**Use computer terminology to articulate technical problems.**														
I.h	**Use appropriate computer terminology to communicate instructions software and hardware needs.**														
I.i	**Demonstrate competency using basic software applications: word processor, database, spreadsheet, e-mail, Internet, instructional software.**	**X**	**X**	**X**	**X**										
(I.)	**DEMONSTRATE CONTINUAL GROWTH IN TECHNOLOGY KNOWLEDGE AND SKILLS TO STAY ABREAST OF CURRENT AND EMERGING TECHNOLOGIES.**														
I.j	**Participate in learning opportunities that heighten awareness to new applications of technology in classroom settings.**	**X**	**X**	**X**	**X**										
II.	**PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES** **DESIGN DEVELOPMENTALLY APPROPRIATE LEARNING OPPORTUNITIES THAT APPLY TECHNOLOGY-ENHANCED INSTRUCTIONAL STRATEGIES TO SUPPORT THE DIVERSE NEEDS OF LEARNERS**														

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		MAT DEGREE COURSES MEETING GA-ISTE STANDARDS													
STANDARDS/PERFORMANCE DESCRIPTORS for Certified Teachers		**ENGL 5620**	**ENGL 5710**	**ENGL 5720**	**ENGL 5800**										
II.a	**Plan assignments and tasks that require applications of technologies in an authentic, real world context.**														
II.b	**Plan for instructional technologies to accommodate objectives in multiple disciplines (content areas).**														
II.c	**Plan cooperative learning tasks to maximize the use of school technologies.**														
II.d	**Plan cooperative learning tasks to support opportunities for socialization and peer interaction.**														
(II.)	**APPLY CURRENT RESEARCH ON TEACHING AND LEARNING WITH TECHNOLOGY WHEN PLANNING LEARNING ENVIRONMENTS AND EXPERIENCES.**														
II.e	**Design instructional practice on research-based principles.**														
II.f	**Plan for use of technology as a tool through which students construct new knowledge.**														
II.g	**Design an active, cooperative, technology enhanced learner-centered environment.**														
II.h	**Design technology assignments and tasks to promote peer-to –peer teaching.**														
II.i	**Design technology assignments and tasks to connect technology to best pedagogical practice.**														
II.j	**Plan technology enhanced tasks to heighten student awareness of thinking processes (metacognition).**														
II.k	**Maintain a current knowledge base of best practices related to technology integration.**														
(II.)	**IDENTIFY AND LOCATE TECHNOLOGY RESOURCES AND EVALUATE THEM FOR ACCURACY AND SUITABILITY.**														
II.l	**Consult with media/technology specialists to identify hardware, software and technology in the school or school system.**														
II.m	**Match appropriate instructional technologies to learning objectives, grade level and subject area when planning technology-enhanced lessons.**														

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		MAT DEGREE COURSES MEETING GA-ISTE STANDARDS													
STANDARDS/PERFORMANCE DESCRIPTORS for Certified Teachers		**ENGL 5620**	**ENGL 5710**	**ENGL 5720**	**ENGL 5800**										
(II.)	**PLAN FOR THE MANAGEMENT OF TECHNOLOGY RESOURCES WITHIN THE CONTEXT OF LEARNING ACTIVITIES.**														
II.n	**Plan for all students to have access to school technologies as an integral part of lesson activity.**														
(II.)	**PLAN STRATEGIES TO MANAGE STUDENT LEARNING IN A TECHNOLOGY-ENHANCED ENVIRONMENT.**														
II.o	**Design and implement rotation strategies to ensure that all students have equal access to technologies needed to compete lesson activity.**														
III.	**TEACHING, LEARNING AND THE CURRICULUM** **FACILITATE TECHNOLOGY-ENHANCED EXPERIENCES THAT ADDRESS CONTENT STANDARDS AND STUDENT TECHNOLOGY STANDARDS**														
III.a	**Present technology enhanced lessons to include GPS, IEP or appropriate curriculum standards, procedures, materials, technologies, assessment.**														
III.b	**Implement lessons that simultaneously assist students in building content knowledge and skills in the use of a variety of modern technologies.**														
III.c	**Model the use of modern technologies in the context of curricular lessons.**														
III.d	**Assign academic tasks that require students to apply developmentally appropriate technology skills.**														
(III.)	**USE TECHNOLOGY TO SUPPORT LEARNER-CENTERED STRATEGIES THAT ADDRESS THE DIVERSE NEEDS OF STUDENTS.**														
III.e	**Implements interdisciplinary lessons in which technology is used as an instructional tool.**														
III.f	**Use information technologies in the context of a coherent, integrated curriculum.**														
III.g	**Use technology to accommodate student-learning styles, individual and academic needs.**														
III.h	**Identify and provide recommendations and assistive technologies as addressed in the lesson plan and IEP.**														
III.i	**Deliver instructional units/ lessons that use a variety of software, hardware, and learning tools to support instruction.**														
III.j	**Deliver instructional units/lessons that reflect best practices for teaching and accelerated learning with technologies.**														

		MAT DEGREE COURSES MEETING GA-ISTE STANDARDS													
STANDARDS/PERFORMANCE DESCRIPTORS for Certified Teachers		**ENGL 5620**	**ENGL 5710**	**ENGL 5720**	**ENGL 5800**										
(III.)	**APPLY TECHNOLOGY TO DEVELOP STUDENTS' HIGHER ORDER SKILLS AND CREATIVITY.**														
III.k	**Facilitate student analysis, synthesis and evaluation of information resources.**														
III.l	**Facilitate student analysis of productivity tools to select an appropriate tool for a specific learning task.**														
III.m	**Presents a variety of support materials that assist students in mastering learning tasks independently.**														
III.n	**Presents technology enhanced lessons that lead students to analyze, synthesize and evaluate relevant problems.**														
(III.)	**MANAGE STUDENT LEARNING ACTIVITIES INA TECHNOLOGY-ENHANCED ENVIRONMENT.**														
III.o	**Arrange and manage physical space to promote and enhance the use of technology.**														
III.p	**Manage student movement within the physical space to promote and enhance the use of technologies.**														
III.q	**Direct technology enhanced lessons to accommodate a variety of grouping strategies.**														
IV.	**ASSESSMENT AND EVALUATION** **APPLY TECHNOLOGY IN ASSESSING STUDENT LEARNING OF SUBJECT MATTER USING A VARIETY OF ASSESSMENT TECHNIQUES.**														
(IV.)	**USE TECHNOLOGY RESOURCES TO COLLECT AND ANALYZE DATA, INTERPRET RESULTS AND COMMUNICATE FINDINGS TO IMPROVE INSTRUCTIONAL PRACTICE AND MAXIMIZED STUDENT LEARNING.**														
(IV.)	**APPLY MULTIPLE METHODS OF EVALUATION TO DETERMINE STUDENTS' APPROPRIATE USE OF TECHNOLOGY RESOURCES FOR LEARNING, COMMUNICATION AND PRODUCTIVITY.**														
IV.a	**Quantify student technology skill acquisition in the context of instructional tasks.**														
IV.b	**Use technology enhanced projects to advance authentic assessment methods.**														
IV.c	**Establish clear criteria upon which student performance will be measured.**														
IV.d	**Use assessment as an opportunity for teaching and learning.**														
IV.e	**Use self-assessment as an opportunity for teaching and learning.**	**X**	**X**	**X**	**X**										
IV.f	**Use assessment as an opportunity to redesign and improve instruction.**														
V.	**PRODUCTIVITY AND PROFESSIONAL PRACTICE** **USE TECHNOLOGY RESOURCES TO ENGAGE IN ONGOING PROFESSIONAL DEVELOPMENT AND LIFELONG LEARNING.**														
V.a	**Use the Internet for research and professional reference.**	**X**	**X**	**X**	**X**										

		MAT DEGREE COURSES MEETING GA-ISTE STANDARDS													
STANDARDS/PERFORMANCE DESCRIPTORS for Certified Teachers		**ENGL 5620**	**ENGL 5710**	**ENGL 5720**	**ENGL 5800**										
V.b	**Locate and use technology resources for personal and professional development.**	**X**	**X**	**X**	**X**										
V.c	**Use modern technologies to shape the role of the teacher as a life-long learner.**	**X**	**X**	**X**	**X**										
(V.)	**CONTINUALLY EVALUATE AND REFLECT ON PROFESSIONAL PRACTICE TO MAKE INFORMED DECISIONS REGARDING THE USE OF TECHNOLOGY IN SUPPORT OF STUDENT LEARNING.**														
V.d	**Examine professional practice to critically evaluate the value of modern technologies in the contemporary classroom.**														
(V.)	**APPLY TECHNOLOGY TO INCREASE PRODUCTIVITY**														
V.e	**Use technologies to increase personal and professional productivity.**														
V.f	**Create multimedia presentations to disseminate information.**	**X**	**X**	**X**	**X**										
V.g	**Create management and instructional materials (rosters, rubrics, storyboards, recording sheets, task cards).**														
V.h	**Organize and manage general student information electronically (class rosters, student information databases, gradebooks).**														
V.i	**Use web-based technologies to accomplish specific personal and professional tasks.**	**X**	**X**	**X**	**X**										
(V.)	**USE TECHNOLOGY TO COMMUNICATE AND COLLABORATE WITH PEERS, PARENTS AND THE LARGER COMMUNITY IN ORDER TO NURTURE STUDENT LEARNING.**														
V.j	**Use presentation software for routine communications (information kiosks, daily agendas, announcements).**	**X**	**X**	**X**	**X**										
V.k	**Use email and web-based publications to communicate with students, parents, administrators, and peers.**	**X**	**X**	**X**	**X**										
V.l	**Use email to expedite professional communication and collaboration.**	**X**	**X**	**X**	**X**										
V.m	**Use technology to extend classroom instruction and school resources to students and their families in their homes.**														
VI.	**SOCIAL, ETHICAL, LEGAL AND HUMAN ISSUES** **MODEL AND TEACH LEGAL AND ETHICAL PRACTICE RELATED TO TECHNOLOGY USE.**														
VI.a	**Practice legal, ethical, social responsibility in the use of information technologies.**	**X**	**X**	**X**	**X**										
VI.b	**Identify and communicate clear rules, policies, and procedures to support legal and ethical use of technologies in the classroom.**														
(VI.)	**APPLY TECHNOLOGY RESOURCES TO ENABLE AND EMPOWER LEARNERS WITH DIVERSE BACKGROUNDS, CHARACTERISTICS AND ABILITIES.**														
(VI.)	**IDENTIFY AND USE TECHNOLOGY RESOURCES THAT AFFIRM DIVERSITY.**														
(VI.)	**PROMOTE SAFE AND HEALTHY USE OF TECHNOLOGY RESOURCES.**														
(VI.)	**FACILITATE EQUITABLE ACCESS TO TECHNOLOGY RESOURCES FOR ALL STUDENTS.**														

		MAT DEGREE COURSES MEETING GA-ISTE STANDARDS												
STANDARDS/PERFORMANCE DESCRIPTORS for Certified Teachers		**EDUC 5100**	**MATH 5010**	**MATH 5250**	**MATH 5231**	**MATH 5100**	**MATH 5130**	**MATH 5220**	**MATH 5520**	**MATH 5800**				
I.	**TECHNOLOGY OPERATIONS AND CONCEPTS** **DEMONSTRATE INTRODUCTORY KNOWLEDGE, SKILLS AND UNDERSTANDING OF CONCEPTS RELATED TO TECHNOLOGY.**													
I.a	**Operate computer hardware and software as an integral component of the teaching and learning process**		**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**				
I.b	**Store and retrieve personal documents and student files on hard drive, network and floppy disk.**		**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**				
I.c	**Use peripheral hardware to extend and enhance instruction.**		**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**				
I.d	**Troubleshoot basic operating system malfunctions.**													
I.e	**Seek appropriate technical assistance as needed to maintain classroom technology.**		**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**				
I.f	**Use appropriate computer terminology when planning and delivering instruction.**		**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**				
I.g	**Use computer terminology to articulate technical problems.**													
I.h	**Use appropriate computer terminology to communicate instructions software and hardware needs.**		**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**				
I.i	**Demonstrate competency using basic software applications: word processor, database, spreadsheet, e-mail, Internet, instructional software.**		**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**				
(I.)	**DEMONSTRATE CONTINUAL GROWTH IN TECHNOLOGY KNOWLEDGE AND SKILLS TO STAY ABREAST OF CURRENT AND EMERGING TECHNOLOGIES.**													
I.j	**Participate in learning opportunities that heighten awareness to new applications of technology in classroom settings.**		**X**			**X**		**X**	**X**	**X**				
II.	**PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES** **DESIGN DEVELOPMENTALLY APPROPRIATE LEARNING OPPORTUNITIES THAT APPLY TECHNOLOGY-ENHANCED INSTRUCTIONAL STRATEGIES TO SUPPORT THE DIVERSE NEEDS OF LEARNERS**													

		MAT DEGREE COURSES MEETING GA-ISTE STANDARDS													
STANDARDS/PERFORMANCE DESCRIPTORS for Certified Teachers		**EDUC 5100**	**MATH 5010**	**MATH 5250**	**MATH 5231**	**MATH 5100**	**MATH 5130**	**MATH 5220**	**MATH 5520**	**MATH 5800**					
II.a	**Plan assignments and tasks that require applications of technologies in an authentic, real world context.**		**X**	**X**	**X**	**X**		**X**							
II.b	**Plan for instructional technologies to accommodate objectives in multiple disciplines (content areas).**														
II.c	**Plan cooperative learning tasks to maximize the use of school technologies.**		**X**			**X**									
II.d	**Plan cooperative learning tasks to support opportunities for socialization and peer interaction.**		**X**			**X**									
(II.)	**APPLY CURRENT RESEARCH ON TEACHING AND LEARNING WITH TECHNOLOGY WHEN PLANNING LEARNING ENVIRONMENTS AND EXPERIENCES.**														
II.e	**Design instructional practice on research-based principles.**		**X**			**X**									
II.f	**Plan for use of technology as a tool through which students construct new knowledge.**		**X**			**X**									
II.g	**Design an active, cooperative, technology enhanced learner-centered environment.**		**X**			**X**									
II.h	**Design technology assignments and tasks to promote peer-to –peer teaching.**		**X**			**X**									
II.i	**Design technology assignments and tasks to connect technology to best pedagogical practice.**		**X**			**X**									
II.j	**Plan technology enhanced tasks to heighten student awareness of thinking processes (metacognition).**		**X**			**X**									
II.k	**Maintain a current knowledge base of best practices related to technology integration.**		**X**			**X**									
(II.)	**IDENTIFY AND LOCATE TECHNOLOGY RESOURCES AND EVALUATE THEM FOR ACCURACY AND SUITABILITY.**														
II.l	**Consult with media/technology specialists to identify hardware, software and technology in the school or school system.**														
II.m	**Match appropriate instructional technologies to learning objectives, grade level and subject area when planning technology-enhanced lessons.**		**X**			**X**									

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(II.)	**PLAN FOR THE MANAGEMENT OF TECHNOLOGY RESOURCES WITHIN THE CONTEXT OF LEARNING ACTIVITIES.**														
II.n	**Plan for all students to have access to school technologies as an integral part of lesson activity.**		**X**			**X**									
(II.)	**PLAN STRATEGIES TO MANAGE STUDENT LEARNING IN A TECHNOLOGY-ENHANCED ENVIRONMENT.**														
II.o	**Design and implement rotation strategies to ensure that all students have equal access to technologies needed to compete lesson activity.**		**X**			**X**									
III.	**TEACHING, LEARNING AND THE CURRICULUM** **FACILITATE TECHNOLOGY-ENHANCED EXPERIENCES THAT ADDRESS CONTENT STANDARDS AND STUDENT TECHNOLOGY STANDARDS**														
III.a	**Present technology enhanced lessons to include GPS, IEP or appropriate curriculum standards, procedures, materials, technologies, assessment.**		**X**			**X**									
III.b	**Implement lessons that simultaneously assist students in building content knowledge and skills in the use of a variety of modern technologies.**		**X**			**X**									
III.c	**Model the use of modern technologies in the context of curricular lessons.**		**X**			**X**									
III.d	**Assign academic tasks that require students to apply developmentally appropriate technology skills.**		**X**			**X**									
(III.)	**USE TECHNOLOGY TO SUPPORT LEARNER-CENTERED STRATEGIES THAT ADDRESS THE DIVERSE NEEDS OF STUDENTS.**														
III.e	**Implements interdisciplinary lessons in which technology is used as an instructional tool.**					**X**									
III.f	**Use information technologies in the context of a coherent, integrated curriculum.**					**X**									
III.g	**Use technology to accommodate student-learning styles, individual and academic needs.**		**X**			**X**									
III.h	**Identify and provide recommendations and assistive technologies as addressed in the lesson plan and IEP.**														
III.i	**Deliver instructional units/ lessons that use a variety of software, hardware, and learning tools to support instruction.**		**X**			**X**									
III.j	**Deliver instructional units/lessons that reflect best practices for teaching and accelerated learning with technologies.**		**X**			**X**									

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(III.)	**APPLY TECHNOLOGY TO DEVELOP STUDENTS' HIGHER ORDER SKILLS AND CREATIVITY.**														
III.k	**Facilitate student analysis, synthesis and evaluation of information resources.**		**X**			**X**									
III.l	**Facilitate student analysis of productivity tools to select an appropriate tool for a specific learning task.**		**X**			**X**									
III.m	**Presents a variety of support materials that assist students in mastering learning tasks independently.**		**X**			**X**									
III.n	**Presents technology enhanced lessons that lead students to analyze, synthesize and evaluate relevant problems.**		**X**			**X**									
(III.)	**MANAGE STUDENT LEARNING ACTIVITIES INA TECHNOLOGY-ENHANCED ENVIRONMENT.**														
III.o	**Arrange and manage physical space to promote and enhance the use of technology.**		**X**			**X**									
III.p	**Manage student movement within the physical space to promote and enhance the use of technologies.**														
III.q	**Direct technology enhanced lessons to accommodate a variety of grouping strategies.**														
IV.	**ASSESSMENT AND EVALUATION** **APPLY TECHNOLOGY IN ASSESSING STUDENT LEARNING OF SUBJECT MATTER USING A VARIETY OF ASSESSMENT TECHNIQUES.**														
(IV.)	**USE TECHNOLOGY RESOURCES TO COLLECT AND ANALYZE DATA, INTERPRET RESULTS AND COMMUNICATE FINDINGS TO IMPROVE INSTRUCTIONAL PRACTICE AND MAXIMIZED STUDENT LEARNING.**														
(IV.)	**APPLY MULTIPLE METHODS OF EVALUATION TO DETERMINE STUDENTS' APPROPRIATE USE OF TECHNOLOGY RESOURCES FOR LEARNING, COMMUNICATION AND PRODUCTIVITY.**														
IV.a	**Quantify student technology skill acquisition in the context of instructional tasks.**		**X**												
IV.b	**Use technology enhanced projects to advance authentic assessment methods.**		**X**			**X**									
IV.c	**Establish clear criteria upon which student performance will be measured.**		**X**			**X**									
IV.d	**Use assessment as an opportunity for teaching and learning.**		**X**			**X**									
IV.e	**Use self-assessment as an opportunity for teaching and learning.**		**X**			**X**									
IV.f	**Use assessment as an opportunity to redesign and improve instruction.**		**X**			**X**									
V.	**PRODUCTIVITY AND PROFESSIONAL PRACTICE** **USE TECHNOLOGY RESOURCES TO ENGAGE IN ONGOING PROFESSIONAL DEVELOPMENT AND LIFELONG LEARNING.**														
V.a	**Use the Internet for research and professional reference.**		**X**			**X**									

		MAT DEGREE COURSES MEETING GA-ISTE STANDARDS													
STANDARDS/PERFORMANCE DESCRIPTORS for Certified Teachers		**EDUC 5100**	**MATH 5010**	**MATH 5250**	**MATH 5231**	**MATH 5100**	**MATH 5130**	**MATH 5220**	**MATH 5520**	**MATH 5800**					
V.b	**Locate and use technology resources for personal and professional development.**		**X**			**X**									
V.c	**Use modern technologies to shape the role of the teacher as a life-long learner.**		**X**			**X**									
(V.)	**CONTINUALLY EVALUATE AND REFLECT ON PROFESSIONAL PRACTICE TO MAKE INFORMED DECISIONS REGARDING THE USE OF TECHNOLOGY IN SUPPORT OF STUDENT LEARNING.**														
V.d	**Examine professional practice to critically evaluate the value of modern technologies in the contemporary classroom.**		**X**												
(V.)	**APPLY TECHNOLOGY TO INCREASE PRODUCTIVITY**														
V.e	**Use technologies to increase personal and professional productivity.**														
V.f	**Create multimedia presentations to disseminate information.**		**X**												
V.g	**Create management and instructional materials (rosters, rubrics, storyboards, recording sheets, task cards).**		**X**												
V.h	**Organize and manage general student information electronically (class rosters, student information databases, gradebooks).**														
V.i	**Use web-based technologies to accomplish specific personal and professional tasks.**		**X**												
(V.)	**USE TECHNOLOGY TO COMMUNICATE AND COLLABORATE WITH PEERS, PARENTS AND THE LARGER COMMUNITY IN ORDER TO NURTURE STUDENT LEARNING.**														
V.j	**Use presentation software for routine communications (information kiosks, daily agendas, announcements).**														
V.k	**Use email and web-based publications to communicate with students, parents, administrators, and peers.**														
V.l	**Use email to expedite professional communication and collaboration.**		**X**			**X**									
V.m	**Use technology to extend classroom instruction and school resources to students and their families in their homes.**														
VI.	**SOCIAL, ETHICAL, LEGAL AND HUMAN ISSUES** **MODEL AND TEACH LEGAL AND ETHICAL PRACTICE RELATED TO TECHNOLOGY USE.**														
VI.a	**Practice legal, ethical, social responsibility in the use of information technologies.**		**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**					
VI.b	**Identify and communicate clear rules, policies, and procedures to support legal and ethical use of technologies in the classroom.**														
(VI.)	**APPLY TECHNOLOGY RESOURCES TO ENABLE AND EMPOWER LEARNERS WITH DIVERSE BACKGROUNDS, CHARACTERISTICS AND ABILITIES.**														
(VI.)	**IDENTIFY AND USE TECHNOLOGY RESOURCES THAT AFFIRM DIVERSITY.**														
(VI.)	**PROMOTE SAFE AND HEALTHY USE OF TECHNOLOGY RESOURCES.**														
(VI.)	**FACILITATE EQUITABLE ACCESS TO TECHNOLOGY RESOURCES FOR ALL STUDENTS.**														

CLAYTON STATE UNIVERSITY — TEACHER EDUCATION PROGRAMS
GEORGIA PERFORMANCE STANDARDS ALIGNED WITH COURSE CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary English (7-12)	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
ENGLISH / LANGUAGE ARTS				
• **Reading & Literature (7-12)** ELARL1, ELARL2, ELARL3, ELARL4, ELARL5 (includes American Literature (A), British Literature (B), and World Literature (W) designated next to specific ENGL courses)	--Know literary elements of each literary genre (novel, short story, drama, poetry, biography, etc.) appropriate for each grade level --Demonstrate effective strategies for teaching literary elements of the various genres listed above --Analyze literary selections read in various courses --Understand critical frameworks for interpreting fiction, nonfiction, poetry, and drama --Analyze selections read in Adolescent Literature in order to develop appropriate instructional strategies for creating student interest in each work and for teaching the selections in the middle level classroom	ENGL 4020 ENGL 4030 ENGL 4114 ENGL 3200 ENGL 4100 A ENGL 4110 A ENGL 4120 A ENGL 3150 B ENGL 4200 B ENGL 4221 B ENGL 4222 B ENGL 3410 A ENGL 4130 A ENGL 4140 A ENGL 4150 A ENGL 3501 A ENGL 3420W ENGL 3300 ENGL 3620 ENGL 4810 EDUC 4730	--English content area portfolio --Projects and assignments --Journal reflections about content and application of content --Journal abstracts on recent research in literature, the teaching of literature, and best practices --Internet research on literary lesson plans for various works taught in local school systems --Literary analyses --Research papers and essays on literature --Lesson plans for teaching adolescent and canonical literature, including novels, short stories, poetry, biographies and autobiographies, and other non-fiction; tests on content and interpretation of literary works --GACE for English	--Lesson plans and unit plans during practicum and internship that incorporate GPS --Mini lessons during practicum --Teacher Work Sample --English content area portfolio

Georgia Performance Standards Strands Secondary English (7-12)	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
	--Demonstrate how to apply adolescent literature to a literary web or unit by developing such a unit --Demonstrate an understanding of how particular adolescent literature and classic literature selections are related to social issues in contemporary society and/or to historical periods so that the selections can be placed in a chronological context for students --Demonstrate a knowledge of a variety of writing genres --Demonstrate how to use literary selections to teach communication skills by integrating them within a literary framework			
• **Reading Across the Curriculum (7-12)** Informational and fictional texts in a variety of genres and modes of discourse,	--Know how to locate and evaluate the usefulness of scholarly, peer-reviewed journal articles in print and on-	ENGL 4020 ENGL 4030 EDUC 4730 ENGL 4114	--Lesson plans, including age- and ability-appropriate reading strategies and learning strategies --Written and oral assessments in all required classes	--Use of appropriate reading and writing strategies during internship --Use of cooperative

Georgia Performance Standards Strands Secondary English (7-12)	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
including technical texts related to various subject areas ELARC1, 2, 3, & 4	line text --Understand how learners construct meaning by interacting with text --Know and be able to use a variety of reading/writing learning strategies appropriate for use before, during, and after reading to assist students in reading and writing effectively in various content areas --Understand the connection between reading and writing and why this connection is important to reading skills development --Be able to create activities and assessments that involve authentic reading and writing tasks for students who have diverse learning styles and ability levels		--Journal reflections about content and application of content --Journal abstracts on recent research in reading, the teaching of reading, and best practices --GACE for English	learning groups during internship --Teacher Work Sample and Content portfolio

Georgia Performance Standards Strands Secondary English (7-12)	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
• **Writing (7-12)** ELAW1, 2, 3, & 4 9th grade: technical writing 10th grade: persuasive writing 11th grade: expository writing 12th grade: expository writing	--Demonstrate knowledge of the writing process and appropriate strategies for each aspect of the process --Understand that writing and reading are recursive processes that require reflection --Demonstrate strategies for teaching writing skills, including planning instructional activities and providing meaningful feedback to students --Understand how to facilitate revision of others' writing and how to use readers' feedback to revise one's own writing --Plan and complete several different types of writing projects for different purposes (including narrative, informative, persuasive, and research/technical) and audiences --practice both timed and process writing --Write well-organized,	ENGL 4020 ENGL 4030 ENGL 4114 ENGL 3200 ENGL 4100 ENGL 4110 ENGL 4120 ENGL 3150 ENGL 4200 ENGL 4221 ENGL 4222 ENGL 3410 ENGL 4130 ENGL 4140 ENGL 4150 ENGL 3501 ENGL 3420 ENGL 3300 ENGL 3620 ENGL 4810 EDUC 4730	--Essays and other writing formats for various audiences and purposes --Research papers --Lesson plans that include writing strategies for use in language arts and across the curriculum --Assessment of students' papers, using the statewide writing test rubric as well as a self-developed rubric --Written and oral assessments in relevant courses --English content portfolio --Teacher Work Sample --GACE for English	--Preparation of students for the state writing test --Use of a variety of writing assignments, both creative and expository, technical, or persuasive, during internship --Use of cooperative learning groups for peer editing during internship --Assessment of student writing using rubrics and/or other instruments --Teacher Work Sample --English Content Portfolio

Georgia Performance Standards Strands Secondary English (7-12)	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
	coherent papers with detailed support for one's assertions --Know how to research to find evidence to support one's ideas --Reflect upon one's own strengths and weaknesses as a writer --Use a variety of sentence types and combinations to add interest to one's writing and enhance one's writing style --Understand the connection between reading and writing and why this connection is important --Create activities and assessments that involve authentic reading and writing tasks for students who have diverse learning styles and ability levels --Know how to locate and evaluate the usefulness of scholarly, peer-reviewed journal articles in print and on-line text			

Georgia Performance Standards Strands Secondary English (7-12)	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
• **Conventions (7-12)** ELAC1 & 2	--Know the rules of traditional grammar and demonstrate how these rules can be effectively integrated into writing instruction to improve writing skills --Know parts of speech, basic parts of sentences (subject, verb, etc.), types of phrases and clauses, kinds of sentences, appropriate use of mechanics, appropriate punctuation, and common spelling rules --Practice innovative strategies for teaching grammar both alone and in the context of writing instruction --learn and use error analysis --learn and use a variety of sentence types and combinations to add interest to writing and enhance style --Demonstrate effective use of conventions in one's own writing	ENGL 4020 ENGL 4030 ENGL 3200 EDUC 4730	--Tests and other assessments --Essays and research papers in ENGL and EDUC courses --Interns' appropriate use of conventions in their teacher work sample --English Content Portfolio --GACE for English	--Lesson plans --Teacher Work Sample --English Content Portfolio

Georgia Performance Standards Strands Secondary English (7-12)	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
• **Listening/ Speaking/ Viewing (7-12)** Habits of Good Listeners Listening to and Viewing Visual and Oral Texts ELALSV 1 & 2	--Know how to ask relevant questions --Know how to respond appropriately to questions --Work well with others in group situations, knowing when to yield to another person's opinion --Express one's opinion in an appropriate way --Use appropriate body language when listening and speaking --Maintain eye contact --Organize presentations effectively --Employ group decision-making techniques --Know how to clarify, illustrate, or expand on ideas in a group situation --Analyze, interpret, and evaluate visual media of various types (radio, film, television, art, etc.) --Create rubrics for assessment of visual media	ENGL 4020 ENGL 4030 EDUC 4730	--Cooperative groups throughout English courses --Oral presentations --PowerPoint presentations --GACE for English	--Interactions with students, parents, administrators, colleagues, and staff throughout practicum and full-time internship --English Content Portfolio –Teacher Work Sample

CLAYTON STATE UNIVERSITY **DEPARTMENT OF TEACHER EDUCATION**
BACHELOR OF SCIENCE IN BIOLOGY, SECONDARY EMPHASIS

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH COURSE CONTENT KNOWLEDGE

Georgia Performance Standards Strands for Secondary Biology	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
SCSh1. Students will evaluate the importance of curiosity, honesty, openness, and skepticism in science.	a. Exhibit the above traits in their own scientific activities. b. Recognize that different explanations often can be given for the same evidence. c. Explain that further understanding of scientific problems relies on the design and execution of new experiments which may reinforce or weaken opposing explanations.	BIOL 3200 BIOL 3250 BIOL 3250L BIOL 3380 BIOL 3500 BIOL 3500L BIOL 3650 BIOL 3650L BIOL 4100 BIOL 4201 BIOL 4999 A or B SCI 4901	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample
SCSh2. Students will use standard safety practices for all classroom laboratory and field investigations.	a. Follow correct procedures for use of scientific apparatus. b. Demonstrate appropriate technique in all laboratory situations. c. Follow correct protocol for identifying and reporting safety problems and violations.	BIOL 3250 BIOL 3250L BIOL 3500 BIOL 3500L BIOL 3650 BIOL 3650L	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample
SCSh3. Students will identify and investigate problems scientifically.	a. Suggest reasonable hypotheses for identified problems. b. Develop procedures for solving scientific problems. c. Collect, organize, and record	BIOL 3200 BIOL 3250 BIOL 3250L BIOL 3380	-Presentations -Research papers -Lab reports -Biology field test	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons

	appropriate data. d. Graphically compare and analyze data points and/or summary statistics. e. Develop reasonable conclusions based on data collected. f. Evaluate whether conclusions are reasonable by reviewing the process and checking against other available information.	BIOL 3500 BIOL 3500L BIOL 3650 BIOL 3650L BIOL 4100 BIOL 4201 BIOL 4999 A or B SCI 4901	-Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Teacher Work Sample
SCSh4. Students use tools and instruments for observing, measuring, and manipulating scientific equipment and materials.	a. Develop and use systematic procedures for recording and organizing information. b. Use technology to produce tables and graphs. c. Use technology to develop, test, and revise experimental or mathematical models.	BIOL 3250L BIOL 3500L BIOL 3650L	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample
SCSh5. Students will demonstrate the computation and estimation skills necessary for analyzing data and developing reasonable scientific explanations.	a. Trace the source on any large disparity between estimated and calculated answers to problems. b. Consider possible effects of measurement errors on calculations. c. Recognize the relationship between accuracy and precision. d. Express appropriate numbers of significant figures for calculated data, using scientific notation where appropriate. e. Solve scientific problems by substituting quantitative values, using dimensional analysis and/or simple algebraic formulas as appropriate.	BIOL 3200 BIOL 3250 BIOL 3250L BIOL 3380 BIOL 3500 BIOL 3500L BIOL 3650 BIOL 3650L BIOL 4100 BIOL 4201 BIOL 4999 A or B SCI 4901	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample
SCSh6. Students will communicate scientific investigations and information clearly.	a. Write clear, coherent laboratory reports related to scientific investigations. b. Write clear, coherent accounts of current scientific issues, including	BIOL 3200 BIOL 3250 BIOL 3250L BIOL 3380	-Presentations -Research papers -Lab reports -Biology field test	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons

	possible alternative interpretations of the data. c. Use data as evidence to support scientific arguments and claims in written or oral presentations. d. Participate in group discussions of scientific investigation and current scientific issues.	BIOL 3500 BIOL 3500L BIOL 3650 BIOL 3650L BIOL 4100 BIOL 4201 BIOL 4999 A or B SCI 4901	-Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Teacher Work Sample
SCSh7. Students analyze how scientific knowledge is developed. Students recognize that:	a. The universe is a vast single system in which the basic principles are the same everywhere. b. Universal principles are discovered through observation and experimental verification. c. From time to time, major shifts occur in the scientific view of how the world works. More often, however, the changes that take place in the body of scientific knowledge are small modifications of prior knowledge. Major shifts in the scientific views typically occur after the observation of a new phenomenon or an insightful interpretation of existing data by an individual or research group. d. Hypotheses often cause scientists to develop new experiments that produce additional data. e. Testing, revising and occasionally rejecting new and old theories never ends.	BIOL 3200 BIOL 3250 BIOL 3250L BIOL 3380 BIOL 3500 BIOL 3500L BIOL 3650 BIOL 3650L BIOL 4100 BIOL 4201 BIOL 4999 A or B SCI 4901	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample
SCSh8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:	a. Scientific investigators control the conditions of their experiments in order to produce valuable data. b. Scientific researchers are expected to critically assess the quality of data including possible sources of bias in their investigations' hypotheses, observations, data analyses, and interpretations. c. Scientists use practices such as peer review and publication to	BIOL 3200 BIOL 3250 BIOL 3250L BIOL 3380 BIOL 3500 BIOL 3500L BIOL 3650 BIOL 3650L BIOL 4100	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample

	reinforce the integrity of scientific activity and reporting. d. The merit of a new theory is judged by how well scientific data are explained by the new theory. e. The ultimate goal of science is to develop an understanding of the natural universe which is free of biases. f. Science disciplines and traditions differ from one another in what is studied, techniques used, and outcomes sought.	BIOL 4201 BIOL 4999 A or B SCI 4901	-Lesson plans -Unit plans -GACE -Assignments/class work	
SB1. Students will analyze the nature of the relationships between structures and functions in living cells.	a. Explain the roll of cell organelles for both prokaryotic and eukaryotic cells, including the cell membrane, in maintaining homeostasis and cell reproduction. b. Explain how enzymes function as catalysts. c. Identify the function of the four major macromolecules (i.e., carbohydrates, proteins, lipids, nucleic acids). d. Explain the impact of water on life processes (i.e., osmosis, diffusion)	BIOL 3250 BIOL 3250L BIOL 3200	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample
SB2. Students will analyze how biological traits are passed on to successive generations.	a. Distinguish between DNA and RNA. b. Explain using the role of DNA in storing and transmitting cellular information. c. Using Mendel's laws, explain the role of meiosis in reproductive variability. d. Describe the relationships between changes in DNA and potential appearance of new traits including alterations during replication, insertions, deletions, substitutions, mutagenic factors that can alter DNA, high energy radiation, chemical. e. Compare the advantages of sexual reproduction and asexual	BIOL 3250 BIOL 3200 BIOL 4201	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample

	reproduction in different situations. f. Examine the use DNA technology in forensics, medicine, and agriculture.			
SB3. Students will derive the relationship between single-celled and multi-celled organisms and the increasing complexity of systems.	a. Explain the cycling of energy through the processes of photosynthesis and respiration. b. Compare how structures and function vary between the six kingdoms (archaebacteria, eubacteria, protists, fungi, plants, animals). c. Examine the evolutionary basis of modern classification systems. d. Compare and contrast viruses with living organisms.	BIOL 3250 BIOL 3380	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample
SB4. Students will assess the dependence of all organisms on one another and the flow of energy and matter within their ecosystems.	a. Investigate the relationships among organisms, populations, communities, ecosystems, and biomes. b. Explain the flow of matter and energy through ecosystems by arranging components of a food chain to energy flow; comparing the quantity of energy in the steps of an energy pyramid; explaining the need for cycling of major nutrients (C, O, H, N, P). c. Relate environmental conditions to successional changes in ecosystems. d. Assess and explain human activities that influence and modify the environment such as global warming, population growth, pesticide use, and water and power consumption. e. Relate plant adaptations, including tropisms, to the ability to survive stressful environmental conditions. f. Relate animal adaptations, including behaviors, to the ability to survive stressful environmental conditions.	BIOL 3250 BIOL 3500	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample

SB5. Students will evaluate the role of natural selection in the development of the theory of evolution.	a. Trace the history of the theory. b. Explain the history of life in terms of biodiversity, ancestry, and the rates of evolution. c. Explain how fossil and biochemical evidence support the theory. d. Relate natural selection to changes in organisms. e. Recognize the role of evolution to biological resistance (pesticide and antibiotic resistance).	BIOL 3380 BIOL 3650 BIOL 3250	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample
S7SC1, S8CS1. Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.	a. Understand the importance of—and keep—honest, clear, and accurate records in science. b. Understand that hypotheses can be valuable even if they turn out not to be completely accurate.	BIOL 3200 BIOL 3250 BIOL 3250L BIOL 3380 BIOL 3500 BIOL 3500L BIOL 3650 BIOL 3650L BIOL 4100 BIOL 4201 BIOL 4999 A or B	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample
S7CS2, S8CS2. Students will use standard safety practices for all classroom laboratory and field investigations.	a. Follow correct procedures for use of scientific apparatus. b. Demonstrate appropriate techniques in all laboratory situations. c. Follow correct protocol for identifying and reporting safety problems and violations.	BIOL 3250L BIOL 3500L BIOL 3650L	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample
S7CS3, S8CS3. Students will	a. Analyze scientific data by using,	BIOL 3250L	-Presentations	-Lesson plans and unit plans

have the computation and estimation skills necessary for analyzing data and following scientific explanations.	interpreting, and comparing numbers in several equivalent forms, such as integers, fractions, decimals, and percents. b. Find and use the mean, median, and mode and use them to analyze a set of scientific data. c. Apply the metric system to scientific investigations that include metric to metric conversions (i.e., cm to m). d. Draw conclusions based on analyzed data (grade 7) and Decide what degree of precision is adequate, and round off appropriately (grade 8). e. Address the relationship between accuracy and precision. f. Use ratios and proportions, including constant rates, in appropriate problems.	BIOL 3500L BIOL 3650L PHYS 1111 PSYS 1112 BIOL 3250	-Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample
S7CS4, S8CS4. Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities utilizing safe laboratory procedures.	a. Use appropriate technology to store and retrieve scientific information in topical, alphabetical, numerical, and keyword files, and create simple files. b. Use appropriate tools and units for measuring objects and/or substances. c. Learn and use standard safety practices when conducting scientific investigations.	BIOL 3250L BIOL 3500L BIOL 3650L	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample
S7CS5, S8CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.	a. Observe and explain how parts can be related to other parts in a system such as predatory/prey relationships in a community/ecosystem (Grade 7) Observe and explain how parts can be related to other parts in a system such as the role of simple machines in complex machines (Grade 8). b. Understand that different models	BIOL 3500 BIOL 3500L BIOL 3250	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample

	(such as physical replicas, pictures, and analogies) can be used to represent the same thing.		-Lesson plans -Unit plans -GACE -Assignments/class work	
S7CS6, S8CS6. Students will communicate scientific ideas and activities clearly.	a. Write clear, step-by-step instructions for conducting scientific investigations, operating a piece of equipment, or following a procedure. b. Write for scientific purposes incorporating information from a circle, bar, or line graph, data tables, diagrams, and symbols. c. Organize scientific information in appropriate tables, charts, and graphs, and identify relationships they reveal.	BIOL 3200 BIOL 3250 BIOL 3250L BIOL 3380 BIOL 3500 BIOL 3500L BIOL 3650 BIOL 3650L BIOL 4100 BIOL 4201 BIOL 4999 A or B SCI 4901	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample
S7CS7, S8CS7. Students will question scientific claims and arguments effectively.	a. Question claims based on vague attributions or on statements made by people outside the area of their particular expertise. b. Identify the flaws of reasoning in arguments that are based on poorly designed research. c. Question the value of arguments based on small samples of data, biased samples, or samples for which there was no control. d. Recognize that there may be more than one way to interpret a given set of findings.	BIOL 3200 BIOL 3250 BIOL 3250L BIOL 3380 BIOL 3500 BIOL 3500L BIOL 3650 BIOL 3650L BIOL 4100 BIOL 4201 BIOL 4999 A or B SCI 4901	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample
S7CS8, S8CS8. Students will be familiar with the characteristics of scientific knowledge and how it is achieved. Students will apply the following to scientific concepts:	a. When similar investigations give different results, the scientific challenge is to judge whether the differences are trivial or significant, which often requires further study. Even with similar results, scientists may wait until an investigation has been repeated many times before accepting the results as meaningful. b. When new experimental results are inconsistent with an existing, well-	SCI 4901	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample

	established theory, scientists may pursue further experimentation to determine whether the results are flawed or the theory requires modification. c. As prevailing theories are challenged by new information, scientific knowledge may change.		-Unit plans -GACE -Assignments/class work	
S7CS9, S8CS9. Students will understand the features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:	a. Investigations are conducted for different reasons, which include exploring new phenomena, confirming previous results, testing how well a theory predicts, and comparing different theories. Scientific investigations usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations to make sense of collected evidence. b. Scientific investigations usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations to make sense of collected evidence. c. Scientific experiments investigate the effect of one variable on another. All other variables are kept constant. d. Scientists often collaborate to design research. To prevent this bias, scientists conduct independent studies of the same question. e. Accurate record keeping, data sharing, and replication of results are essential for maintaining an investigator's credibility with other scientists and society. f. Scientists use technology and mathematics to enhance the process of scientific inquiry. g. The ethics of science require that special care must be taken and used for human subjects and animals in scientific research. Scientists must adhere to the appropriate rules and guidelines when conducting research.	BIOL 3250L BIOL 3500L BIOL 3650L	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample

S7L1. Students will investigate the diversity of living organisms and how they can be compared scientifically.	a. Demonstrate the process for the development of a dichotomous key. b. Classify organisms based on physical characteristics using a dichotomous key of the six kingdom system	BIOL 3250 BIOL 3650	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample
S7L2. Students will describe the structure and function of cells, tissues, organs, and organ systems. a. Explain that cells take in e. Explain the purpose of the major organ systems in the human body.	nutrients in order to grow and divide to make needed materials. b. Relate cell structures (cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria) to basic cell functions. c. Explain that cells are organized into tissues, tissues into organs, organs into systems, and systems into organisms. d. Explain that tissues, organs, and organ systems serve the needs cells have for oxygen, food and waste removal.	BIOL 3200 BIOL 3250 BIOL 4100 BIOL 3650	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample
S7L3. Students will recognize how biological traits are passed on to successive generations.	a. Explain the role of genes and chromosomes in the process of inheriting a specific trait. b. Compare and contrast that organisms reproduce asexually and sexually. c. Recognize that selective breeding can produce plants or animals with desired traits.	BIOL 4201 BIOL 3650 BIOL 3380	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample

S7L4. Students will examine the dependence of organisms on one another and their environments.	a. Demonstrate in a food that matter is transferred from one organism to another and can recycle between organisms and their environments. b. Explain in a food web that sunlight is the source of energy and that this energy moves from organism to organism. c. Recognize that changes environmental conditions can affect the survival of both individuals and entire species. d. Categorize relationships between organisms that are competitive or mutually beneficial. e. Describe that characteristics of Earth's major terrestrial biomes and aquatic communities.	BIOL 3500 BIOL 3250	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample
S7L5. Students will examine the evolution of living organisms through inherited characteristics that promote survival of organisms and the survival of successive generations of their offspring.	a. Explain that physical characteristics of organisms have changed over successive generations b. Describe ways in which species on Earth have evolved due to natural selection. c. Trace evidence that the fossil record found in sedimentary rock provides evidence for the long history of changing life forms.	BIOL 3380 BIOL 3250	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample
S8P1. Students will examine the scientific view of the nature of matter.	a. Distinguish between atoms and molecules. b. Describe the difference between pure substances (elements and compounds) and mixtures. c. Describe the movement of particles in solids, liquids, gases, and plasma states. d. Distinguish between physical (i.e., density, melting point, boiling point) and chemical (i.e., reactivity, combustibility) properties of matter	PHYS 1111 PHYS 1112 CHEM 1211 CHEM 1212	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample

	as physical or chemical e. Distinguish between changes in matter as physical (i.e., physical change) or chemical (development of a gas, formation of precipitate, and change in color). f. Recognize that there are more than 100 elements and some have similar properties as shown on the Periodic Table of Elements. g. Identify and demonstrate the Law of Conservation of Matter.		-GACE -Assignments/class work	
S8P2. Students will be familiar with the forms and transformations of energy.	a. Explain energy transformation in terms of the Law of Conservation of Energy. b. Explain the relationship between potential and kinetic energy. c. Compare and contrast the different forms of energy (heat, light, electricity, mechanical motion, sound) and their characteristics. d. Describe how heat can be transferred through matter by the collisions of atoms (conduction) or through space (radiation). In a liquid or gas, currents will facilitate the transfer of heat (convection).	PHYS 1111 PHYS 1112 CHEM 1211 CHEM 1212	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample
S8P3. Students will investigate relationship between force, mass, and the motion of objects.	a. Determine the relationship between velocity and acceleration. b. Demonstrate the effect of balanced and unbalanced forces on an object in terms of gravity, inertia, and friction. c. Demonstrate the effect of simple machines (level, inclined plan, pulley, wedge, screw, and wheel and axle) on work.	PHYS 1111 PHYS 1112	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample
S8P4. Students will explore the wave nature of sound and electromagnetic radiation.	a. Identify the characteristics of electromagnetic and mechanical waves.	PHYS 1111 PHYS 1112	-Presentations -Research papers -Lab reports	-Lesson plans and unit plans during practicum and internship that incorporate GPS

	b. Describe how the behavior of light waves is manipulated causing reflection, refraction, diffraction, and absorption. c. Explain how the human eye sees objects and colors in terms of wavelengths. d. Describe how the behavior of waves is affected by medium (such as air, water, solids). e. Relate the properties of sound to everyday experiences. f. Diagram the parts of the wave and explain how the parts are affected by changes in amplitude and pitch.		-Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Mini lessons -Teacher Work Sample
S8P5. Students will recognize characteristics of gravity, electricity, and magnetism as major kinds forces acting in nature.	a. Recognize that every object exerts gravitational force on every other object and that the force exerted depends on how much mass the objects have and how far apart they are. b. Demonstrate the advantages and disadvantages of series and parallel circuits and how they transfer energy. c. Investigate and explain that electric currents and magnets can exert force on each other.	PHYS 1111 PHYS 1112	-Presentations -Research papers -Lab reports -Biology field test -Quizzes -Critiques of journal articles -Web pages -Blogs -Poster presentations -Lesson plans -Unit plans -GACE -Assignments/class work	-Lesson plans and unit plans during practicum and internship that incorporate GPS -Mini lessons -Teacher Work Sample

CLAYTON STATE UNIVERSITY **DEPARTMENT OF TEACHER EDUCATION**
BACHELOR OF ARTS IN HISTORY, SECONDARY EMPHASIS

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH COURSE CONTENT KNOWLEDGE (U.S. History)

Georgia Performance Standards Strands for Secondary History	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
SSUSH1 The student will describe European settlement in North America during the 17th century. a. Explain Virginia's development; include the Virginia Company, tobacco cultivation, relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon's Rebellion, and the development of slavery. b. Describe the settlement of New England; include religious reasons, relations with Native development of a legislature, religious tensions that led to the founding of Rhode Island, the half-way covenant, Salem Witch Trials, and the loss of the Massachusetts charter and the transition to a royal colony. c. Explain the development of the mid-Atlantic colonies; include the Dutch settlement of New Amsterdam and subsequent English takeover, and the settlement of Pennsylvania. d. Explain the reasons for French settlement of Quebec. e. Analyze the impact of location and place on colonial settlement, transportation, and economic development; include the southern, middle, and New England colonies.	Will be able to explain Virginia's development, from early relationships with Native Americans to the origins of slavery in the colony. Will be able to discuss the settlement of New England, from the founding of the Massachusetts Bay Colony to the loss of the Massachusetts charter and the transition to a royal colony. Will be able to explain the development of the mid-Atlantic colonies, including New Amsterdam and subsequent English takeover, and the settlement of Pennsylvania. Will be able to explain the reasons for French settlement of Quebec. Will be able to analyze the impact of location and place on colonial settlement, transportation, and economic development; including the southern, middle, and New England colonies.	HIST 2111 HIST 2265 HIST 3120 HIST 3700	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations

SSUSH2 The student will trace the ways that the economy and society of British North America developed. a. Explain the development of mercantilism and the trans-Atlantic trade. b. Describe the Middle Passage, growth of the African population, and African-American culture. c. Identify Benjamin Franklin as a symbol of social mobility and individualism. d. Explain the significance of the Great Awakening.	Will be able to explain the development of mercantilism and the trans-Atlantic trade. Will be able to describe the Middle Passage, growth of the African population, and African-American culture. Will be able to identify Benjamin Franklin as a symbol of social mobility and individualism. Will be able to explain the significance of the Great Awakening.	HIST 2111 HIST 2265 HIST 3120	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations
SSUSH3 The student will explain the primary causes of the American Revolution. a. Explain how the end of Anglo-French imperial competition as seen in the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution. b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in Sons and Daughters of Liberty and Committees of Correspondence. c. Explain the importance of Thomas Paine's Common Sense to the movement for independence.	Will be able to explain how the end of Anglo-French imperial competition as seen in the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution. Will be able to explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in Sons and Daughters of Liberty and Committees of Correspondence. Will be able to explain the importance of Thomas Paine's Common Sense to the movement for independence.	HIST 2111 HIST 3120 HIST 3450	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations
SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution. a. Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and the role of Thomas Jefferson.	Will be able to explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and the role of Thomas Jefferson. Will be able to explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and	HIST 2111 HIST 3120 HIST 3450	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations

b. Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette. c. Analyze George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge. d. Explain the role of geography at the Battle of Yorktown, the role of Lord Cornwallis, and the Treaty of Paris, 1783.	the Marquis de Lafayette. Will be able to analyze George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge. Will be able to explain the role of geography at the Battle of Yorktown, the role of Lord Cornwallis, and the Treaty of Paris, 1783.			
SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution. a. Explain how weaknesses in the Articles of Confederation and Daniel Shays' Rebellion led to a call for a stronger central government. b. Evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution as put forth in The Federalist concerning form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison. c. Explain the key features of the Constitution, specifically the Great Compromise, separation of powers (influence of Montesquieu), limited government, and the issue of slavery. d. Analyze how the Bill of Rights serves as a protector of individual	Will be able to explain how weaknesses in the Articles of Confederation and Daniel Shays' Rebellion led to a call for a stronger central government. Will be able to evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution as put forth in The Federalist concerning form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison. Will be able to explain the key features of the Constitution, specifically the Great Compromise, separation of powers (influence of Montesquieu), limited government, and the issue of slavery. Will be able to analyze how the Bill of Rights serves as a protector of individual and states' rights. Will be able to explain the	HIST 2111 HIST 3120	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations

and states' rights. e. Explain the importance of the Presidencies of George Washington and John Adams; include the Whiskey Rebellion, non-intervention in Europe, and the development of political parties (Alexander Hamilton).	importance of the Presidencies of George Washington and John Adams; include the Whiskey Rebellion, non-intervention in Europe, and the development of political parties (Alexander Hamilton).			
SSUSH6 The student will analyze the impact of territorial expansion and population growth and the impact of this growth in the early decades of the new nation. a. Explain the Northwest Ordinance's importance in the westward migration of Americans, and on slavery, public education, and the addition of new states. b. Describe Jefferson's diplomacy in obtaining the Louisiana Purchase from France and the territory's exploration by Lewis and Clark. c. Explain major reasons for the War of 1812 and the war's significance on the development of a national identity. d. Describe the construction of the Eerie Canal, the rise of New York City, and the development of the nation's infrastructure. e. Describe the reasons for and importance of the Monroe Doctrine.	Will be able to explain the Northwest Ordinance's importance in the westward migration of Americans, and on slavery, public education, and the addition of new states. Will be able to describe Jefferson's diplomacy in obtaining the Louisiana Purchase from France and the territory's exploration by Lewis and Clark. Will be able to explain the major reasons for the War of 1812 and the war's significance on the development of a national identity. Will be able to describe the construction of the Eerie Canal, the rise of New York City, and the development of the nation's infrastructure. Will be able to describe the reasons for and importance of the Monroe Doctrine.	HIST 2111 HIST 3125	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations
SSUSH7 Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it. a. Explain the impact of the Industrial Revolution as seen in Eli Whitney's invention of the	Will be able to explain the impact of the Industrial Revolution as seen in Eli Whitney's invention of the cotton gin and his development of interchangeable parts for muskets. Will be able to describe the westward growth of the United States; include the emerging concept	HIST 2111 HIST 3125	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course	Teacher work sample Lesson Plans Observations

cotton gin and his development of interchangeable parts for muskets. b. Describe the westward growth of the United States; include the emerging concept of Manifest Destiny. c. Describe reform movements, specifically temperance, abolitionism, and public school. d. Explain women's efforts to gain suffrage; include Elizabeth Cady Stanton and the Seneca Falls Conference. e. Explain Jacksonian Democracy, expanding suffrage, the rise of popular political culture, and the development of American nationalism.	of Manifest Destiny. Will be able to describe the reform movements, specifically temperance, abolitionism, and public school. Will be able to explain women's efforts to gain suffrage; include Elizabeth Cady Stanton and the Seneca Falls Conference. Will be able to explain Jacksonian Democracy, expanding suffrage, the rise of popular political culture, and the development of American nationalism.		requirements	
SSUSH8 The student will explain the relationship between growing north-south divisions and westward expansion. a. Explain how slavery became a significant issue in American politics; include the slave rebellion of Nat Turner and the rise of abolitionism (William Lloyd Garrison, Frederick Douglass, and the Grimke sisters). b. Explain the Missouri Compromise and the issue of slavery in western states and territories. c. Describe the Nullification Crisis and the emergence of states' rights ideology; include the role of John C. Calhoun and development of sectionalism. d. Describe the war with Mexico and the Wilmot Proviso. e. Explain how the Compromise of 1850 arose out of territorial expansion and population growth.		HIST 2111 HIST 2265 HIST 3130	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations
SSUSH9 The student will identify key events, issues, and	Will be able to explain the Kansas-Nebraska Act, the failure of popular	HIST 2111 HIST 3130	Group Projects	Teacher work sample

individuals relating to the causes, course, and consequences of the Civil War. a. Explain the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown's Raid. b. Describe President Lincoln's efforts to preserve the Union as seen in his second inaugural address and the Gettysburg speech and in his use of emergency powers, such as his decision to suspend habeas corpus. c. Describe the roles of Ulysses Grant, Robert E. Lee, "Stonewall" Jackson, William T. Sherman, and Jefferson Davis. d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta and the impact of geography on these battles. e. Describe the significance of the Emancipation Proclamation. f. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.	sovereignty, Dred Scott case, and John Brown's Raid. Will be able to describe President Lincoln's efforts to preserve the Union as seen in his second inaugural address and the Gettysburg speech and in his use of emergency powers, such as his decision to suspend habeas corpus. Will be able to describe the roles of Ulysses Grant, Robert E. Lee, "Stonewall" Jackson, William T. Sherman, and Jefferson Davis. Will be able to explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta and the impact of geography on these battles. Will be able to explain the significance of the Emancipation Proclamation. Will be able to explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.	HIST 3450 HIST 3700	Project Paper Class Presentation Essay Exams Successful completion of course requirements	Lesson Plans Observations
SSUSH10 The student will identify legal, political, and social dimensions of Reconstruction. a. Compare and contrast Presidential Reconstruction with Radical Republican Reconstruction. b. Explain efforts to redistribute land in the South among the former slaves and provide advanced education (Morehouse College) and describe the role of	Will be able to compare and contrast Presidential Reconstruction with Radical Republican Reconstruction. Will be able to explain efforts to redistribute land in the South among the former slaves and provide advanced education (Morehouse College) and describe the role of the Freedmen's Bureau. Will be able to describe the significance of the 13th, 14th, and 15th	HIST 2111 HIST 2112 HIST 3130 HIST 3132	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations

the Freedmen's Bureau. c. Describe the significance of the 13th, 14th, and 15th amendments. d. Explain Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction. e. Explain the impeachment of Andrew Johnson in relationship to Reconstruction. f. Analyze how the presidential election of 1876 and the subsequent compromise of 1877 marked the end of Reconstruction.	amendments. Will be able to explain the Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction. Will be able to explain the impeachment of Andrew Johnson in relationship to Reconstruction. Will be able to analyze how the presidential election of 1876 and the subsequent compromise of 1877 marked the end of Reconstruction			
SSUSH11 The student will describe the economic, social, and geographic impact of the growth of big business and technological innovations after Reconstruction. a. Explain the impact of the railroads on other industries, such as steel, and on the organization of big business. b. Describe the impact of the railroads in the development of the West; include the transcontinental railroad, and the use of Chinese labor. c. Identify John D. Rockefeller and the Standard Oil Company and the rise of trusts and monopolies. d. Describe the inventions of Thomas Edison; include the electric light bulb, motion pictures, and the phonograph, and their impact on American life.	Will be able to explain the impact of the railroads on other industries, such as steel, and on the organization of big business. Will be able to describe the impact of the railroads in the development of the West; include the transcontinental railroad, and the use of Chinese labor. Will be able to identify John D. Rockefeller and the Standard Oil Company and the rise of trusts and monopolies. Will be able to describe the inventions of Thomas Edison; include the electric light bulb, motion pictures, and the phonograph, and their impact on American life.	HIST 2112 HIST 3135 HIST 3330	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations
SSUSH12 The student will analyze important consequences of American industrial growth. a. Describe Ellis Island, the change in immigrants' origins to southern and eastern Europe and	Will be able to describe Ellis Island, the change in immigrants' origins to southern and eastern Europe and the impact of this change on urban America.	HIST 2112 HIST 2265 HIST 3135	Group Projects Project Paper Class Presentation	Teacher work sample Lesson Plans Observations

the impact of this change on urban America. b. Identify the American Federation of Labor and Samuel Gompers. c. Describe the growth of the western population and its impact on Native Americans with reference to Sitting Bull and Wounded Knee. d. Describe the 1894 Pullman strike as an example of industrial unrest.	Will be able to identify the American Federation of Labor and Samuel Gompers. Will be able to describe the growth of the western population and its impact on Native Americans with reference to Sitting Bull and Wounded Knee. Will be able to describe the 1894 Pullman strike as an example of industrial unrest.		Essay Exams Successful completion of course requirements	
SSUSH13 The student will identify major efforts to reform American society and politics in the Progressive Era. a. Explain Upton Sinclair's The Jungle and federal oversight of the meatpacking industry. b. Identify Jane Addams and Hull House and describe the role of women in reform movements. c. Describe the rise of Jim Crow, Plessy v. Ferguson, and the emergence of the NAACP. d. Explain Ida Tarbell's role as a muckraker. e. Describe the significance of progressive reforms such as the initiative, recall, and referendum; direct election of senators; reform of labor laws; and efforts to improve living conditions for the poor in cities. f. Describe the conservation movement and the development of national parks and forests; include the role of Theodore Roosevelt.	Will be able to explain Upton Sinclair's The Jungle and federal oversight of the meatpacking industry. Will be able to identify Jane Addams and Hull House and describe the role of women in reform movements. Will be able to describe the rise of Jim Crow, Plessy v. Ferguson, and the emergence of the NAACP. Will be able to explain Ida Tarbell's role as a muckraker. Will be able to describe the significance of progressive reforms such as the initiative, recall, and referendum; direct election of senators; reform of labor laws; and efforts to improve living conditions for the poor in cities. Will be able to discuss the conservation movement and the development of national parks and forests; include the role of Theodore Roosevelt.	HIST 2112 HIST 2265 HIST 3110 HIST 3135 HIST 3700	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations
SSUSH14 The student will explain America's evolving relationship with the world at	Will be able to explain the Chinese Exclusion Act of 1882 and anti-Asian immigration sentiment on the west	HIST 2112 HIST 3150 HIST 3220	Group Projects Project Paper	Teacher work sample Lesson Plans

the turn of the twentieth century. a. Explain the Chinese Exclusion Act of 1882 and anti-Asian immigration sentiment on the west coast. b. Describe the Spanish-American War, the war in the Philippines, and the debate over American expansionism. c. Explain U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.	coast. Will be able to describe the Spanish-American War, the war in the Philippines, and the debate over American expansionism. Will be able to explain U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.		Class Presentation Essay Exams Successful completion of course requirements	Observations
SSUSH15 The student will analyze the origins and impact of U.S. involvement in World War I. a. Describe the movement from U.S. neutrality to engagement in World War I, with reference to unrestricted submarine warfare. b. Explain the domestic impact of World War I, as reflected by the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs. c. Explain Wilson's Fourteen Points and the proposed League of Nations. d. Describe passage of the Eighteenth Amendment, establishing Prohibition, and the Nineteenth Amendment, establishing woman suffrage.	Will be able to describe the movement from U.S. neutrality to engagement in World War I, with reference to unrestricted submarine warfare. Will be able to explain the domestic impact of World War I, as reflected by the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs. Will be able to explain Wilson's Fourteen Points and the proposed League of Nations. Will be able to describe the passage of the Eighteenth Amendment, establishing Prohibition, and the Nineteenth Amendment, establishing woman suffrage.	HIST 2112 HIST 3110 HIST 3150 HIST 3450	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations
SSUSH16 The student will identify key developments in the aftermath of WW I. a. Explain how rising communism and socialism in the United States led to the Red Scare and immigrant restriction. b. Identify Henry Ford, mass production, and the automobile.	Will be able to explain how rising communism and socialism in the United States led to the Red Scare and immigrant restriction. Will be able to identify Henry Ford, mass production, and the automobile. Will be able to describe the impact of	HIST 2112 HIST 2265 HIST 3150	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course	Teacher work sample Lesson Plans Observations

c. Describe the impact of radio and the movies. d. Describe modern forms of cultural expression; include Louis Armstrong and the origins of jazz, Langston Hughes and the Harlem Renaissance, Irving Berlin, and Tin Pan Alley.	radio and the movies. Will be able to describe modern forms of cultural expression; include Louis Armstrong and the origins of jazz, Langston Hughes and the Harlem Renaissance, Irving Berlin, and Tin Pan Alley.		requirements	
SSUSH17 The student will analyze the causes and consequences of the Great Depression. a. Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression. b. Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west. c. Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.	Will be able to explain the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression. Will be able to explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west. Will be able to explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.	HIST 2112 HIST 3330	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations
SSUSH18 The student will describe Franklin Roosevelt's New Deal as a response to the depression and compare the ways governmental programs aided those in need. a. Describe the creation of the Tennessee Valley Authority as a works program and as an effort to control the environment. b. Explain the Wagner Act and the rise of industrial unionism. c. Explain the passage of the Social Security Act as a part of the second New Deal. d. Identify Eleanor Roosevelt as a symbol of social progress and women's activism.	Will be able to describe the creation of the Tennessee Valley Authority as a works program and as an effort to control the environment. Will be able to explain the Wagner Act and the rise of industrial unionism. Will be able to explain the passage of the Social Security Act as a part of the second New Deal. Will be able to identify Eleanor Roosevelt as a symbol of social progress and women's activism. Will be able to identify the political	HIST 2112 HIST 3150	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations

e. Identify the political challenges to Roosevelt's domestic and international leadership; include the role of Huey Long, the "court packing bill," and the Neutrality Act.	challenges to Roosevelt's domestic and international leadership; include the role of Huey Long, the "court packing bill," and the Neutrality Acts.			
SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government. a. Explain A. Philip Randolph's proposed march on Washington, D.C., and President Franklin D. Roosevelt's response. b. Explain the Japanese attack on Pearl Harbor and the internment of Japanese- Americans, German-Americans, and Italian-Americans. c. Explain major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin. d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries. e. Describe the Manhattan Project at Los Alamos and the scientific, economic, and military implications of developing the atomic bomb. f. Compare the geographic locations of the European Theater and the Pacific Theater and the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops.	Will be able to explain A. Philip Randolph's proposed march on Washington, D.C., and President Franklin D. Roosevelt's response. Will be able to explain the Japanese attack on Pearl Harbor and the internment of Japanese- Americans, German-Americans, and Italian-Americans. Will be able to explain major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin. Will be able to describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries. Will be able to describe the Manhattan Project at Los Alamos and the scientific, economic, and military implications of developing the atomic bomb. Will be able to discuss the geographic locations of the European Theater and the Pacific Theater and the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops.	HIST 2112 HIST 2265 HIST 3150 HIST 3450	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations
SSUSH20 The student will analyze the domestic and international impact of the Cold War on the United States. a. Describe the creation of the	Will be able to describe the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment	HIST 2112 HIST 3150 HIST 3450	Group Projects Project Paper Class Presentation	Teacher work sample Lesson Plans Observations

Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy. b. Explain the impact of the new communist regime in China and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy. c. Describe the Cuban Revolution, the Bay of Pigs, and the Cuban missile crisis. d. Describe the Vietnam War, the Tet Offensive, and growing opposition to the war. e. Explain the role of geography on the U.S. containment policy, the Korean War, the Bay of Pigs, the Cuban missile crisis, and the Vietnam War.	policy. Will be able to explain the impact of the new communist regime in China and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy. Will be able to describe the Cuban Revolution, the Bay of Pigs, and the Cuban missile crisis. Will be able to discuss the Vietnam War, the Tet Offensive, and growing opposition to the war. Will be able to explain the role of geography on the U.S. containment policy, the Korean War, the Bay of Pigs, the Cuban missile crisis, and the Vietnam War.		Essay Exams Successful completion of course requirements	
SSUSH21 The student will explain the impact of technological development and economic growth on the United States, 1945-1975. a. Describe the baby boom and its impact as shown by Levittown and the Interstate Highway Act. b. Describe the impact television has had on American culture; include the presidential debates (Kennedy/Nixon, 1960) and news coverage of the Civil Rights Movement. c. Analyze the impact of technology on American life; include the development of the personal computer and the expanded use of air conditioning. d. Describe the impact of competition with the USSR as evidenced by the launch of	Will be able to describe the baby boom and its impact as shown by Levittown and the Interstate Highway Act. Will be able to describe the impact television has had on American culture; include the presidential debates (Kennedy/Nixon, 1960) and news coverage of the Civil Rights Movement. Will be able to analyze the impact of technology on American life; include the development of the personal computer and the expanded use of air conditioning. Will be able to describe the impact of competition with the USSR as evidenced by the launch of Sputnik I and President Eisenhower's actions, both overt and covert.	HIST 2112 HIST 3150 HIST 3300	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations

Sputnik I and President Eisenhower's actions.				
SSUSH22 The student will identify dimensions of the Civil Rights Movement, 1945-1970. a. Explain the importance of President Truman's order to integrate the U.S. military and the federal government. b. Identify Jackie Robinson and the integration of baseball. c. Explain Brown v. Board of Education and efforts to resist the decision. d. Describe the significance of Martin Luther King, Jr.'s Letter from a Birmingham Jail and his I Have a Dream Speech. e. Describe the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.	Will be able to explain the importance of President Truman's order to integrate the U.S. military and the federal government. Will be able to identify Jackie Robinson and the integration of baseball. Will be able to explain Brown v. Board of Education and efforts to resist the decision. Will be able to describe the significance of Martin Luther King, Jr.'s Letter from a Birmingham Jail and his I Have a Dream Speech. Will be able to describe the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.	HIST 2112 HIST 2265 HIST 3110	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations
SSUSH23 The student will describe and assess the impact of political developments between 1945 and 1970. a. Describe the Warren Court and the expansion of individual rights as seen in the Miranda decision. b. Describe the political impact of the assassination of President John F. Kennedy; include the impact on civil rights legislation. c. Explain Lyndon Johnson's Great Society; include the establishment of Medicare. d. Describe the social and political turmoil of 1968; include the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the events surrounding the Democratic National Convention.	Will be able to describe the Warren Court and the expansion of individual rights as seen in the Miranda decision. Will be able to describe the political impact of the assassination of President John F. Kennedy; include the impact on civil rights legislation. Will be able to explain Lyndon Johnson's Great Society; include the establishment of Medicare. Will be able to describe the social and political turmoil of 1968; include the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the events surrounding the Democratic National Convention.	HIST 2112	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations

SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960s. a. Compare and contrast the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) tactics; include sit-ins, freedom rides, and changing composition. b. Describe the National Organization of Women and the origins and goals of the modern women's movement. c. Analyze the anti-Vietnam War movement. d. Analyze Cesar Chavez and the United Farm Workers' movement. e. Explain the importance of Rachel Carson's Silent Spring and the resulting developments; include Earth Day, the creation of the Environmental Protection Agency (EPA), and the modern environmental movement. f. Describe the rise of the conservative movement as seen in the presidential candidacy of Barry Goldwater (1964) and the election of Richard M. Nixon (1968).	Will be able to compare and contrast the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) tactics; include sit-ins, freedom rides, and changing composition. Will be able to describe the National Organization of Women and the origins and goals of the modern women's movement. Will be able to analyze the anti-Vietnam War movement. Will be able to analyze Cesar Chavez and the United Farm Workers' movement. Will be able to explain the importance of Rachel Carson's Silent Spring and the resulting developments; include Earth Day, the creation of the Environmental Protection Agency (EPA), and the modern environmental movement. Will be able to describe the rise of the conservative movement as seen in the presidential candidacy of Barry Goldwater (1964) and the election of Richard M. Nixon (1968).	HIST 2112 HIST 2265	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations
SSUSH25 The student will describe changes in national politics since 1968. a. Describe President Richard M. Nixon's opening of China, his resignation due to the Watergate scandal, changing attitudes toward government, and the Presidency of Gerald Ford. b. Explain the impact of Supreme Court decisions on ideas about	Will be able to describe President Richard M. Nixon's opening of China, his resignation due to the Watergate scandal, changing attitudes toward government, and the Presidency of Gerald Ford. Will be able to explain the impact of Supreme Court decisions on ideas about civil liberties and civil rights; include such decisions as Roe	HIST 2112 HIST 2750 HIST 3150	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations

civil liberties and civil rights; include such decisions as Roe v. Wade (1973) and the Bakke decision on affirmative action. c. Explain the Carter administration's efforts in the Middle East; include the Camp David Accords, his response to the 1979 Iranian Revolution, and the Iranian hostage crisis. d. Describe domestic and international events of Ronald Reagan's presidency; include Reaganomics, the Iran-contra scandal, and the collapse of the Soviet Union. e. Explain the relationship between Congress and President Bill Clinton; include the North American Free Trade Agreement and his impeachment and acquittal. f. Analyze the 2000 presidential election and its outcome, emphasizing the role of the electoral college. g. Analyze the response of President George W. Bush to the attacks of September 11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq.	v. Wade (1973) and the Bakke decision on affirmative action. Will be able to explain the Carter administration's efforts in the Middle East; include the Camp David Accords, his response to the 1979 Iranian Revolution, and the Iranian hostage crisis. Will be able to describe domestic and international events of Ronald Reagan's presidency; include Reaganomics, the Iran-contra scandal, and the collapse of the Soviet Union. Will be able to explain the relationship between Congress and President Bill Clinton; include the North American Free Trade Agreement and his impeachment and acquittal. Will be able to analyze the 2000 presidential election and its outcome, emphasizing the role of the electoral college. Will be able to analyze the response of President George W. Bush to the attacks of September 11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq.			

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH COURSE CONTENT KNOWLEDGE (World History)

Georgia Performance Standards Strands for Secondary History	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
SSWH1 The student will analyze the origins, structures, and interactions of complex societies in the ancient Eastern Mediterranean from 3500 BCE to 500 BCE. a. Describe the development of Mesopotamian societies; include the religious, cultural, economic, and political facets of society, with attention to Hammurabi's law code. b. Describe the relationship of religion and political authority in Ancient Egypt. c. Explain the development of monotheism; include the concepts developed by the ancient Hebrews, and Zoroastrianism. d. Describe early trading networks in the Eastern Mediterranean; include the impact Phoenicians had on the Mediterranean World. e. Explain the development and importance of writing; include cuneiform, hieroglyphics, and the Phoenician alphabet.	Will be able to describe the development of Mesopotamian societies; include the religious, cultural, economic, and political facets of society, with attention to Hammurabi's law code. Will be able to describe the relationship of religion and political authority in Ancient Egypt. Will be able to explain the development of monotheism; include the concepts developed by the ancient Hebrews, and Zoroastrianism. Will be able to describe early trading networks in the Eastern Mediterranean; include the impact Phoenicians had on the Mediterranean World. Will be able to explain the development and importance of writing; include cuneiform, hieroglyphics, and the Phoenician alphabet.	HIST 1111	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations
SSWH2 The student will identify the major achievements of Chinese and Indian societies from 1100 BCE to 500 CE. a. Describe the development of Indian civilization; include the rise and fall of the Maurya Empire, the "Golden Age" under	Will be able to describe the development of Indian civilization; include the rise and fall of the Maurya Empire, the "Golden Age" under Gupta, and the emperor Ashoka. Will be able to describe explain the development and impact of Hinduism	HIST 1111	Group Projects Project Paper Class Presentation Essay Exams	Teacher work sample Lesson Plans Observations

Gupta, and the emperor Ashoka. b. Explain the development and impact of Hinduism and Buddhism on India and subsequent diffusion of Buddhism. c. Describe the development of Chinese civilization under the Zhou and Qin. d. Explain the impact of Confucianism on Chinese culture; include the examination system, the Mandate of Heaven, the status of peasants, the status of merchants, and the patriarchal family, and explain diffusion to Southeast Asia, Japan, and Korea. e. Explain how the geography of the Indian Subcontinent contributed to the movement of people and ideas.	and Buddhism on India and subsequent diffusion of Buddhism. Will be able to describe the development of Chinese civilization under the Zhou and Qin. Will be able to describe explain the impact of Confucianism on Chinese culture; include the examination system, the Mandate of Heaven, the status of peasants, the status of merchants, and the patriarchal family, and explain diffusion to Southeast Asia, Japan, and Korea. Will be able to explain how the geography of the Indian Subcontinent contributed to the movement of people and ideas.		Successful completion of course requirements	
SSWH3 The student will examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE to 400 CE. a. Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire. b. Identify the ideas and impact of important individuals; include Socrates, Plato, and Aristotle and describe the diffusion of Greek culture by Aristotle's pupil Alexander the Great and the impact of Julius and Augustus Caesar. c. Analyze the contributions of Hellenistic and Roman culture; include law, gender, and science. d. Describe polytheism in the Greek and Roman world and the origins and diffusion of	Will be able to compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire. Will be able to identify the ideas and impact of important individuals; include Socrates, Plato, and Aristotle and describe the diffusion of Greek culture by Aristotle's pupil Alexander the Great and the impact of Julius and Augustus Caesar. Will be able to analyze the contributions of Hellenistic and Roman culture; include law, gender, and science. Will be able to describe polytheism in the Greek and Roman world and the origins and diffusion of Christianity in the Roman world. Will be able to analyze the factors	HIST 1111	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations

Christianity in the Roman world. e. Analyze the factors that led to the collapse of the Western Roman Empire.	that led to the collapse of the Western Roman Empire.			
SSWH4 The student will analyze the importance of the Byzantine and Mongol empires between 450 CE and 1500 CE. a. Analyze the importance of Justinian, include the influence of the Empress Theodora, Justinian's Code, and Justinian's efforts to recapture the west. b. Describe the relationship between the Roman and Byzantine Empires; include the impact Byzantium had on Moscow and the Russian Empire, the effect of Byzantine culture on Tsar Ivan III and Kiev, and the rise of Constantinople as a center for law, religion, and the arts. c. Explain the Great Schism of 1054 CE. d. Analyze the spread of the Mongol Empire; include the role of Chinggis (Genghis) Khan in developing the empire, the impact of the Mongols on Russia, China and the West, the development of trade, and European observations through the writings of Marco Polo. e. Explain the Ottoman Empire's role in the decline of Byzantium and the capture of Constantinople in 1453 CE.	Will be able to analyze the importance of Justinian, include the influence of the Empress Theodora, Justinian's Code, and Justinian's efforts to recapture the west. Will be able to describe the relationship between the Roman and Byzantine Empires; include the impact Byzantium had on Moscow and the Russian Empire, the effect of Byzantine culture on Tsar Ivan III and Kiev, and the rise of Constantinople as a center for law, religion, and the arts. Will be able to explain the Great Schism of 1054 CE. Will be able to analyze the spread of the Mongol Empire; include the role of Chinggis (Genghis) Khan in developing the empire, the impact of the Mongols on Russia, China and the West, the development of trade, and European observations through the writings of Marco Polo. Will be able to explain the Ottoman Empire's role in the decline of Byzantium and the capture of Constantinople in 1453 CE.	HIST 1111 HIST 3240	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations
SSWH5 The student will trace the origins and expansion of the Islamic World between 600 CE and 1300 CE. a. Explain the origins of Islam and the growth of the Islamic Empire.	Will be able to explain the origins of Islam and the growth of the Islamic Empire. Will be able to identify the Muslim trade routes to India, China, Europe, and Africa and assess the economic	HIST 1111 HIST 3240	Group Projects Project Paper Class Presentation Essay Exams	Teacher work sample Lesson Plans Observations

b. Identify the Muslim trade routes to India, China, Europe, and Africa and assess the economic impact of this trade. c. Explain the reasons for the split between Sunni and Shia Muslims. d. Identify the contributions of Islamic scholars in medicine (Ibn Sina) and geography (Ibn Battuta). e. Describe the impact of the Crusades on both the Islamic World and Europe. f. Analyze the relationship between Judaism, Christianity, and Islam.	impact of this trade. Will be able to explain the reasons for the split between Sunni and Shia Muslims. Will be able to identify the contributions of Islamic scholars in medicine (Ibn Sina) and geography (Ibn Battuta). Will be able to describe the impact of the Crusades on both the Islamic World and Europe. Will be able to analyze the relationship between Judaism, Christianity, and Islam.		Successful completion of course requirements	
SSWH6 The student will describe the diverse characteristics of early African societies before 1800 CE. a. Identify the Bantu migration patterns and contribution to settled agriculture. b. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca. c. Describe the trading networks by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities. d. Analyze the process of religious syncretism as a blending of traditional African beliefs with new ideas from Islam and Christianity. e. Analyze the role of geography and the distribution of resources played in the development of trans-Saharan trading networks.	Will be able to identify the Bantu migration patterns and contribution to settled agriculture. Will be able to describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca. Will be able to describe the trading networks by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities. Will be able to analyze the process of religious syncretism as a blending of traditional African beliefs with new ideas from Islam and Christianity. Will be able to analyze the role of geography and the distribution of resources played in the development of trans-Saharan trading networks.	HIST 1111 HIST 3230	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations

SSWH7 The student will analyze European medieval society with regard to culture, politics, society, and economics. a. Explain the manorial system and feudalism; include the status of peasants and feudal monarchies and the importance of Charlemagne. b. Describe the political impact of Christianity; include Pope Gregory VII and King Henry IV of Germany (Holy Roman Emperor). c. Explain the role of the church in medieval society. d. Describe how increasing trade led to the growth of towns and cities.	Will be able to explain the manorial system and feudalism; include the status of peasants and feudal monarchies and the importance of Charlemagne. Will be able to describe the political impact of Christianity; include Pope Gregory VII and King Henry IV of Germany (Holy Roman Emperor). Will be able to explain the role of the church in medieval society. Will be able to describe how increasing trade led to the growth of towns and cities.	HIST 1111	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations
SSWH8 The student will demonstrate an understanding of the development of societies in Central and South America. a. Explain the rise and fall of the Olmec, Mayan, Aztec, and Inca empires. b. Compare the culture of the Americas; include government, economy, religion, and the arts of the Mayans, Aztecs, and Incas.	Will be able to explain the rise and fall of the Olmec, Mayan, Aztec, and Inca empires. Will be able to compare the culture of the Americas; include government, economy, religion, and the arts of the Mayans, Aztecs, and Incas.	HIST 1111 HIST 3220	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations
SSWH9 The student will analyze change and continuity in the Renaissance and Reformation. a. Explain the social, economic, and political changes that contributed to the rise of Florence and the ideas of Machiavelli. b. Identify artistic and scientific achievements of Leonardo da Vinci, the “Renaissance man,” and Michelangelo. c. Explain the main characteristics	Will be able to explain the social, economic, and political changes that contributed to the rise of Florence and the ideas of Machiavelli. Will be able to identify artistic and scientific achievements of Leonardo da Vinci, the “Renaissance man,” and Michelangelo. Will be able to explain the main characteristics of humanism; include the ideas of Petrarch, Dante, and	HIST 1111	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations

of humanism; include the ideas of Petrarch, Dante, and Erasmus. d. Analyze the impact of the Protestant Reformation; include the ideas of Martin Luther and John Calvin. e. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits. f. Describe the English Reformation and the role of Henry VIII and Elizabeth I. g. Explain the importance of Gutenberg and the invention of the printing press.	Erasmus. Will be able to analyze the impact of the Protestant Reformation; include the ideas of Martin Luther and John Calvin. Will be able to describe the Counter Reformation at the Council of Trent and the role of the Jesuits. Will be able to describe the English Reformation and the role of Henry VIII and Elizabeth I. Will be able to explain the importance of Gutenberg and the invention of the printing press.			
SSWH10 The student will analyze the impact of the age of discovery and expansion into the Americas, Africa, and Asia. a. Explain the roles of explorers and conquistadors; include Zheng He, Vasco da Gama, Christopher Columbus, Ferdinand Magellan, James Cook, and Samuel de Champlain. b. Define the Columbian Exchange and its global economic and cultural impact. c. Explain the role of improved technology in European exploration; include the astrolabe.	Will be able to explain the roles of explorers and conquistadors; include Zheng He, Vasco da Gama, Christopher Columbus, Ferdinand Magellan, James Cook, and Samuel de Champlain. Will be able to define the Columbian Exchange and its global economic and cultural impact. Will be able to explain the role of improved technology in European exploration; include the astrolabe.	HIST 1111 HIST 1112 HIST 3220 HIST 3230 HIST 3240 HIST 3255 HIST 3265 HIST 4130	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations
SSWH11 Students will investigate political and social changes in Japan and in China from the seventeenth century CE to mid-nineteenth century CE. a. Describe the policies of the Tokugawa and Qing rulers; include Oda Nobunaga and Kangxi. b. Analyze the impact of	Will be able to describe the policies of the Tokugawa and Qing rulers; include Oda Nobunaga and Kangxi. Will be able to analyze the impact of population growth and its impact on the social structure of Japan and China.	HIST 1112 HIST 3255	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations

population growth and its impact on the social structure of Japan and China.				
SSWH12 The student will examine the origins and contributions of the Ottoman, Safavid, and Mughal empires. a. Describe the geographical extent of the Ottoman Empire during the rule of Suleyman the Magnificent, the Safavid Empire during the reign of Shah Abbas I, and the Mughal Empire during the reigns of Babur and Akbar. b. Explain the ways in which these Muslim empires influenced religion, law, and the arts in their parts of the world.	Will be able to describe the geographical extent of the Ottoman Empire during the rule of Suleyman the Magnificent, the Safavid Empire during the reign of Shah Abbas I, and the Mughal Empire during the reigns of Babur and Akbar. Will be able to explain the ways in which these Muslim empires influenced religion, law, and the arts in their parts of the world.	HIST 1112 HIST 3240 HIST 3265	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations
SSWH13 The student will examine the intellectual, political, social, and economic factors that changed the world view of Europeans. a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European world view. b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau and their relationship to politics and society.	Will be able to explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European world view. Will be able to identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau and their relationship to politics and society.	HIST 1112 HIST 4130	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations
SSWH14 The student will analyze the Age of Revolutions and Rebellions. a. Examine absolutism through a comparison of the rules of Louis XIV, Tsar Peter the Great, and Tokugawa Ieyasu. b. Identify the causes and results of the revolutions in England (1689), United States (1776),	Will be able to examine absolutism through a comparison of the rules of Louis XIV, Tsar Peter the Great, and Tokugawa Ieyasu. Will be able to identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).	HIST 1112 HIST 3255 HIST 4130 HIST 4200	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations

France (1789), Haiti (1791), and Latin America (1808-1825). c. Explain Napoleon's rise to power, the role of geography in his defeat, and the consequences of France's defeat for Europe. d. Examine the interaction of China and Japan with westerners; include the Opium War, the Taiping Rebellion, and Commodore Perry.	Will be able to explain Napoleon's rise to power, the role of geography in his defeat, and the consequences of France's defeat for Europe. Will be able to examine the interaction of China and Japan with westerners; include the Opium War, the Taiping Rebellion, and Commodore Perry.			
SSWH15 The student will be able to describe the impact of industrialization, the rise of nationalism, and the major characteristics of worldwide imperialism. a. Analyze the process and impact of industrialization in England, Germany, and Japan, movements for political reform, the writings of Adam Smith and Karl Marx, and urbanization and its affect on women. b. Compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan under Emperor Meiji. c. Describe the reaction to foreign domination; include the Russo-Japanese War and Young Turks, and the Boxer Rebellion. d. Describe imperialism in Africa and Asia by comparing British policies in Africa, French policies in Indochina, and Japanese policies in Asia; include the influence of geography and natural resources.	Will be able to analyze the process and impact of industrialization in England, Germany, and Japan, movements for political reform, the writings of Adam Smith and Karl Marx, and urbanization and its affect on women. Will be able to compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan under Emperor Meiji. Will be able to describe the reaction to foreign domination; include the Russo-Japanese War and Young Turks, and the Boxer Rebellion. Will be able to describe imperialism in Africa and Asia by comparing British policies in Africa, French policies in Indochina, and Japanese policies in Asia; include the influence of geography and natural resources.	HIST 1112 HIST 3230 HIST 3240 HIST 3255 HIST 3265 HIST 4200	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations
SSWH16 The student will demonstrate an understanding of long-term causes of World War I and its global impact. a. Identify the causes of the war; include Balkan nationalism,	Will be able to identify the causes of the war; include Balkan nationalism, entangling alliances, and militarism. Will be able to describe conditions on the war front for soldiers; include the	HIST 1112 HIST 3210 HIST 4200	Group Projects Project Paper Class Presentation	Teacher work sample Lesson Plans Observations

entangling alliances, and militarism. b. Describe conditions on the war front for soldiers; include the Battle of Verdun. c. Explain the major decisions made in the Versailles Treaty; include German reparations and the mandate system that replaced Ottoman control. d. Analyze the destabilization of Europe in the collapse of the great empires; include the Romanov and Hapsburg dynasties.	Battle of Verdun. Will be able to explain the major decisions made in the Versailles Treaty; include German reparations and the mandate system that replaced Ottoman control. Will be able to analyze the destabilization of Europe in the collapse of the great empires; include the Romanov and Hapsburg dynasties.		Essay Exams Successful completion of course requirements	
SSWH17 The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II. a. Examine the influence of Albert Einstein on science, Sigmund Freud on social thinking and Pablo Picasso on art. b. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan. c. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan. d. Analyze the rise of nationalism as seen in the ideas of Sun Yat Sen, Mustafa Kemal Ataturk, and Mohandas Gandhi. e. Describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments.	Will be able to examine the influence of Albert Einstein on science, Sigmund Freud on social thinking and Pablo Picasso on art. Will be able to determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan. Will be able to describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan. Will be able to analyze the rise of nationalism as seen in the ideas of Sun Yat Sen, Mustafa Kemal Ataturk, and Mohandas Gandhi. Will be able to describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments. Will be able to explain the aggression	HIST 1112 HIST 3210 HIST 3230 HIST 3240 HIST 3255 HIST 3265	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations

f. Explain the aggression and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish Civil War, the Rape of Nanjing in China, and the German annexation of the Sudetenland.	and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish Civil War, the Rape of Nanjing in China, and the German annexation of the Sudetenland.			
SSWH18 The student will demonstrate an understanding of the global political, economic, and social impact of World War II. a. Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia. b. Identify Nazi ideology, policies, and consequences that led to the Holocaust. c. Explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United States (Roosevelt/Truman) from Teheran to Yalta and Potsdam and the impact on the nations of Eastern Europe. d. Explain allied Post-World War II policies; include formation of the United Nations, the Marshall Plan for Europe, and MacArthur's plan for Japan.	Will be able to describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia. Will be able to identify Nazi ideology, policies, and consequences that led to the Holocaust. Will be able to explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United States (Roosevelt/Truman) from Teheran to Yalta and Potsdam and the impact on the nations of Eastern Europe. Will be able to explain allied Post-World War II policies; include formation of the United Nations, the Marshall Plan for Europe, and MacArthur's plan for Japan.	HIST 1112 HIST 3210 HIST 3230 HIST 3240 HIST 3255 HIST 3265	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations
SSWH19 The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989. a. Analyze the revolutionary movements in India (Gandhi, Nehru), China (Mao Zedong, Chiang Kai-shek), and Ghana	Will be able to analyze the revolutionary movements in India (Gandhi, Nehru), China (Mao Zedong, Chiang Kai-shek), and Ghana (Kwame Nkrumah). Will be able to describe the formation of the state of Israel and the importance of geography in its	HIST 1112 HIST 3210 HIST 3220 HIST 3230 HIST 3240	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations

(Kwame Nkrumah). b. Describe the formation of the state of Israel and the importance of geography in its development. c. Explain the arms race; include development of the hydrogen bomb (1954) and SALT (Strategic Arms Limitation Treaty, 1972). d. Compare and contrast the reforms of Khrushchev and Gorbachev. e. Analyze efforts in the pursuit of freedom; include anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall.	development. Will be able to explain the arms race; include development of the hydrogen bomb (1954) and SALT (Strategic Arms Limitation Treaty, 1972). Will be able to compare and contrast the reforms of Khrushchev and Gorbachev. Will be able to analyze efforts in the pursuit of freedom; include anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall.	HIST 3255 HIST 3265		
SSWH20 The student will examine change and continuity in the world since the 1960s. a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan- Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda. b. Describe the breakup of the Soviet Union in 1991 that produced independent countries; include Ukraine, Kazakhstan, and the Baltic States. c. Analyze terrorism as a form of warfare in the 20th century; include Shining Path, Red Brigade, Hamas, and Al Qaeda; and analyze the impact of terrorism on daily life; include travel, world energy supplies, and financial markets. d. Examine the rise of women as major world leaders; include Golda Meir, Indira Gandhi, and Margaret Thatcher.	Will be able to identify ethnic conflicts and new nationalisms; include pan-Africanism, pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda. Will be able to describe the breakup of the Soviet Union in 1991 that produced independent countries; include Ukraine, Kazakhstan, and the Baltic States. Will be able to analyze terrorism as a form of warfare in the 20th century; include Shining Path, Red Brigade, Hamas, and Al Qaeda; and analyze the impact of terrorism on daily life; include travel, world energy supplies, and financial markets. Will be able to examine the rise of women as major world leaders; include Golda Meir, Indira Gandhi, and Margaret Thatcher.	HIST 1112 HIST 3210 HIST 3220 HIST 3230 HIST 3240 HIST 3255 HIST 3265	Group Projects Project Paper Class Presentation Essay Exams Successful completion of course requirements	Teacher work sample Lesson Plans Observations
SSWH21 The student will analyze globalization in the contemporary world. a. Describe the cultural and	Will be able to describe the cultural and intellectual integration of countries into the world economy through the development of	HIST 1112 HIST 3210	Group Projects Project Paper	Teacher work sample Lesson Plans

intellectual integration of countries into the world economy through the development of television, satellites, and computers. b. Analyze global economic and political connections; include multinational corporations, the United Nations, OPEC, and the World Trade Organization. c. Explain how governments cooperate through treaties and organizations, to minimize the negative effects of human actions on the environment.	television, satellites, and computers. Will be able to analyze global economic and political connections; include multinational corporations, the United Nations, OPEC, and the World Trade Organization. Will be able to explain how governments cooperate through treaties and organizations, to minimize the negative effects of human actions on the environment.	HIST 3220 HIST 3230 HIST 3240 HIST 3255 HIST 3265	Class Presentation Essay Exams Successful completion of course requirements	Observations
SSWHRC1 Students will enhance reading in all curriculum areas by: a. Reading in All Curriculum Areas • Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas. • Read both informational and fictional texts in a variety of genres and modes of discourse. • Read technical texts related to various subject areas. b. Discussing books • Discuss messages and themes from books in all subject areas. • Respond to a variety of texts in multiple modes of discourse. • Relate messages and themes from one subject area to messages and themes in another area. • Evaluate the merit of texts in every subject discipline. • Examine author's purpose in writing.				

• Recognize the features of disciplinary texts. c. Building vocabulary knowledge • Demonstrate an understanding of contextual vocabulary in various subjects. • Use content vocabulary in writing and speaking. • Explore understanding of new words found in subject area texts. d. Establishing context • Explore life experiences related to subject area content. • Discuss in both writing and speaking how certain words are subject area related. • Determine strategies for finding content and contextual meaning for unknown words				

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH COURSE CONTENT KNOWLEDGE (Information Processing Skills and Map and Globe Skills)

Georgia Performance Standards Strands for Secondary History	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
Information Processing Skills 1. use cardinal directions 2. use intermediate directions 3. use a letter/number grid system to determine location 4. compare and contrast the categories of natural, cultural, and political features found on maps 5. use inch to inch map scale to determine distance on map 6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps 7. use a map to explain impact of geography on historical and current events 8. draw conclusions and make	Will be able to use cardinal directions, use intermediate directions, use a letter/number grid system to determine location. Will be able to compare and contrast the categories of natural, cultural, and political features found on maps Will be able to use inch to inch map scale to determine distance on map and use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps Will be able to use a map to explain impact of geography on historical and	HIST 1111/1112 HIST 2111/2112 HIST 2500 HIST 3110 HIST 3330 HIST 3700 HIST 3800	Critical Analysis Project Paper PowerPoint Presentations Group Project Essay Exams Map Tests Successful completion of course requirements	Teacher work sample Lesson Plans Observations

generalizations based on information from maps 9. use latitude and longitude to determine location 10. use graphic scales to determine distances on a map 11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities 12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations **Map and Globe Skills:** 1. use cardinal directions 2. use intermediate directions 3. use a letter/number grid system to determine location 4. compare and contrast the categories of natural, cultural, and political features found on maps 5. use inch to inch map scale to determine distance on map 6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps 7. use a map to explain impact of geography on historical and current events 8. draw conclusions and make generalizations based on information from maps 9. use latitude and longitude to determine location 10. use graphic scales to determine distances on a map 11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify	current events. Will be able to draw conclusions and make generalizations based on information from maps Will be able to use latitude and longitude to determine location, use graphic scales to determine distances on a map Will be able to compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities Will be able to compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations			

trends, and generalize about human activities 12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations				

CLAYTON STATE UNIVERSITY — BACHELOR OF SCIENCE IN MATHEMATICS, SECONDARY EDUCATION
GEORGIA PERFORMANCE STANDARDS ALIGNED WITH COURSE CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
NUMBER & OPERATIONS Students will use the complex number system. **MA1N1.** Students will represent and operate with complex numbers.	a. Write square roots of negative numbers in imaginary form. b. Write complex numbers in the form $a + bi$. c. Add, subtract, multiply, and divide complex numbers. d. Simplify expressions involving complex numbers.	**MATH 1111, MATH 1112A, MATH 1113, MATH 3250**	Daily assignments, classwork activities, performance tests, exams	

CLAYTON STATE UNIVERSITY — BACHELOR OF SCIENCE IN MATHEMATICS, SECONDARY EDUCATION
GEORGIA PERFORMANCE STANDARDS ALIGNED WITH COURSE CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
DATA ANALYSIS & PROBABILITY Students will use counting techniques and determine probability. Students will demonstrate understanding of data analysis by posing questions to be answered by collecting data. Students will organize, represent, investigate, interpret, and make inferences from data. Students will determine algebraic models from data.		**MATH 1231, MATH 3220**	Daily assignments, classwork activities, projects, presentations, performance tests, exams	
MA1D1. Students will determine the number of outcomes related to a given event.	a. Apply the addition and multiplication principles of counting. b. Calculate and use simple permutations and combinations.			
MA1D2. Students will use the basic laws of probability.	a. Find the probabilities of mutually exclusive events. b. Find the probabilities of dependent events. c. Calculate conditional probabilities. d. Use expected value to predict outcomes.			
MA1D3. Students will relate samples to a population.	a. Compare summary statistics (mean, median, quartiles, and interquartile range) from one sample data distribution to another sample data distribution in describing center and variability of the data distributions. b. Compare the averages of the summary statistics from a large number of samples to the			

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
GEOMETRY Students will explore, understand and use the formal language of reasoning and justification. Students will apply properties of polygons, circles and spheres, and determine distances and points of concurrence. **MA1G1.** Students will investigate properties of geometric figures in the coordinate plane. **MA1G2**. Students will understand and use the language of mathematical argument and justification.	a. Determine the distance between two points. b. Determine the distance between a point and a line. c. Determine the midpoint of a segment. d. Understand the distance formula as an application of the Pythagorean Theorem. e. Use the coordinate plane to investigate properties of and verify conjectures related to triangles and quadrilaterals. a. Use conjecture, inductive reasoning, deductive reasoning, counterexamples, and indirect proof as appropriate. b. Understand and use the relationships among a statement and its converse, inverse, and contrapositive. a. Determine the sum of interior and exterior angles in a polygon.	**MATH 1111, MATH 1112A, MATH 1113, MATH 2020, MATH 3005, MATH 4231**	Daily assignments, classwork activities, projects, presentations, homework portfolios, exams	

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
MA1G3. Students will discover, prove, and apply properties of triangles, quadrilaterals and other polygons.	b. Understand and use the triangle inequality, the side-angle inequality, and the exterior-angle inequality. c. Understand and use congruence postulates and theorems for triangles (SSS, SAS, ASA, AAS, HL). d. Understand, use, and prove properties of and relationships among special quadrilaterals: parallelogram, rectangle, rhombus, square, trapezoid, and kite. e. Find and use points of concurrency in triangles: incenter, orthocenter, circumcenter, and centroid.			
MA1G4. Students will understand the properties of circles.	a. Understand and use properties of chords, tangents, and secants as an application of triangle similarity. b. Understand and use properties of central, inscribed, and related angles. c. Use the properties of circles to solve problems involving the length of an arc and the area of a sector. d. Justify measurements and relationships in circles using geometric and algebraic properties.			
MA1G5. Students will find and compare the measures of spheres.	a. Use and apply surface area and volume of a sphere. b. Determine the effect on surface area and volume of changing the radius or diameter of a sphere.			

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
GEOMETRY cont'd Students will explore right triangles and right triangular trigonometry. They will understand and apply properties of conic sections, planes, and spheres.				
MA2G1. Students will identify and use special right triangles.	a. Determine the lengths of sides of 30°-60°-90° triangles. b. Determine the lengths of sides of 45°-45°-90° triangles.			
MA2G2. Students will define and apply sine, cosine, and tangent ratios to right triangles.	a. Discover the relationship of the trigonometric ratios for similar triangles. b. Explain the relationship between the trigonometric ratios of complementary angles. c. Solve application problems using the trigonometric ratios.			
MA2G3. Students will investigate the relationships between lines and circles.	a. Find equations of circles. b. Graph a circle given an equation in general form. c. Find the equation of a tangent line to a circle at a given point. d. Solve a system of equations involving a circle and a line. e. Solve a system of equations involving two circles.			

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
MA2G4. Students will recognize, analyze, and graph the equations of the conic sections (parabolas, circles, ellipses, and hyperbolas). **MA2G5**. Students will investigate planes and spheres.	a. Convert equations of conics by completing the square. b. Graph conic sections, identifying fundamental characteristics. c. Write equations of conic sections given appropriate information. a. Plot the point (x, y, z) and understand it as a vertex of a rectangular prism. b. Apply the distance formula in 3-space. c. Recognize and understand equations of planes and spheres.			
ALGEBRA Students will explore functions, solve equations and operate with radical, polynomial and rational expressions. **MA1A1**. Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques.	a. Represent functions using function notation. b. Graph the basic functions $f(x) = x^n$, where n = 1 to 3, $f(x) = \sqrt{x}$, $f(x) = \lvert x \rvert$, and $f(x) = 1/x$. c. Graph transformations of basic functions including vertical shifts, stretches, and shrinks, as well as reflections across the x- and y-axes. d. Investigate and explain the characteristics of a function: domain, range, zeros, intercepts, intervals of	**MATH 1111, MATH 1112A, MATH 1113, MATH1501, MATH 2140, MATH 2502, MATH 2503, MATH 3110**	Daily assignments, classwork activities, projects, presentations, homework portfolios, exams	

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
	increase and decrease, maximum and minimum values, and end behavior. e. Relate to a given context the characteristics of a function, and use graphs and tables to investigate its behavior. f. Recognize sequences as functions with domains that are sets of whole numbers. g. Explore rates of change, comparing constant rates of change (i.e., slope) versus variable rates of change. Compare rates of change of linear, quadratic, square root, and other function families. h. Determine graphically and algebraically whether a function has symmetry and whether it is even, odd, or neither. i. Understand that any equation in x can be interpreted as the equation $f(x) = g(x)$, and interpret the solutions of the equation as the x-value(s) of the intersection point(s) of the graphs of $y = f(x)$ and $y = g(x)$.			
MA1A2. Students will simplify and operate with radical expressions, polynomials, and rational expressions.	a. Simplify algebraic and numeric expressions involving square root. b. Perform operations with square roots. c. Add, subtract, multiply, and divide polynomials. d. Add, subtract, multiply, and divide rational expressions.			

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MA1A3. Students will analyze quadratic functions in the forms f(x) = ax2 + bx + c and f(x) = a(x – h)2 + k.	e. Factor expressions by greatest common factor, grouping, trial and error, and special products limited to the formulas below. $(x + y)^2 = x^2 + 2xy + y^2$ $(x \cdot y)^2 = x^2 \cdot 2xy + y^2$ $(x + y)(x \cdot y) = x \cdot y$ $(x + a)(x + b) = x2^2 + (a + b)x + ab$ $(x + y)^3 = x^3 + 3x^2 y + 3xy^2 + y^3$ $(x \cdot y)^3 = x^3 \cdot 3x^2 y + 3xy^2 \cdot y^3$ f. Use area and volume models for polynomial arithmetic. a. Convert between standard and vertex form. b. Graph quadratic functions as transformations of the function f(x) = x^2. c. Investigate and explain characteristics of quadratic functions, including domain, range, vertex, axis of symmetry, zeros, intercepts, extrema, intervals of increase and decrease, and rates of change. d. Explore arithmetic series and various ways of computing their sums. e. Explore sequences of partial sums of arithmetic series as examples of quadratic functions.			

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MA1A4. Students will solve quadratic equations and inequalities in one variable. **MA1A5**. Students will investigate step and piecewise functions, including greatest integer and absolute value functions. **ALGEBRA cont'd** Students will investigate	a. Solve equations graphically using appropriate technology. b. Find real and complex solutions of equations by factoring, taking square roots, and applying the quadratic formula. c. Analyze the nature of roots using technology and using the discriminant. d. Solve quadratic inequalities both graphically and algebraically, and describe the solutions using linear inequalities. a. Write absolute value functions as piecewise functions. b. Investigate and explain characteristics of a variety of piecewise functions including domain, range, vertex, axis of symmetry, zeros, intercepts, extrema, points of discontinuity, intervals over which the function is constant, intervals of increase and decrease, and rates of change. c. Solve absolute value equations and inequalities analytically, graphically, and by using appropriate technology.			

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
exponential, logarithmic, and polynomial functions of higher degree; understand matrices and use them to solve problems; and solve linear programming problems in two variables. **MA2A1**. Students will explore exponential functions.	a. Extend properties of exponents to include all integer exponents. b. Investigate and explain characteristics of exponential functions, including domain and range, asymptotes, zeros, intercepts, intervals of increase and decrease, rates of change, and end behavior. c. Graph functions as transformations of $f(x) = a^x$. d. Solve simple exponential equations and inequalities analytically, graphically, and by using appropriate technology. e. Understand and use basic exponential functions as models of real phenomena. f. Understand and recognize geometric sequences as exponential functions with domains that are sets of whole numbers. g. Interpret the constant ratio in a geometric sequence as the base of the associated exponential function. a. Discuss the characteristics of functions and their inverses, including one-to-oneness, domain, and range.			

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MA2A2. Students will explore inverses of functions. **MA2A3**. Students will analyze graphs of polynomial functions of higher degree.	b. Determine inverses of linear, quadratic, and power functions and functions of the form $f(x) = a/x$, including the use of restricted domains. c. Explore the graphs of functions and their inverses. d. Use composition to verify that functions are inverses of each other. a. Graph simple polynomial functions as translations of the function $f(x) = ax^n$. b. Understand the effects of the following on the graph of a polynomial function: degree, lead coefficient, and multiplicity of real zeros. c. Determine whether a polynomial function has symmetry and whether it is even, odd, or neither. d. Investigate and explain characteristics of polynomial functions, including domain and range, intercepts, zeros, relative and absolute extrema, intervals of increase and decrease, and end behavior. a. Define and understand the properties of n^{th} roots. b. Extend properties of exponents to include rational exponents. c. Define logarithmic functions as			

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MA2A4. Students will explore logarithmic functions as inverses of exponential functions. **MA2A5.** Students will solve a variety of equations and inequalities.	inverses of exponential functions. d. Understand and use properties of logarithms by extending laws of exponents. e. Investigate and explain characteristics of exponential and logarithmic functions including domain and range, asymptotes, zeros, intercepts, intervals of increase and decrease, and rate of change. f. Graph functions as transformations of $f(x) = a^x$, $f(x) = \log_a x$, $f(x) = e^x$, $f(x) = \ln x$. g. Explore real phenomena related to exponential and logarithmic functions including half-life and doubling time. a. Find real and complex roots of higher degree polynomial equations using the factor theorem, remainder theorem, rational root theorem, and fundamental theorem of algebra, incorporating complex and radical conjugates. b. Solve polynomial, exponential, and logarithmic equations analytically, graphically, and using appropriate technology. c. Solve polynomial, exponential, and logarithmic inequalities analytically, graphically, and using appropriate technology. Represent solution sets of			

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MA2A6. Students will perform basic operations with matrices.	inequalities using interval notation. d. Solve a variety of types of equations by appropriate means choosing among mental calculation, pencil and paper, or appropriate technology. a. Add, subtract, multiply, and invert matrices, when possible, choosing appropriate methods, including technology. b. Find the inverses of two-by-two matrices using pencil and paper, and find inverses of larger matrices using technology. c. Examine the properties of matrices, contrasting them with properties of real numbers. a. Represent a system of linear equations as a matrix equation. b. Solve matrix equations using inverse matrices. c. Represent and solve realistic problems using systems of linear equations.			
MA2A7. Students will use matrices to formulate and solve problems.	a. Solve systems of inequalities in two variables, showing the solutions graphically. b. Represent and solve realistic problems using linear programming. a. Use graphs to represent realistic			

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	situations. b. Use matrices to represent graphs, and solve problems that can be represented by graphs.			
MA2A8. Students will solve linear programming problems in two variables.				
MA2A9. Students will understand and apply matrix representations of vertex-edge graphs.				
ALGEBRA cont'd Students will explore characteristics of various functions, understand and use concepts of trigonometric functions, investigate and apply sequences and series, and use parametric and polar equations to represent functions and curves.	a. Investigate and explain characteristics of rational functions, including domain, range, zeros, points of discontinuity, intervals of increase and decrease, rates of change, local and absolute extrema, symmetry, asymptotes, and end behavior. b. Find inverses of rational functions, discussing domain and range, symmetry, and function composition. c. Solve rational equations and inequalities analytically, graphically, and by using appropriate technology.			
MA3A1. Students will explore rational functions.	a. Define and understand angles measured in degrees and radians,			

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MA3A2. Students will use the circle to define the trigonometric functions. **MA3A3**. Students will investigate and use the graphs of the six trigonometric functions.	including but not limited to 0°, 30°, 45°, 60°, 90°, their multiples, and equivalences**.** b. Understand and apply the six trigonometric functions as functions of general angles in standard position. c. Find values of trigonometric functions using points on the terminal sides of angles in the standard position. d. Understand and apply the six trigonometric functions as functions of arc length on the unit circle. e. Find values of trigonometric functions using the unit circle. a. Understand and apply the six basic trigonometric functions as functions of real numbers. b. Determine the characteristics of the graphs of the six basic trigonometric functions. c. Graph transformations of trigonometric functions including changing period, amplitude, phase shift, and vertical shift. d. Apply graphs of trigonometric functions in realistic contexts involving periodic phenomena. a. Compare and contrast properties of functions within and across the following types: linear, quadratic, polynomial, power, rational,			

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MA3A4. Students will investigate functions.	exponential, logarithmic, trigonometric, and piecewise. b. Investigate transformations of functions. c. Investigate characteristics of functions built through sum, difference, product, quotient, and composition.			
MA3A5. Students will establish the identities below and use them to simplify trigonometric expressions and verify equivalence statements.	a. Solve trigonometric equations over a variety of domains, using technology as appropriate. b. Use the coordinates of a point on the terminal side of an angle to express x as $r\cos\theta$ and y as $r\sin\theta$ c. Apply the law of sines and the law of cosines.			
MA3A6. Students will solve trigonometric equations both graphically and algebraically.	a. Find values of the above functions			

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	using technology as appropriate. b. Determine characteristics of the above functions and their graphs.			
MA3A7. Students will verify and apply ½ *ab sin(C)* to find the area of a triangle. **MA3A8.** Students will investigate and use inverse sine, inverse cosine, and inverse tangent functions. **MA3A9.** Students will use sequences and series.	a. Use and find recursive and explicit formulae for the terms of sequences. b. Recognize and use simple arithmetic and geometric sequences. c. Investigate limits of sequences. d. Use mathematical induction to find and prove formulae for sums of finite series. e. Find and apply the sums of finite and, where appropriate, infinite arithmetic and geometric series. f. Use summation notation to explore series. g. Determine geometric series and their limits.			
MA3A10. Students will	a. Represent vectors algebraically and geometrically. b. Convert between vectors expressed using rectangular coordinates and vectors expressed using magnitude and direction. c. Add and subtract vectors and compute scalar multiples of vectors. d. Use vectors to solve realistic problems. a. Represent complex numbers in trigonometric form.			

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
understand and use vectors. **MA3A11.** Students will use complex numbers in trigonometric form. **MA3A12.** Students will explore parametric representations of plane curves. **MA3A13**. Students will explore polar equations.	b. Find products, quotients, powers, and roots of complex numbers in trigonometric form. a. Convert between Cartesian and parametric form. b. Graph equations in parametric form showing direction and beginning and ending points where appropriate. a. Express coordinates of points in rectangular and polar form. b. Graph and identify characteristics of simple polar equations including lines, circles, cardioids, limaçons, and roses.			

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH ENGLISH COURSE CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary English (7-12)	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
ENGLISH / LANGUAGE ARTS				
• **Reading & Literature (7-12)** ELARL1, ELARL2, ELARL3, ELARL4, ELARL5 (includes American Literature (A), British Literature (B), and World Literature (W) designated next to specific ENGL courses)	--Know literary elements of each literary genre (novel, short story, drama, poetry, biography, etc.) appropriate for each grade level --Demonstrate effective strategies for teaching literary elements of the various genres listed above --Analyze literary selections read in various courses --Understand critical frameworks for interpreting fiction, nonfiction, poetry, and drama --Analyze selections read in Adolescent Literature in order to develop appropriate instructional strategies for creating student interest in each work and for teaching the selections in the middle	ENGL 5020 ENGL 5030 ENGL 5120 A ENGL 5130 A ENGL 5140 A ENGL 5150 B ENGL 5210 B ENGL 5250 B ENGL 5260 B ENGL 5300 A ENGL 5350 A ENGL 5400 A ENGL 5410 A ENGL 5450 A ENGL 5620W ENGL 5710 A ENGL 5720 A ENGL 5800 A, B, or W EDUC 5301	--English content area portfolio --Projects and assignments --Journal reflections about content and application of content --Journal abstracts on recent research in literature, the teaching of literature, and best practices --Internet research on literary lesson plans for various works taught in local school systems --Literary analyses --Research papers and essays on literature --Lesson plans for teaching adolescent and canonical literature, including novels, short stories, poetry, biographies and autobiographies, and other non-fiction; tests on content and interpretation of literary works --GACE for English	--Lesson plans and unit plans during practicum and internship that incorporate GPS --Mini lessons during summer and fall practicum --Teacher Work Sample --English content area portfolio

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH ENGLISH COURSE CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary English (7-12)	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
	level classroom --Demonstrate how to apply adolescent literature to a literary web or unit by developing such a unit --Demonstrate an understanding of how particular adolescent literature and classic literature selections are related to social issues in contemporary society and/or to historical periods so that the selections can be placed in a chronological context for students --Demonstrate a knowledge of a variety of writing genres --Demonstrate how to use literary selections to teach communication skills by integrating them within a literary framework			
• **Reading Across the Curriculum (7-12)** Informational and fictional	--Know how to locate and evaluate the usefulness of scholarly,	ENGL 5020 ENGL 5030 EDUC 5301	--Lesson plans, including age- and ability-appropriate reading strategies and learning strategies	--Use of appropriate reading and writing strategies during part-time

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Georgia Performance Standards Strands Secondary English (7-12)	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
texts in a variety of genres and modes of discourse, including technical texts related to various subject areas ELARC1, 2, 3, & 4	peer-reviewed journal articles in print and on-line text --Understand how learners construct meaning by interacting with text --Know and be able to use a variety of reading/writing learning strategies appropriate for use before, during, and after reading to assist students in reading and writing effectively in various content areas --Understand the connection between reading and writing and why this connection is important to reading skills development --Be able to create activities and assessments that involve authentic reading and writing tasks for students who have diverse learning styles and ability levels	ENGL 5800	--Written and oral assessments in all required classes --Journal reflections about content and application of content --Journal abstracts on recent research in reading, the teaching of reading, and best practices --GACE for English	and full-time internship --Use of cooperative learning groups during part-time and full-time internship --Teacher Work Sample and Content portfolio

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH ENGLISH COURSE CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary English (7-12)	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
• **Writing (7-12)** ELAW1, 2, 3, & 4 9th grade: technical writing 10th grade: persuasive writing 11th grade: expository writing 12th grade: expository writing	--Demonstrate knowledge of the writing process and appropriate strategies for each aspect of the process --Understand that writing and reading are recursive processes that require reflection --Demonstrate strategies for teaching writing skills, including planning instructional activities and providing meaningful feedback to students --Understand how to facilitate revision of others' writing and how to use readers' feedback to revise one's own writing --Plan and complete several different types of writing projects for different purposes (including narrative, informative, persuasive, and research/technical)	ENGL 5020 ENGL 5030 ENGL 5120 ENGL 5130 ENGL 5140 ENGL 5150 ENGL 5210 ENGL 5250 ENGL 5260 ENGL 5300 ENGL 5350 ENGL 5400 ENGL 5410 ENGL 5450 ENGL 5620 ENGL 5710 ENGL 5720 ENGL 5800 EDUC 5301	--Essays and other writing formats for various audiences and purposes --Research papers --Lesson plans that include writing strategies for use in language arts and across the curriculum --Assessment of students' papers, using the statewide writing test rubric as well as a self-developed rubric --Written and oral assessments in relevant courses --English content portfolio --Teacher Work Sample --GACE for English	--Preparation of students for the state writing test --Use of a variety of writing assignments, both creative and expository, technical, or persuasive, during internship --Use of cooperative learning groups for peer editing during part-time and full-time internship --Assessment of student writing using rubrics and/or other instruments --Teacher Work Sample --English Content Portfolio

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH ENGLISH COURSE CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary English (7-12)	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
	and audiences --practice both timed and process writing --Write well-organized, coherent papers with detailed support for one's assertions --Know how to research to find evidence to support one's ideas --Reflect upon one's own strengths and weaknesses as a writer --Use a variety of sentence types and combinations to add interest to one's writing and enhance one's writing style --Understand the connection between reading and writing and why this connection is important --Create activities and assessments that involve authentic reading and writing tasks for students who have diverse learning styles and ability levels --Know how to locate			

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Georgia Performance Standards Strands Secondary English (7-12)	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
	and evaluate the usefulness of scholarly, peer-reviewed journal articles in print and on-line text			
• **Conventions (7-12)** ELAC1 & 2	--Know the rules of traditional grammar and demonstrate how these rules can be effectively integrated into writing instruction to improve writing skills --Know parts of speech, basic parts of sentences (subject, verb, etc.), types of phrases and clauses, kinds of sentences, appropriate use of mechanics, appropriate punctuation, and common spelling rules --Practice innovative strategies for teaching grammar both alone and in the context of writing instruction --learn and use error analysis --learn and use a variety of sentence types and	ENGL 5020 ENGL 5030 EDUC 5301	--Tests and other assessments --Essays and research papers in ENGL and EDUC courses --Interns' appropriate use of conventions in their teacher work sample --English Content Portfolio --GACE for English	--Lesson plans --Teacher Work Sample --English Content Portfolio

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH ENGLISH COURSE CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary English (7-12)	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
	combinations to add interest to writing and enhance style --Demonstrate effective use of conventions in one's own writing			
• **Listening/ Speaking/ Viewing (7-12)** Habits of Good Listeners Listening to and Viewing Visual and Oral Texts ELALSV 1 & 2	--Know how to ask relevant questions --Know how to respond appropriately to questions --Work well with others in group situations, knowing when to yield to another person's opinion --Express one's opinion in an appropriate way --Use appropriate body language when listening and speaking --Maintain eye contact --Organize presentations effectively --Employ group	ENGL 5020 ENGL 5030 EDUC 5301	--Cooperative groups throughout English courses --Oral presentations --PowerPoint presentations --GACE for English	--Interactions with students, parents, administrators, colleagues, and staff throughout practicum and full-time internship --English Content Portfolio –Teacher Work Sample

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH ENGLISH COURSE CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary English (7-12)	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
	decision-making techniques --Know how to clarify, illustrate, or expand on ideas in a group situation --Analyze, interpret, and evaluate visual media of various types (radio, film, television, art, etc.) --Create rubrics for assessment of visual media			

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH MATHEMATICS COURSES CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
NUMBER & OPERATIONS Students will use the complex number system. **MA1N1.** Students will represent and operate with complex numbers.	a. Write square roots of negative numbers in imaginary form. b. Write complex numbers in the form $a + bi$. c. Add, subtract, multiply, and divide complex numbers. d. Simplify expressions involving complex numbers.	**MATH 5250**	Daily assignments, classwork activities, performance tests, exams	-Lesson plans and unit plans during practicum and internship that incorporate GPS --Mini lessons during summer and fall practicum --Teacher Work Sample --Math content area portfolio

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH MATHEMATICS COURSES CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
DATA ANALYSIS & PROBABILITY Students will use counting techniques and determine probability. Students will demonstrate understanding of data analysis by posing questions to be answered by collecting data. Students will organize, represent, investigate, interpret, and make inferences from data. Students will determine algebraic models from data.		**MATH 5220**	Daily assignments, classwork activities, projects, presentations, performance tests, exams	-Lesson plans and unit plans during practicum and internship that incorporate GPS --Mini lessons during summer and fall practicum --Teacher Work Sample --Math content area portfolio
MA1D1. Students will determine the number of outcomes related to a given event.	a. Apply the addition and multiplication principles of counting. b. Calculate and use simple permutations and combinations.			
MA1D2. Students will use the basic laws of probability.	a. Find the probabilities of mutually exclusive events. b. Find the probabilities of dependent events. c. Calculate conditional probabilities. d. Use expected value to predict outcomes.			
MA1D3. Students will relate samples to a population.	a. Compare summary statistics (mean, median, quartiles, and interquartile range) from one sample data distribution to another sample data distribution in describing center and variability of the data distributions. b. Compare the averages of the			

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH MATHEMATICS COURSES CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
GEOMETRY Students will explore, understand and use the formal language of reasoning and justification. Students will apply properties of polygons, circles and spheres, and determine distances and points of concurrence. **MA1G1.** Students will investigate properties of geometric figures in the coordinate plane. **MA1G2**. Students will understand and use the language of mathematical argument and justification.	a. Determine the distance between two points. b. Determine the distance between a point and a line. c. Determine the midpoint of a segment. d. Understand the distance formula as an application of the Pythagorean Theorem. e. Use the coordinate plane to investigate properties of and verify conjectures related to triangles and quadrilaterals. a. Use conjecture, inductive reasoning, deductive reasoning, counterexamples, and indirect proof as appropriate. b. Understand and use the relationships among a statement and its converse, inverse, and	**MATH 5231**	Daily assignments, classwork activities, projects, presentations, homework portfolios, exams	-Lesson plans and unit plans during practicum and internship that incorporate GPS --Mini lessons during summer and fall practicum --Teacher Work Sample --Math content area portfolio

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH MATHEMATICS COURSES CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
	contrapositive.			
MA1G3. Students will discover, prove, and apply properties of triangles, quadrilaterals and other polygons.	a. Determine the sum of interior and exterior angles in a polygon. b. Understand and use the triangle inequality, the side-angle inequality, and the exterior-angle inequality. c. Understand and use congruence postulates and theorems for triangles (SSS, SAS, ASA, AAS, HL). d. Understand, use, and prove properties of and relationships among special quadrilaterals: parallelogram, rectangle, rhombus, square, trapezoid, and kite. e. Find and use points of concurrency in triangles: incenter, orthocenter, circumcenter, and centroid.			
MA1G4. Students will understand the properties of circles.	a. Understand and use properties of chords, tangents, and secants as an application of triangle similarity. b. Understand and use properties of central, inscribed, and related angles. c. Use the properties of circles to solve problems involving the length of an arc and the area of a sector. d. Justify measurements and relationships in circles using geometric and algebraic properties.			

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH MATHEMATICS COURSES CONTENT KNOWLEDGE

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MA1G5. Students will find and compare the measures of spheres.	a. Use and apply surface area and volume of a sphere. b. Determine the effect on surface area and volume of changing the radius or diameter of a sphere.			
GEOMETRY cont'd Students will explore right triangles and right triangular trigonometry. They will understand and apply properties of conic sections, planes, and spheres.				
MA2G1. Students will identify and use special right triangles.	a. Determine the lengths of sides of 30°-60°-90° triangles. b. Determine the lengths of sides of 45°-45°-90° triangles.			
MA2G2. Students will define and apply sine, cosine, and tangent ratios to right triangles.	a. Discover the relationship of the trigonometric ratios for similar triangles. b. Explain the relationship between the trigonometric ratios of complementary angles. c. Solve application problems using the trigonometric ratios.			
MA2G3. Students will investigate the relationships	a. Find equations of circles. b. Graph a circle given an equation in			

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH MATHEMATICS COURSES CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
between lines and circles. **MA2G4**. Students will recognize, analyze, and graph the equations of the conic sections (parabolas, circles, ellipses, and hyperbolas). **MA2G5**. Students will investigate planes and spheres.	general form. c. Find the equation of a tangent line to a circle at a given point. d. Solve a system of equations involving a circle and a line. e. Solve a system of equations involving two circles. a. Convert equations of conics by completing the square. b. Graph conic sections, identifying fundamental characteristics. c. Write equations of conic sections given appropriate information. a. Plot the point (x, y, z) and understand it as a vertex of a rectangular prism. b. Apply the distance formula in 3-space. c. Recognize and understand equations of planes and spheres.			
ALGEBRA Students will explore functions, solve equations and operate with radical, polynomial and rational expressions. **MA1A1**. Students will explore	a. Represent functions using function	MATH 5130	Daily assignments, classwork activities, projects, presentations, homework portfolios, exams	-Lesson plans and unit plans during practicum and internship that incorporate GPS --Mini lessons

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH MATHEMATICS COURSES CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques.	notation. b. Graph the basic functions $f(x) = x^n$, where n = 1 to 3, $f(x) = \sqrt{x}$, $f(x) = \|x\|$, and $f(x) = 1/x$. c. Graph transformations of basic functions including vertical shifts, stretches, and shrinks, as well as reflections across the x- and y-axes. d. Investigate and explain the characteristics of a function: domain, range, zeros, intercepts, intervals of increase and decrease, maximum and minimum values, and end behavior. e. Relate to a given context the characteristics of a function, and use graphs and tables to investigate its behavior. f. Recognize sequences as functions with domains that are sets of whole numbers. g. Explore rates of change, comparing constant rates of change (i.e., slope) versus variable rates of change. Compare rates of change of linear, quadratic, square root, and other function families. h. Determine graphically and algebraically whether a function has symmetry and whether it is even, odd, or neither.			during summer and fall practicum --Teacher Work Sample --Math content area portfolio

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH MATHEMATICS COURSES CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
MA1A2. Students will simplify and operate with radical expressions, polynomials, and rational expressions.	i. Understand that any equation in x can be interpreted as the equation $f(x) = g(x)$, and interpret the solutions of the equation as the x-value(s) of the intersection point(s) of the graphs of $y = f(x)$ and $y = g(x)$. a. Simplify algebraic and numeric expressions involving square root. b. Perform operations with square roots. c. Add, subtract, multiply, and divide polynomials. d. Add, subtract, multiply, and divide rational expressions. e. Factor expressions by greatest common factor, grouping, trial and error, and special products limited to the formulas below. $(x + y)^2 = x^2 + 2xy + y^2$ $(x \cdot y)^2 = x^2 \cdot 2xy + y^2$ $(x + y)(x \cdot y) = x \cdot y$ $(x + a)(x + b) = x^2 + (a + b)x + ab$ $(x + y)^3 = x^3 + 3x^2 y + 3xy^2 + y^3$ $(x \cdot y)^3 = x^3 \cdot 3x^2 y + 3xy^2 \cdot y^3$ f. Use area and volume models for polynomial arithmetic. a. Convert between standard and			

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH MATHEMATICS COURSES CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
MA1A3. Students will analyze quadratic functions in the forms f(x) = ax2 + bx + c and f(x) = a(x – h)2 + k. **MA1A4**. Students will solve quadratic equations and inequalities in one variable.	vertex form. b. Graph quadratic functions as transformations of the function $f(x) = x^2$. c. Investigate and explain characteristics of quadratic functions, including domain, range, vertex, axis of symmetry, zeros, intercepts, extrema, intervals of increase and decrease, and rates of change. d. Explore arithmetic series and various ways of computing their sums. e. Explore sequences of partial sums of arithmetic series as examples of quadratic functions. a. Solve equations graphically using appropriate technology. b. Find real and complex solutions of equations by factoring, taking square roots, and applying the quadratic formula. c. Analyze the nature of roots using technology and using the discriminant. d. Solve quadratic inequalities both graphically and algebraically, and describe the solutions using linear inequalities. a. Write absolute value functions as			

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH MATHEMATICS COURSES CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
MA1A5. Students will investigate step and piecewise functions, including greatest integer and absolute value functions.	piecewise functions. b. Investigate and explain characteristics of a variety of piecewise functions including domain, range, vertex, axis of symmetry, zeros, intercepts, extrema, points of discontinuity, intervals over which the function is constant, intervals of increase and decrease, and rates of change. c. Solve absolute value equations and inequalities analytically, graphically, and by using appropriate technology.			
ALGEBRA cont'd Students will investigate exponential, logarithmic, and polynomial functions of higher degree; understand matrices and use them to solve problems; and solve linear programming problems in two variables. **MA2A1**. Students will explore exponential functions.	a. Extend properties of exponents to include all integer exponents. b. Investigate and explain characteristics of exponential functions, including domain and range, asymptotes, zeros, intercepts, intervals of increase and decrease,			

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH MATHEMATICS COURSES CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
MA2A2. Students will explore inverses of functions.	rates of change, and end behavior. c. Graph functions as transformations of $f(x) = a^x$. d. Solve simple exponential equations and inequalities analytically, graphically, and by using appropriate technology. e. Understand and use basic exponential functions as models of real phenomena. f. Understand and recognize geometric sequences as exponential functions with domains that are sets of whole numbers. g. Interpret the constant ratio in a geometric sequence as the base of the associated exponential function. a. Discuss the characteristics of functions and their inverses, including one-to-oneness, domain, and range. b. Determine inverses of linear, quadratic, and power functions and functions of the form $f(x) = a/x$, including the use of restricted domains. c. Explore the graphs of functions and their inverses. d. Use composition to verify that functions are inverses of each other.			

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH MATHEMATICS COURSES CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
MA2A3. Students will analyze graphs of polynomial functions of higher degree. **MA2A4.** Students will explore logarithmic functions as inverses of exponential functions.	a. Graph simple polynomial functions as translations of the function $f(x) = ax^n$. b. Understand the effects of the following on the graph of a polynomial function: degree, lead coefficient, and multiplicity of real zeros. c. Determine whether a polynomial function has symmetry and whether it is even, odd, or neither. d. Investigate and explain characteristics of polynomial functions, including domain and range, intercepts, zeros, relative and absolute extrema, intervals of increase and decrease, and end behavior. a. Define and understand the properties of n^{th} roots. b. Extend properties of exponents to include rational exponents. c. Define logarithmic functions as inverses of exponential functions. d. Understand and use properties of logarithms by extending laws of exponents. e. Investigate and explain			

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH MATHEMATICS COURSES CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
MA2A5. Students will solve a variety of equations and inequalities.	characteristics of exponential and logarithmic functions including domain and range, asymptotes, zeros, intercepts, intervals of increase and decrease, and rate of change. f. Graph functions as transformations of $f(x) = a^x$, $f(x) = \log_a x$, $f(x) = e^x$, $f(x) = \ln x$. g. Explore real phenomena related to exponential and logarithmic functions including half-life and doubling time. a. Find real and complex roots of higher degree polynomial equations using the factor theorem, remainder theorem, rational root theorem, and fundamental theorem of algebra, incorporating complex and radical conjugates. b. Solve polynomial, exponential, and logarithmic equations analytically, graphically, and using appropriate technology. c. Solve polynomial, exponential, and logarithmic inequalities analytically, graphically, and using appropriate technology. Represent solution sets of inequalities using interval notation. d. Solve a variety of types of equations			

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH MATHEMATICS COURSES CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
	by appropriate means choosing among mental calculation, pencil and paper, or appropriate technology.			
MA2A6. Students will perform basic operations with matrices.	a. Add, subtract, multiply, and invert matrices, when possible, choosing appropriate methods, including technology. b. Find the inverses of two-by-two matrices using pencil and paper, and find inverses of larger matrices using technology. c. Examine the properties of matrices, contrasting them with properties of real numbers.			
MA2A7. Students will use matrices to formulate and solve problems.	a. Represent a system of linear equations as a matrix equation. b. Solve matrix equations using inverse matrices. c. Represent and solve realistic problems using systems of linear equations.			
MA2A8. Students will solve linear programming problems in two variables.	a. Solve systems of inequalities in two variables, showing the solutions graphically. b. Represent and solve realistic problems using linear programming.			
	a. Use graphs to represent realistic			

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH MATHEMATICS COURSES CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
MA2A9. Students will understand and apply matrix representations of vertex-edge graphs. **ALGEBRA cont'd** Students will explore characteristics of various functions, understand and use concepts of trigonometric functions, investigate and apply sequences and series, and use parametric and polar equations to represent functions and curves. **MA3A1**. Students will explore rational functions.	situations. b. Use matrices to represent graphs, and solve problems that can be represented by graphs. a. Investigate and explain characteristics of rational functions, including domain, range, zeros, points of discontinuity, intervals of increase and decrease, rates of change, local and absolute extrema, symmetry, asymptotes, and end behavior. b. Find inverses of rational functions, discussing domain and range, symmetry, and function composition. c. Solve rational equations and inequalities analytically, graphically, and by using appropriate technology.			

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH MATHEMATICS COURSES CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
MA3A2. Students will use the circle to define the trigonometric functions. **MA3A3**. Students will investigate and use the graphs of the six trigonometric functions.	a. Define and understand angles measured in degrees and radians, including but not limited to 0°, 30°, 45°, 60°, 90°, their multiples, and equivalences. b. Understand and apply the six trigonometric functions as functions of general angles in standard position. c. Find values of trigonometric functions using points on the terminal sides of angles in the standard position. d. Understand and apply the six trigonometric functions as functions of arc length on the unit circle. e. Find values of trigonometric functions using the unit circle. a. Understand and apply the six basic trigonometric functions as functions of real numbers. b. Determine the characteristics of the graphs of the six basic trigonometric functions. c. Graph transformations of trigonometric functions including changing period, amplitude, phase shift, and vertical shift. d. Apply graphs of trigonometric			

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH MATHEMATICS COURSES CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
	functions in realistic contexts involving periodic phenomena.			
MA3A4. Students will investigate functions.	a. Compare and contrast properties of functions within and across the following types: linear, quadratic, polynomial, power, rational, exponential, logarithmic, trigonometric, and piecewise. b. Investigate transformations of functions. c. Investigate characteristics of functions built through sum, difference, product, quotient, and composition.			
MA3A5. Students will establish the identities below and use them to simplify trigonometric expressions and verify equivalence statements.				
MA3A6. Students will solve trigonometric equations both graphically and algebraically.	a. Solve trigonometric equations over a variety of domains, using technology as appropriate. b. Use the coordinates of a point on the terminal side of an angle to express			

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH MATHEMATICS COURSES CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
	x as *r*cosθ and *y* as *r*sinθ c. Apply the law of sines and the law of cosines.			
MA3A7. Students will verify and apply *½ ab sin(C)* to find the area of a triangle. **MA3A8.** Students will investigate and use inverse sine, inverse cosine, and inverse tangent functions. **MA3A9.** Students will use sequences and series.	a. Find values of the above functions using technology as appropriate. b. Determine characteristics of the above functions and their graphs. a. Use and find recursive and explicit formulae for the terms of sequences. b. Recognize and use simple arithmetic and geometric sequences. c. Investigate limits of sequences. d. Use mathematical induction to find and prove formulae for sums of finite series. e. Find and apply the sums of finite and, where appropriate, infinite arithmetic and geometric series. f. Use summation notation to explore series. g. Determine geometric series and their limits. a. Represent vectors algebraically and			

GEORGIA PERFORMANCE STANDARDS ALIGNED WITH MATHEMATICS COURSES CONTENT KNOWLEDGE

Georgia Performance Standards Strands Secondary School Mathematics	Content Knowledge That Teacher Candidates Need to Know to Meet Standards	Course(s) Where Standards Taught	Specific Evidence or Assignments to Assess Teacher Candidates Have Needed Content Knowledge	Field Clinical Experiences That Demonstrate Teaching GPS
MA3A10. Students will understand and use vectors.	geometrically. b. Convert between vectors expressed using rectangular coordinates and vectors expressed using magnitude and direction. c. Add and subtract vectors and compute scalar multiples of vectors. d. Use vectors to solve realistic problems.			
MA3A11. Students will use complex numbers in trigonometric form.	a. Represent complex numbers in trigonometric form. b. Find products, quotients, powers, and roots of complex numbers in trigonometric form.			
MA3A12. Students will explore parametric representations of plane curves.	a. Convert between Cartesian and parametric form. b. Graph equations in parametric form showing direction and beginning and ending points where appropriate.			
MA3A13. Students will explore polar equations.	a. Express coordinates of points in rectangular and polar form. b. Graph and identify characteristics of simple polar equations including lines, circles, cardioids, limaçons, and roses.			

ANALYSIS OF TEACHER EDUCATION WORK SAMPLE 2006-2007

WORK SAMPLE 2006

Student work samples were very satisfactory in **social studies** (N=7) and **science** (N=6), with the vast majority of students meeting all indicators.

In **math** work samples, weakest areas in which the indicators were only partially met, in rank order from the most weak to the least weak, were "implications for professional development," "knowledge of students' varied approaches to learning," "implications for instructional planning & assessment," and "use of technology." The average scores, on a scale of 1-3, were 2.0, 2.1, 2.3, and 2.4, respectively. Detailed qualitative data reinforces the weak areas identified in statistics. Grammar is identified as a weakness in 43% of the work samples and reflection, in 28%. The reviewer writes, "Ponder more deeply…" and "Think more deeply." (N=7)

The weakest areas in **language arts**, in which 88% of students only partially met the indicators, were "knowledge of students' varied approaches to learning" and "technical soundness." Proofreading and elaboration were needed, as errors were identified and some areas were described as "sketchy" and in need of full discussion. (N=8)

WORK SAMPLE 2007

Work samples in **social studies** were, again, very satisfactory. Only in the areas of "clarity," "technical soundness," and "implication for professional development" was the indicator partially met and, even then, only 1 of 7 students partially met the indicator. In all other areas, 100% of students met the indicator. The qualitative data (comments) compliments the statistics, further demonstrating successful completion of the work sample. 71% of candidate work samples indicate professionalism. Specific ones are described as "innovative," "exemplary," or "exceptional." (N=7)

Student work samples were, again, very satisfactory in **science**. The vast majority of indicators were met by all students. (N=5)

There were three areas for improvement in **math** work samples, according to the data. These were areas in which > 50% of students only partially met the indicator, as opposed to fully meeting it. 62% of students only partially met the indicator "knowledge of students' varied approaches to learning." (This area was identified as a weak area in math work samples, in 2006.) 75% only partially met "technical soundness" and a full 88% only partially met the indicator "knowledge of students' skills and prior learning." Qualitative comments are math-specific (e.g., regarding pre & post testing, data analysis, demographics). 38% of student work samples were noted for grammatical errors and brevity. (N=8)

In **language arts**, the majority of students only partially met the criteria for "technical soundness." 71% of students only partially met the indicators "Implications for Instructional Planning & Assessment," "Accuracy of Data Analysis," and "Interpretation of Student Learning." A full 86% only partially met "Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments, and Resources." Qualitative data indicates that 71% of students could have improved their work samples by correcting grammar or elaborating. (N=7)

CONCLUSION

A concern of the math work sample reviewer, in both 2006 and 2007, was "knowledge of students' varied approaches to learning." One question that arises is are math mentor teachers using varied methods, themselves, and are they serving as role models for this indicator? The similar performance on the "varied approaches" indicator in language arts work samples leads to the broader question, "Is there sufficient professional development for middle school teachers?"

Technical soundness is another common area, across disciplines, which requires strengthening and deserves attention. Grammar problems are mentioned in both the math and language arts work sample assessments. They coincide with less thorough work samples so they are more likely due to forgetting to grammar and spell check rather than a lack of knowledge.

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ANALYSIS OF DISPOSITIONS DATA

Dispositions data was collected in Fall '05 & Spring '06 and, again, in Fall '06 & Spring '07 from three different groups: mentor teachers, education faculty, and content faculty. Data was collected using the **Professional Dispositions Checklist**. The following is an analysis of available data.

FALL 2005 – SPRING 2006

Overall, MENTORS were very satisfied with intern performance in Fall '05. Areas of minor concern, though, were adaptability and listening. On the checklist, these fall under the category of collaboration. 2% of students needed to improve on being adaptable (specifically, **C1**, "adapts appropriately to changing situations,") and 2%, on listening, **C2**. No mentor data is available for the Spring '06 semester.

EDUCATION FACULTY had no areas of concern in Fall '05 but by Spring '06, 6% of students needed improvement in **B4**, "maintains the highest standards of ethical behavior." Ethical concerns likely arose during the six weeks of full-time teaching.

Data is available from only one content faculty member in Fall '05 but from eight CONTENT FACULTY members in Spring '06. In the larger Spring data set, the area of greatest concern is student commitment, **E3**, in the form of working willingly beyond expectations. 6% of students needed improvement in this area.

CONCLUSION

The three groups had different minor concerns: collaboration, ethics, and commitment. It is understandable that mentor teachers, in the field, are concerned about collaboration. College faculty can help students practice collaboration in college courses prior to the start of internships. Ethics can also be reviewed and emphasized by all three groups but commitment is more of a student-driven quality. Commitment can be role modeled but not taught; its presence or absence can be documented. It is hard to make others work beyond expectations, unless we institute a major rewards system. Ideally, however, commitment should be an internal attribute.

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FALL 2006 – SPRING 2007

Mentors and content faculty have the same concerns as the previous year and some additional concerns.

Although MENTORS rated interns either exemplary or appropriate in all categories, the area still most in need of improvement is **C1**, "adapts appropriately to changing situations." 41% could still improve in that category (i.e., move from appropriate to exemplary). Mentors identified attendance and promptness as more prominent concerns in Spring '07. 7% and 10% of interns needed improvement in these areas, **A1** and **A2**, respectively. Students were teaching full-time for at least six weeks so their absences were more conspicuous and their promptness, more critical.

A concern, newly-identified by EDUCATION FACULTY in Fall '06, was professional manner. Almost half of interns (49%) needed improvement on **C3**, "interacts with others in a professional manner." In Spring '07, during full-time teaching, this concern was replaced by one about working cooperatively with administrators, support personnel, colleagues, peers, and parents (i.e., **C4**). 15% of interns now needed improvement on widespread cooperation.

CONTENT FACULTY raised commitment concerns in Spring '07. 12% of interns needed improvement on **E3**,"works willingly beyond expectations" and 15% needed improvement on **E4** "exhibits the demeanor of lifelong learners." Going above and beyond by overplanning and having backup lessons is a characteristic of outstanding teachers and is something that content faculty can spot.

CONCLUSION

In addition to the prescriptions outlined in '05-'06, education faculty can improve efforts to introduce support staff to interns by bringing more of them to class as guest speakers. Parent relations can be introduced as a topic in seminars. Several new books have arisen for teachers on how to deal with parents, and these can be assigned readings.

We can possibly foster interns' enthusiasm about subject matter, thus help develop lifelong learning, by being very supportive of their creative endeavors in a field. Advisors can also help pre-education students select teaching area concentrations that they are enthusiastic about, in the first place.

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EVALUATION FOR _____ **DATE:**

Professional Dispositions Checklist

This serves as a formative evaluation with the goal of examining students' non-instructional attributes. "Exemplary" rating should be viewed as a rare mark at this point in *any* students' preparation to teach.

	Exemplary (4)	Appropriate for entry level (3)	Needs improvement (2)	Cause for concern (1)	Not Observed (0)
A. Attendance/Appearance					
1. Maintains regular attendance. [6e]	☐	☐	☐	☐	☐
2. Arrives in class promptly. [6e]	☐	☐	☐	☐	☐
3. Dresses in a professional manner. [6e]	☐	☐	☐	☐	☐
4. Meets generally accepted standards in grooming. [6e]	☐	☐	☐	☐	☐
B. Attitude/Character					
1. Exhibits a positive perspective. [Collab., Caring, 6e]	☐	☐	☐	☐	☐
2. Treats others with respect. [Collab., Caring, 6e]	☐	☐	☐	☐	☐
3. Responds appropriately to faculty, mentors, supervisors, peers, and diverse students. [Collab., Caring, 6e]	☐	☐	☐	☐	☐
4. Maintains the highest standards of ethical behavior. [6e]	☐	☐	☐	☐	☐
C. Collaboration					
1. Adapts appropriately to changing situations. [Collab., Reflect., 6e]	☐	☐	☐	☐	☐
2. Listens attentively when others speak. [Collab., 6e]	☐	☐	☐	☐	☐
3. Interacts with others in a professional manner. [Collab., 6e]	☐	☐	☐	☐	☐
4. Works cooperatively with administrators, support personnel, colleagues, peers, and parents. [Collab., 6e]	☐	☐	☐	☐	☐
D. Participation					
1. Accepts and follows directions. [6e]	☐	☐	☐	☐	☐
2. Effectively communicates (in both oral and written modes) with faculty, mentors, supervisors, peers, and diverse students. [Comp., 6e]	☐	☐	☐	☐	☐
3. Engages in class discussions. [Comp. 6e]	☐	☐	☐	☐	☐
4. Participates fully in appropriate learning opportunities (on campus & in the field). [Commit., 6d, 6e]	☐	☐	☐	☐	☐
E. Work Ethic					
1. Completes assigned work on time. [Commit., 6e]	☐	☐	☐	☐	☐
2. Takes personal responsibility for work performance. [Commit, 6e]	☐	☐	☐	☐	☐
3. Works willingly beyond expectations. [Commit., 6e]	☐	☐	☐	☐	☐
4. Exhibits the demeanor of a life-long learner. [Commit, 6d, 6e]	☐	☐	☐	☐	☐

The aforementioned program outcomes are the CSU Conceptual Framework Teacher Education Unit Outcomes, and they correlate with the appropriate INTASC Principles and SPAs standards.

Comments: ("Needs Improvement" and "Cause for Concern" must include comments)_____

_____

_____

_____ _____

Signature of Observer ***Date***

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ANALYSIS OF DIVERSITY OUTCOMES FORM RESULTS 2006-2007

FALL 2006 – SPRING 2007

Fall 2006

MENTORS' greatest concern, during Fall '06 was area A2, "modification of strategies to assess knowledge." 28% of interns met this outcome only "on occasion." (N=39)

100% of interns met the diversity outcomes frequently, according to CSU EDUCATION FACULTY who visited classrooms. (N=8) CONTENT FACULTY did not visit students in the field in the fall; therefore, they did not complete fall diversity forms.

Spring 2007

A greater percentage of MENTORS (97%) was able to observe diversity outcomes this semester than last semester (90%) due to the students being present 5 days per week rather than 1 ½. Only 3% of forms included a "not observed" rating in the spring versus 10% in the fall.

In the spring, mentors gave students high marks for diversity outcomes. 65% of students met the outcomes most often, and 30% of students met them frequently. Of all the outcomes, students were most successful at "demonstrating knowledge and tolerance regarding various perspectives/voices" 86% of student received a "most often" rating on this outcome. Interns most needed to improve in the areas of modification. Regarding A2, "modifying strategies to assess knowledge," only 51% met most often and 40% met frequently. Regarding B5, "planning modification to enhance individual student learning," only 54% met most often and 43% met frequently. Still, these outcomes were good. (N=132)

Interestingly, CONTENT FACULTY indicated they had the most trouble assessing B5. 11% of content faculty were not able to observe in this category. This statistic just confirms mentors' minor concern. (N=57)

EDUCATION FACULTY assessed students positively in all categories. 58% demonstrated the skills in all categories most often, and 42% demonstrated them, frequently. (N=35)

CONCLUSION

Clayton State University has a very diverse student population, with numerous multicultural opportunities on campus, and multiculturalism is a vital part of the Teacher Education program. It is woven throughout the two-year program, and students take an entire diversity course (EDUC 2120). We are please to have so many of our students (again, 86 percent) perform in the highest category when it comes to tolerance for various perspectives and voices.

Modification, either strategies to assess knowledge or changes to enhance individual student learning, is naturally going to be a challenge for interns. It is even a challenge for veteran teachers, particularly enhancing individualized learning (B5). The public schools in the South Atlanta area, in which CSU students intern, have large and inclusive classes with many students with special needs.

Currently, interns are required to spend ½ a day observing a special education teacher in EDUC 4001 class. The education coordinator may want to increase this requirement to a full day or more to help students in the area of B5, "planning modifications to enhance individual student learning." Interns experience team-teaching in schools with classroom teachers and special educators, but focused observation and shadowing of good special educators is one of the best ways to learn.

It remains to be determined how many students in need of individual education plans (IEPs) have disabilities and how many are ESOL students. The South Atlanta area is a new relocation area for many Latino immigrants, and the Latino school population is increasing rapidly. The education coordinator may also wish to increase observing an ESOL teacher from ½ day to a full day or more and include an ESOL coordinator as a guest speaker.

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ANALYSIS OF SENIOR INTERN PERFORMANCE RECORD (FORM A)

Fall 2006

Using Form A, mentors indicated that students were best at exhibiting self control and poise. 84% of interns met this professional role consistently (N=130). A large percentage of teacher education interns at CSU are older, nontraditional students. They are more mature, and poise is more natural to them than it would be to a younger population.

Mentors had the most trouble observing the skill, "plans and prepares thoroughly." 23% indicated "no observation." This is also as expected, given that students are doing much more observing as opposed to teaching, in the fall.

Of observable skills, mentors indicated students could stand the most improvement in the area of classroom management. Only 46% meet this skill consistently, in the fall.

CONCLUSION

Classroom management is refined over time and through experience. CSU interns would benefit from being given an array of discipline techniques to apply to their own classrooms, refine through trial and error, and help them develop their own styles. What works for one teacher does not work for all teachers, and different techniques work for different populations. At CSU, teacher education students experience a breadth of different classrooms in a variety of locations, during junior year, and this experience should be continued.

Spring 2007

In the spring, when students were in schools five days a week, Form A assessment data is available over a period of four months, from January-April 2007; therefore, it is possible to track interns' progress over time. Overall, fewer forms were collected in the spring than in the fall (86 forms versus 130). Student performance dipped in the areas of "displays respect," "relates to pupils," "fulfills responsibilities," "is prompt & regular," "maintains flexible attitude," and "keeps materials," from January to February but rebounded by March and was maintained in April. From January to February, the percentage of students who consistently met the above criteria decreased from 82% to 79%, 78% to 65%, 79% to 70%, 68% to 65%, 86% to 80%, and 91% to 80%, respectively. By March, they rebounded to 100%, 84%, 95%, 90%, 100%, and 80%, respectively. The only exception to April maintenance was "Prompt and Regular Attendance." There was a decline of 12%, in this professional role, from March to
April.

CONCLUSION

A dip, as students take over fully for 6 weeks, is natural and students rebound as they become more confident and experienced. The decline in prompt and regular attendance in the late spring, as students near college graduation and their classroom responsibilities peter out, is a concern that must be addressed by college supervisors. Professionalism should be maintained until the very end of the school year.

CLAYTON STATE UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION

ANALYSIS OF UNIT OUTCOMES AND CANDIDATE PROFICIENCIES (FORM C) 2006-2007

In SCIENCE, all 7 candidates were observed on three separate occasions. The observer was unable to see reflection in just 4 candidates, during the first observation, but all candidates demonstrated acceptable reflection during the subsequent 2 visits. The reflection that was needed was reflection on strengths & weaknesses, own instructional activity, and personal learning experiences. (N=21)

It is interesting that Charles Harper was highlighted for a "very good lesson on the solar system," and Mr. Harper has gone on to win a 2007 Georgia Power New Teacher Assistance Grant award.

All thirteen candidates were acceptable in SOCIAL STUDIES, and the comments are especially important. Notable achievements are a student who learned to work with at-risk youth and another student who used especially innovative technology. Clayton State University is a high tech campus with excellent technology resources. All students are required to have a laptop computer and take an Instructional Technology for Teachers course (EDUC 3020) so they are well prepared regarding technology. They are immersed in technology throughout their 2 years in the teacher education program. Cindy Ethredge, whose "technology innovations are also very impressive," was very good indeed. Overall, they were a caring, enthusiastic, knowledgeable group of social studies interns. (N = 13)

In LANGUAGE ARTS, all students were acceptable or still developing during their first observation. By the third observation, they were acceptable in all categories. 21% of student developed in Imagination, the area with the most change. Coaching may have contributed to this development or students may have become more comfortable in the classroom, as time went on, which enabled them to better exercise their imaginations. A student who consistently challenged students, set "high expectations," and required "higher levels of thinking," was Natalie Thompson. (N=39)

MATH students improved in the area of "integrates knowledge across discipline contents." 25% moved from still developing to acceptable by the third visit. A concern for all candidates in math, for which they were rated "not acceptable" for all visits, was "Stays current in field. Member of a national association." For some reason, students failed to stay current by joining or retaining their membership in a national math association. This should be easy enough to remedy. Also, all students received "not acceptable" in the area of "participates in constructive peer & colleague assessment."

With no more details on the peer and colleague assessment, it appears the math education students did not solicit feedback or take constructive criticism, well. Welcoming constructive criticism is vital to being a good teacher and really is a personal characteristic, rather than something that can be taught in a teacher education program. (N=24)

On the first Form C, 31% of MENTORS from all content areas indicated that the practice of integrating knowledge was “still developing.” Not surprisingly, then, 27% of mentors indicated students could also stand improvement on “demonstrates sense of the big picture.” (N=48)

CONCLUSION

Concerns, if there were any, were not replicated across the curriculum.

All teachers must be good listeners and, again, they must be accepting of constructive criticism. Failing to do so is cause for concern.

What can be done to help CSU interns be more self-reflective and more imaginative, immediately? Student already do some journaling (i.e., writing reflections) in EDUC 4001 class but perhaps they can do more. Imagination is also a personal characteristic that some teachers have more of than others. We can help student flex their imaginative muscles by providing them with plentiful teacher resources.

To better develop integration and a sense of the big picture, perhaps more integrated, multidisciplinary courses could be offered or projects required at CSU.

CLAYTON STATE UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION

ANALYSIS OF MODIFIED GTEP-GTOI OBSERVATION INSTRUMENT RESULTS

Fall 2006

Students did an excellent job in the fall on GTEP-GTOI outcomes. All students (100%) were satisfactory in each of the three major areas: activity assessment – instruction and learning, assessment and encouragement of student progress, management of the learning environment. Qualitative data (i.e., comments) was plentiful, and most prominent was that by late fall, 86% of students had "outstanding," "complete," or "excellent" control of the classroom. Classroom management is one of student interns' greatest concerns, and it is gratifying that they performed so well. This indicates that one or more of the following is being done correctly: careful selection of interns during admission to the program, good classroom management instruction during teacher education courses, and/or good role modeling on the part of teacher mentors. (N=14)

Spring 2007

In Spring '07, nine students were evaluated three times each, using the GTEP-GTOI. This method replicates that of principals in Georgia public schools. Principals evaluate teachers, at least twice, using the GTEP-GTOI to document changes over time. (N=27)

Students did not perform consistently poorly or consistently well on any particular outcomes. 89% of students improved their average scores over time. 11% of students maintained their average scores, and no students decreased their scores. The one math student improved most dramatically from an average score of 2.1, in the "needs improvement" range, to a 3.0, the best score possible, by the third observation. Students progressed appropriately and their lessons improved as they gained more experience and more confidence. By the time CSU students are employed as teachers, they are familiar with the GTEP-GTOI instrument.

CLAYTON STATE UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION

RESULTS OF END OF YEAR PROGRAM EVALUATION: SPRING 2007

Juniors were satisfied with most experiences. Regarding the junior orientation, 67% found it helpful, while 30% did not and 3% did not respond. For some reason, a large percentage of juniors (33%) did not respond to Question 5, "Do you feel the field-based courses EDUC 3010 and EDUC 3350 provided you with real school-site experiences?" Of the students that responded, 50% answered yes and 37% answered no. (N=30)

There are three patterns in the qualitative data. The workload/difficulty of classes is mentioned in five of fifteen comments under Question 1. Based on the orientation, juniors did not expect the workload to be as heavy as it was.

Also in response to Question 1, three of fifteen comments (20%) expressed dissatisfaction with senior mentors/competition with seniors. As busy as all teacher education majors are and if costs allow, maybe a joint mid-year social (e.g., a holiday party) could be scheduled for juniors and seniors.

In response to Question 2, a student writes, "The course load has been a lot for me. I think some classes should be offered over the summer to lighten the course load."

Juniors were eager to observe/assist more in schools. Five of six comments under question 5 made this point. From the standpoint of the Teacher Education Program, however, as seniors, teacher education majors do plentiful observing in the fall EDUC 4710 class. To observe more as juniors, might be duplicating a course.

The senior year program evaluation was not done.

CLAYTON STATE UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION

EDUC 4710, 4712, 4720
Senior Year Program Evaluation Summary

May 2006

(_34__ Responses)

1 - Strongly Agree 2 - Agree 3 - Agree Somewhat 4 - Disagree

	1	2	3	4	N/A
1. During the first semester of the senior internship, I was given ample opportunity to become well acquainted with my school, procedures and students.	26	7			
2. I felt comfortable working at my school and was made to feel as part of the faculty and staff.	27	1	4	2	
3. During the first semester, I was given opportunities to work with students both individually as well in small groups.	31	3			
4. During my internship, I was given specific feedback and/or suggestions regarding my teaching and general performance from my Arts & Sciences supervisor. (1) Music (3) U/A (10) Math (7) Science (8) Social Science (6) Language Arts — Content Area (circle):	29	5			
5. During my internship, I was given specific feedback and/or suggestions regarding my teaching and general performance from my field supervisor.	27	5	2		
6. During my internship, I was able to communicate readily with college faculty regarding internship questions and concerns.	24	2	8		
7. In general, I found the senior internship seminars to be timely and informative.	10	7	10	7	
8. I found the preparation of my professional portfolio to be helpful in looking over my progress and accomplishments.	9	14	6		
9. I was given adequate assistance in preparing my portfolio.	6	11	8	7	
10. My experiences from the junior year school observations practical preparation for the senior internship.	12	13	6		
11. As a result of my experiences during the senior internship, I feel well prepared for my first year of teaching.	29	5			

12. On a scale of 1–10 (10 being the highest), I would rate my mentor as a: ***(See Below)***

1	2	3	4	5	6	7	8	9	10
( )	( )	( )	( )	( )	( )	(4)	(2)	(3)	(24) (1 u/a)

Comments:

-
-
-
-
-

CLAYTON STATE UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION

CLAYTON STATE UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION
PROGRAM EVALUATION FOR THE JUNIOR YEAR

2007 Academic Year
SUMMARY (30 Responses)

Directions to Students:
Do not put your name on this form; your response is anonymous.

Your response is valued as an opinion that may be used to assist in improving the junior year in the CSU Teacher Education Program.

1. Do you feel that the Junior Orientation was helpful? Yes_20_ No_9_ 1 UA
   What additional information should we discuss or not include?
   - More time with Senior mentors and/or time to meet with them during the fall semester that will also not conflict with our/their academic schedules. More emphasis should be placed on program requirements and maintaining a good academic status to stay in the program. Use the graduating class of 2008 as an example! Do not all students to have false hope that because they are in the program they will graduate. More emphasis should be placed on study groups/sessions.
   - An inclusive overlook of what the program entails. What seniors experienced is important, but no as important as what is about to be up and coming for the year ahead.
   - I wished that more was explained such as pre-requisites, portfolios, making sure we keep all papers we receive from schools, mini-lessons, etc as well as the difficulty of some classes.
   - Not sure I was late but what I did gather was sufficient for the upcoming teachers to be.
   - More information on the classes and less information on the senior class.
   - I think that each course should be explained during orientation. I picked my 1st and 2nd area without really understanding that I would be doing in those areas of study.
   - The student orientation should provided more information about the courses.
   - It was helpful, but I would have liked to know about trips and cost for things that come up during the end of the junior year. Know about even thought not expecting, rules for classes not passing. Personal copy of student handbook.
   - The work load that was expected should be addressed.
   - Details about the classes, requirements and expectations not much about the seniors.
   - What a stressful work load they are in for. Explain more in detail how the Ped labs and observations will affect them. Talk in depth as to what the Teacher Education Club is about (fees, participation, etc)
   - It did not prepare your for anything and did not tell you about classes or workload. It should consist of work examples & description of classes not what fun the seniors previously had.
   - It should be more in depth of educational purpose. Our "Senior Mentors" are a joke the have never contacted us to "mentor" us. Juniors should be mad to feel more comfortable.
   - Maybe give examples of syllabus for each course so students know what is ahead of them.
   - I don't think enough was covered about the course load & what to expect.

2. Do you feel you had sufficient time to meet all of your provisional requirements in order to be formally admitted? Yes_28_ No_2_
   If no, why not?
   - I know coming in to the program what was required to be formally admitted and decided not to apply until most requirements were filled and the deficiencies could be reasonably fulfilled while in the program.

- I had no problems getting through the courses need to get into the problem. I had problems once I got into the program. The course load has been a lot for me. I think some classes should be offered over the summer to lighten the course load.
- Not really because I was told at the last minute about a class I needed to have taken.

3. Was the Student Handbook helpful? Yes_26_ No_3_
What else should be added to it?
   - Tips for surviving the Teacher Education program may be provided by current and former students.
   - The student handbook was helpful once I knew that it was there. I think the hand book should be brought to the attention of students earlier.
   - I think a hard copy should be given to students at orientation.
   - I felt it clearly outlined what was expected.

4. Were you well informed of all assessment procedures during the Junior Year Checkpoints? Yes_23_ No_6 1 UA
   - I was aware that assessments needed to be done at various times. It would be helpful to know clearly what instructors & advisors were looking for prior to such assessments.
   - Professors would talk to us occasionally on this matter to make sure we are staying on the correct path.
   - No feedback from assessments and it would be helpful to know how we are performing according to the teachers.
   - Not until it was due.
   - Wish we could have been given a more descriptive schedule of this.

5. Do you feel that the field-based courses EDUC 3010 and EDUC 3350 provided you with real school-site experiences? Yes_15_ No_5_ 10 UA
What other experiences do you think we should give juniors in these courses? Please be specific.
   - I don't feel we had enough classroom observations. I think we should also do more mini-lessons.
   - I really wish we could be assigned schools to observe at & stay there in a classroom for longer periods of time.
   - Needs to be less lecture and more observing and then mini lessons with longer time spent at individual school.
   - Let them actually be involved with the teachers and students not only having/dong mini-lesson plans but actually actively doing what the teachers have as their lesson.
   - I believe we should get more observation time of the classes.
   - I don't feel like I learned much from visiting the schools. I feel it was something that we were just expected to do. Most of the schools only showed what they wanted us to see. It also seemed as if they were just talking about their institution in a way to end

6. Did the Seminar course, EDUC 3000, provide sufficient time each week to discuss your previous field experiences and/or program related matters? Yes_25_ No_0_5 UA

7. Please add any information that you think would assist in making the junior year more meaningful. (Use the back of this form to make comments.)

Memo

TO: Unit Assessment Review Panel

FROM: Dr. Carla Monroe, Teacher Education Department Head

RE: Meeting Minutes

DATE: August 15, 2009

The Unit Assessment Review Panel meeting was held on August 10, 2009 in the Resource Room of the Department of Teacher Education.

Attendance: David Messer, Kristen Lyman, Marygrace Surma, Mary Hollowell, Shayla Mitchell, Mari Roberts, Susan Tusing, Carla Monroe.

1. Carla Monroe opened the meeting at 12:20 p.m. by welcoming the attendees and explaining the purpose of the meeting.

2. Marygrace Surma noted that students need to have professional liability coverage and that the most economical way to do so was by joining a professional organization such as GAE or PAGE. She also clarified that students may carry private insurance if they choose.

3. Findings from analysis of the 2008-09 student data (Dispositions, the Senior Year Program Evaluation, GTEP-GTOI, Form A, Form C, Diversity, Exit Interview, and Work Sample) were shared. A synopsis of the findings is listed below:

A. Summary of Dispositions Data:

--September-October 2008: The majority of students performed at the "Appropriate for Entry" or "Exemplary" levels in all areas; five percent or less performed at the "Needs Improvement" level or below. The most problematic area was "Completes Assigned Work on Time."

--November 2008: The percentage of students performing at the "Exemplary" level slightly increased and most students continued to perform at the "Appropriate for Entry" level. Increases were noted at the "Needs Improvement" and "Cause for Concern" levels, and the most problematic area was "Completes Assigned Work on Time." Additional increases were found in: maintains regular attendance, adapts appropriately to changing situations, effectively communicates, completes assigned work on time, and exhibits demeanor of a lifelong learner.

--January 2009: More than 53% of students performed at the "Exemplary" level in 12 of the 20 categories assessed. The most problematic area was "Works Willingly Beyond Expectations" where 13.3% of students performed at the "Needs Improvement" level. Other areas of concern included: dresses in a

professional manner, adapts appropriately to changing situations, accepts and follows directions, effectively communicates, engages in class discussions, participants fully, completes assigned work on time, and exhibits demeanor of a lifelong learner.

--February-March 2009: The majority of students performed at the "Appropriate for Entry" or "Exemplary" levels in all areas; less than 4.3% of students performed at the "Needs Improvement" level or below. The most problematic area was "Responds Appropriately."

--April 2009: 78% or more of all students performed at the "Exemplary" level in all categories; 4% or less performed at the "Needs Improvement" level. The most problematic area was "Effectively Communicates."

B. Summary of Senior Year Program Evaluation Data

--A total of 38 surveys were collected and analyzed. Results suggest that students are generally pleased with experiences in the Department of Teacher Education as most students checked "Strongly Agree" or "Agree" for each component of the program. The most problematic areas centered on the portfolio. The average rating for each question is as follows (1=strongly agree; 2=agree; 3=agree somewhat; 4=disagree):

Q1: 1.31	Q5: 1.44	Q9: 2.13
Q2: 1.55	Q6: 1.36	Q10: 1.76
Q3: 1.39	Q7: 1.92	Q11: 1.31
Q4: 1.44	Q8: 2.05	Q12: 8.48 [scale of 1-10)

C. Summary of GTEP-GTOI Data

--Seven instruments were analyzed during the Fall and results suggest that students are performing at a "Still Developing" to "Satisfactory" level. The averages for each category are as follows (1-3 scale):
Instruction and Learning: 2.85
Assessment and Encouragement of Student Progress: 3.0
Management of the Learning Environment: 2.57

--Twenty-six instruments were analyzed during the Spring term and results indicate that students are performing at a "Satisfactory" to "Exemplary" level. Averages for each category assessed are listed below (1-3 scale):

<u>Teaching Task I: Provides Instruction</u>
a. Instructional Level: 2.88
b. Content Development: 2.83
c. Building for Transfer
    (initial focus): 2.84
    (content emphasis/linking): 2.88
    (summaries): 2.66

<u>Teaching Task II: Assesses and Encourages Student Progress</u>
a. Promoting engagement: 2.83
b. Monitoring progress: 2.84
c. Responding to student performance: 2.88
d. Supporting students: 2.88

Teaching Task III: Manages the Learning Environment
a. Use of time: 2.73
b. Monitoring behavior: 2.5
c. Intervening: 2.45

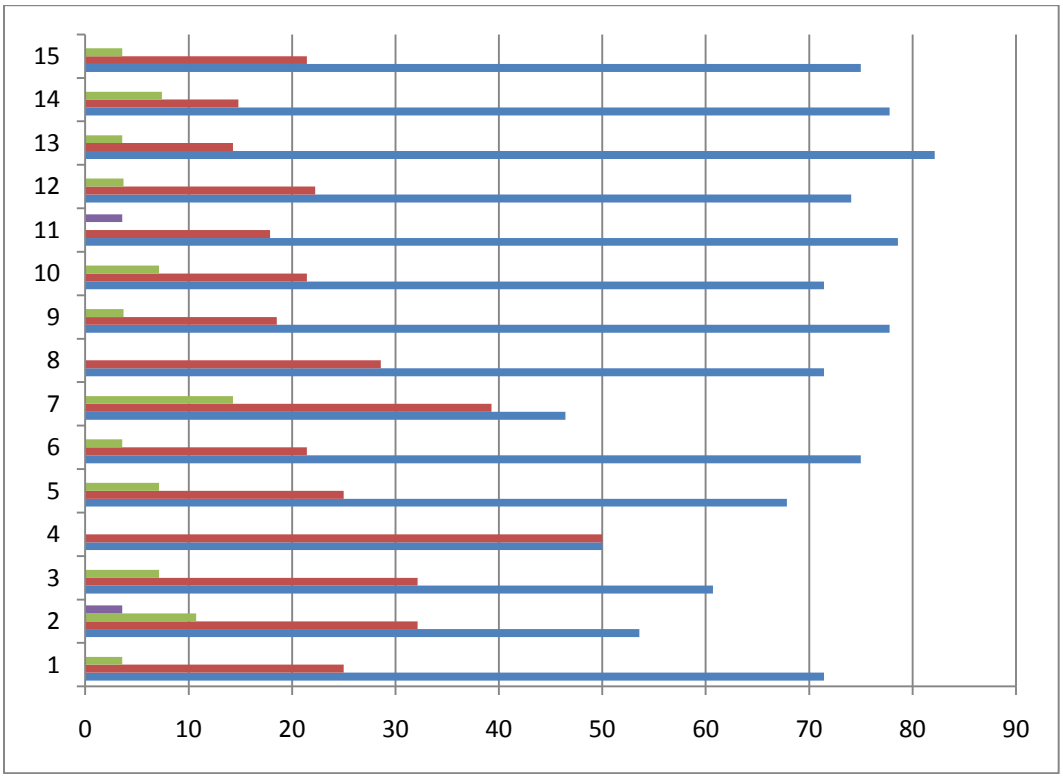
D. Form A Data

--Form A is a simple version of Form C. The Dept. needs to determine whether we need both. Field supervisors are to provide feedback to the Department and check with mentor teachers regarding their views.

--Overall students need to improve their verbal and written communication skills. The group discussed whether this was a dialect issue or a basic problem concerning candidates' competencies in Standard English. Presently, students are only required to pass the Area B Communications requirement. The group discussed whether students of concern should be required to complete intensive remediation. We will consult with Mark Daddona and Erica Jackson for assistance with the students.

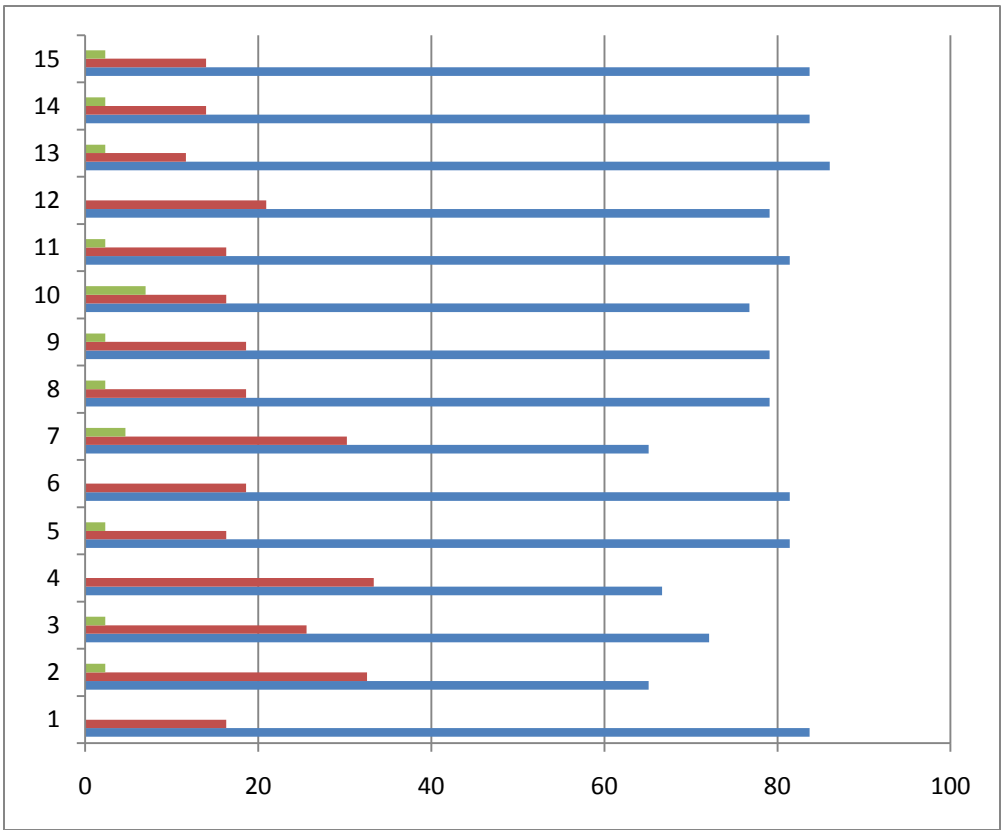
--The accompanying graphs provide a visual representation of the data.

January 2009 Form A Curriculum Form



In January 2009, students stood to improve the most in the area of correct verbal/written communication (N=28).

March 2009 Form A



By March, interns had improved in written/verbal communication, although it remained the area in greatest need of improvement, other than "planning and preparation." In March, 5% and 7% of students needed to improve in "classroom management" and "prompt and regular attendance" respectively (N = 43). Students performed well in all other areas, scoring highest in the area of flexible attitudes (86% met this consistently).

--Mari Roberts noted that problems with students' communication skills should be documented. The Department must decide whether to create a form or add the topic to the (1) academic concern form or (2) recommendation for junior and senior year form.

E. Summary on Form C Data

--January 2009: The majority of students performed at the "Acceptable" or "Still Developing" levels in all thirty-two areas; four percent or less performed at the "Not Acceptable" level or below. The most problematic areas were "Demonstrates Discipline" and "Integrates Knowledge." "Participates in Peer and Colleague Assessment" was the most challenging of the Form C outcomes for mentors and supervisors to observe; 11% of the 27 respondents indicated it was "Not Observed."

--March 2009: The percentage of students performing at the "Acceptable" level increased. Increases were most notable in the "Demonstrates Discipline" and "Integrates Knowledge" areas. Twenty-nine percent and 35% of students rose from "Still Developing" to "Acceptable" in these areas, respectively. Two percent or less performed at the "Not Acceptable" level or below. A surprising finding was that "Staying Current in the Field" was not observed in 22% of interns in March (N=65).

One comment reveals a mentor's particular concern about staying current. Her science intern told students that Pluto was a planet when, in fact, it is no longer considered to be a planet. This same student was criticized for extended lecturing in the diversity assessment.

The full Q12 reads, "Stays current in-field. Member of a national association," and some students may have let their association memberships lapse due to financial constraints.

--In the "Overall" category, only 1 student was rated "Not Acceptable" in March, although her mentor rated her as "Still Developing," overall, in January. The mentor's January criticism was "I think the thing I am working on her with the most is being prepared, if not over prepared, for the day's lesson and to REFLECT both internally and verbally with me as her mentor." This intern is cross-referenced in Exit Interview comments. Even the intern's content supervisor was unaware of the deteriorating relationship between intern and mentor until the Exit Interview. The content supervisor writes, "Unfortunately, I didn't realize until the end of the internship what an extensive challenge this young intern faced. In light of the behavior exhibited by the mentor at the Exit Interview, I believe ____ worked effectively in an abusive environment." Although she was observed regularly by both education and content faculty, throughout the year, this case illustrates the vigilance that is necessary during supervision.

--Mary Hollowell noted that students should be encouraged to become members of professional organizations.

F. Diversity Data

--Of all the diversity elements, students had the most trouble meeting individual student needs. This was the case in January and, more so, in February. By late spring, meeting individual student needs was less of a problem.

--In late spring, from March to April, more students were challenged to meet the diverse interests of students, which could be reflective of the approaching CRCT and the narrowing of the curriculum.

--Comments in January were not diversity-specific, indicating teachers may have needed more training in how to use the form, but by February, comments were positive and appropriate. They included:

____begins each class with a warm up activity (whole group activity) and then create[s] opportunities through differentiation and teaching to the intelligences throughout the week so all students can be successful.

_____ frequently assesses the students orally if student is noticeably struggling with written expression. He also utilizes several different methods of teaching the same content area. He uses hands on demonstrations and labs as well as visual.

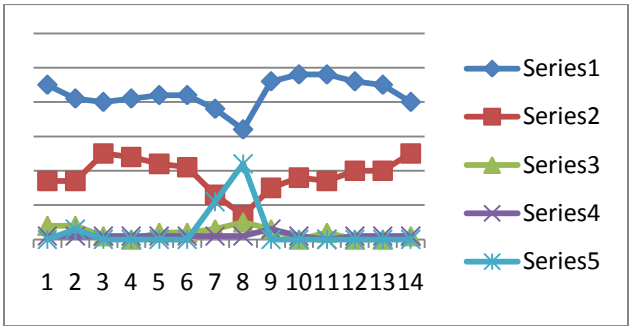
_____ continues to modify her teaching strategies to fit her students' needs. She engages her students and offers a good mix of teaching techniques. The students see her as an effective teacher which is displayed through their interaction with her.

--One student failed to differentiate his curriculum. This was addressed by the field supervisor but not corrected by the student.

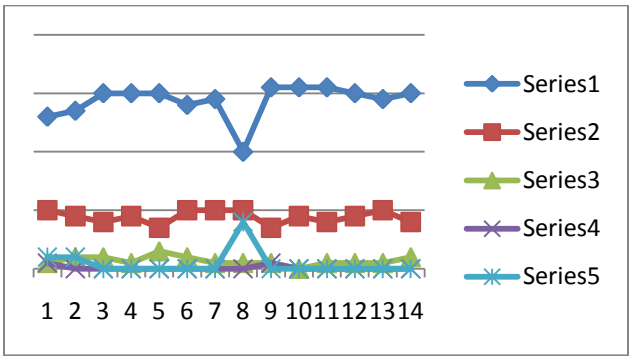
_____ had a definite preference for the lecture format. We would discuss the importance of student engagement, hands-on activities, lab experiences, etc. yet he would continue to lecture.

The following graphs provide a visual representation of the data.

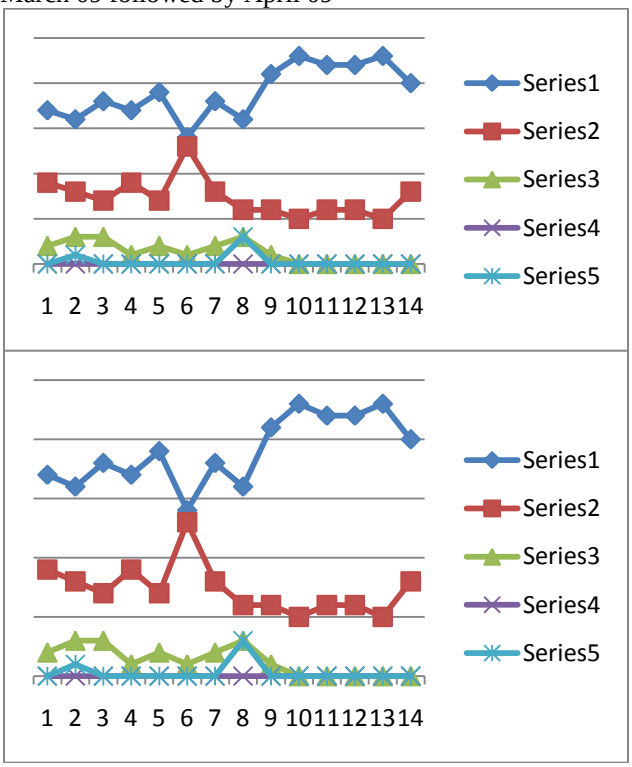
Jan 09



Feb 09



March 09 followed by April 09



--The Department should inquire with mentors to decide whether any of the current forms should be dropped.

--Interns need to improve how they meet individual pupils' needs in the classroom.

G. Exit Interview Data

--The students performed well during the Exit Interview although some individuals require improvement in their presentation skills.

--Fifty-four percent of students were rated as "Exceeding Expectations" and one person did not meet expectations.

--Students' communication skills were noted as a problem during some presentations. David Messer suggested that there is a need to clarify and improve the form. Specifically, he felt that mentors require additional education about how to use the form; they need to realize that they can be flexible in their ratings.

H. Work Sample (Live Text)

--Students did particularly well in the Evolving Philosophy section of the Work Sample. The area in most need of improvement was "Quality of Writing" with 11% of students being only proficient and 5% being not proficient (N=37). See graph.

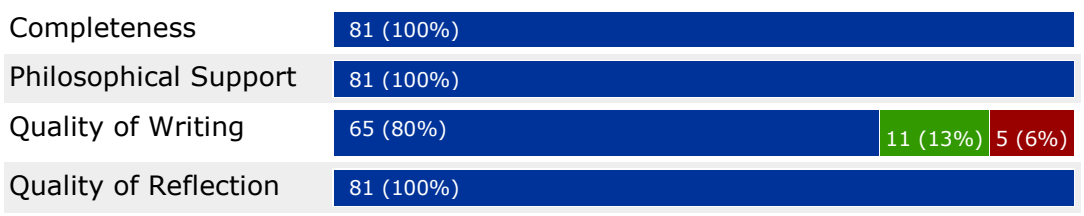
--Technical flaws exist with generating reports from the Live Text system. James Fries and Martha Wicker have provided assistance with the system. The Department needs to upload all forms to the system.

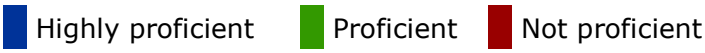
Report Title: Work Sample 2009: Evolving Philosophy

Milestone: All **Scoring:** All

Rubric: Rubric

	Highly proficient (3 pts)	Proficient (2 pts)	Not proficient (1 pts)	*Mean*	*Mode*	*Stdev*
Completeness	81	0	0	3.00	3	0.00
Philosophical Support	81	0	0	3.00	3	0.00
Quality of Writing	65	11	5	2.74	3	0.56
Quality of Reflection	81	0	0	3.00	3	0.00





Total Documents Assessed: 37

I. Junior Year Data

--Teacher Education students were critical of only having 24 schools from which to select their sites. Juniors in the program would like for seniors to attend the Junior Orientation.

4. After the presentation of data, Kristen Lyman asked whether the same forms should be used for Music Education students. The panel agreed that the same forms would be used for now.

5. Carla Monroe noted that the minutes would be sent out.

6. The meeting was adjourned at 1:00 p.m. *Draft 1*