

**APPLICATION FOR PROGRAM COMPLETION (Decision Point 3)  
 Master of Arts in Teaching (Initial Certification) - Early Childhood Education  
 DEPARTMENT APPROVAL CHECKLIST Spring, 2009**

Note: The following items must meet the criteria as outlined in the graduate catalog and on the student's Program of Study.

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

AASU Student ID # \_\_\_\_\_

Application Approved by: \_\_\_\_\_  
Graduate Program Coordinator Signature

The following items **MUST** be checked by the Graduate Program Coordinator.  
 (Note: Please submit all paperwork in the order listed below. Please do not mark any items below).

	Submit a <b>current unofficial AASU transcript</b> to demonstrate completion of all required courses with a cumulative GPA of 3.0 or higher. Note: The Candidate's program completion will be contingent upon the student's cumulative GPA after <u>all</u> coursework is completed.
	Complete <b>DP3-1, Professional Teaching Portfolio Results Form</b> , to provide evidence of successful completion of the Professional Teaching Portfolio as measured by a "basic" or better level on all four Domains of the Performance Outcomes Assessment Instrument.
	Complete <b>DP3-2, LiveText Disposition Request Data Form</b> , to indicate positive disposition assessments from College of Education (face-to-face) faculty in LiveText. One disposition <u>must</u> be completed by the Candidate's University Supervisor for Graduate Internship. If the Candidate is <u>not</u> a Teacher of Record, the second Disposition Assessment <u>must</u> be completed by one's Cooperating Teacher.  Note to Candidate: Please print and attach assessment results to this application.
	Evidence of taking <b>the GACE Content Assessment in Early Childhood Education Test I (001) and Test II (002)</b> .  Note: Please print and attach assessment results to this application. Evidence may include a copy of the GACE score report, GACE results posted on a transcript, or one's state record available at <a href="http://www.teachgeorgia.org">http://www.teachgeorgia.org</a> . To be eligible for Georgia T-5 certification, the Candidate must pass this assessment.
	Successful completion of <b>Graduate Internship</b> as measured by "basic level" or better on all four domains of the Performance Outcomes Assessment instrument.  Note: Internship results are maintained in the student's permanent file and do not need to be attached with this application.

Note: The Candidate is responsible for applying for graduation by the designated due date.

Return application to:  
 Dr. Elizabeth O. Crawford  
 Graduate Program Coordinator  
 Department of Early Childhood Education  
 University Hall Room 258

**Deadline:** April 29, 2009 by 5:00 p.m. for Spring, 2009 Program Completion  
 July 24, 2009 by 5:00 p.m. for Summer, 2009 Program Completion

**FORM DP3-1**  
**Armstrong Atlantic State University**  
**College of Education**  
**Professional Teaching Portfolio Results**

**Instructions:** Please use this form to communicate to the Department of Early Childhood Education the candidate's successful completion of the Professional Teaching Portfolio.

Note: Directions for creating a template (including the Portfolio template) in LiveText are available at <http://www.education.armstrong.edu/livetext/students/index.html>. Portfolios results are viewable by clicking on Collaboration → Reviews → Sent for Review (tab) → Assessment Actions → View.

Full Name: \_\_\_\_\_

AASU ID # 907- \_\_\_\_\_

LiveText Username: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Home

Cell/Alternate

Faculty member who assessed portfolio: \_\_\_\_\_

Date portfolio **submitted** for review: \_\_\_\_\_ Date portfolio **assessed** by faculty member: \_\_\_\_\_

Were revisions necessary? (Yes/No) \_\_\_\_\_ If yes, date **final** revisions were approved? \_\_\_\_\_

Please record below your final portfolio results by Domain.

U    NI    B    E    P    NO  
 1    2    3    4    5

Domain 1: Planning and Preparation

U	NI	B	E	P	NO	
1	2	3	4	5		
						(a) Demonstrates knowledge of students (age group, diversity, interests, heritage)
						(b) Demonstrates knowledge of content and pedagogy
						(c) Selects instructional goals appropriate for lesson and students
						(d) Demonstrates knowledge of content by designing instruction that connect past, present, and future content
						(e) Demonstrates knowledge of pedagogy by planning appropriate instructional methods and learning activities, using appropriate materials and resources
						(f) Assesses student learning by planning assessments appropriate for students and aligned with learning goals

Mean score: \_\_\_\_\_

### FORM DP3-1 (Con't)

U 1	NI 2	B 3	E 4	P 5	NO	
						(a) Creates an environment that promotes fairness
						(b) Creates an environment of respect and rapport
						(c) Communicates challenging learning expectations
						(d) Establishes and maintains consistent standards of behavior
						(e) Manages classroom procedures
						(f) Organizes physical space for maximum learning and safety

#### Domain 2: The Classroom Environment

Mean score: \_\_\_\_\_

U 1	NI 2	B 3	E 4	P 5	NO	
						(a) Communicates learning goals and instructional procedures
						(b) Communicates clearly and accurately (in speaking and writing), encourages students to communicate effectively
						(c) Makes content comprehensible to students (coherent structure, makes material relevant to students)
						(d) Encourages critical thinking through effective use of questioning and discussion techniques
						(e) Monitors learning, provides feedback, and adjusts learning activities to meet the needs of all students
						(f) Uses instructional time effectively
						(g) Impacts student learning as evidenced by formative and/or summative assessments
						(h) Integrates technology into instruction

#### Domain 3: Instruction

Mean score: \_\_\_\_\_

U 1	NI 2	B 3	E 4	P 5	NO	
						(a) Reflects on teaching
						(b) Demonstrates a sense of efficacy (assumes responsibility for student learning)
						(c) Builds professional relationships
						(d) Communicates with families and communities
						(e) Maintains accurate records
						(f) Grows and develops professionally (service, memberships, use of research)
						(g) Maintains professional demeanor (adheres to school policies, dresses and behaves in a professional manner)

#### Domain 4: Professional Responsibilities

Mean score: \_\_\_\_\_

**FORM DP3-2**  
**Armstrong Atlantic State University**  
**College of Education**  
**LiveText Disposition Request Data Form**

**Instructions:** Please use this form to communicate to the Department of Early Childhood Education which professors were requested to complete the Disposition Assessments for Decision Point 3. Note that one of the disposition assessments must be completed by the Candidate's University Supervisor during Graduate Internship.

Please note that all dispositions must be received by the professors no later than two weeks prior to the application due date. Directions for submitting Disposition Requests in LiveText are available at <http://www.education.armstrong.edu/livetext/students/index.html>.

**Disposition Request #1: University Supervisor**

Faculty Member Name: \_\_\_\_\_

Semester during which you were supervised: \_\_\_\_\_

Location of Graduate Internship: \_\_\_\_\_

Date Disposition Request was sent for review: \_\_\_\_\_

**Disposition Request #2: College of Education Faculty Member or Cooperating Teacher<sup>1</sup>**

Faculty Member Name: \_\_\_\_\_

Class taught by faculty member: \_\_\_\_\_

Semester(s) you were a student of the faculty member: \_\_\_\_\_

Date Disposition Request was sent for review: \_\_\_\_\_

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<sup>1</sup> If the Candidate is not a Teacher of Record during Graduate Internship, the second Disposition Assessment must be completed by one's Cooperating Teacher.

**Armstrong Atlantic State University  
Professional Education Unit  
Initial Program Candidate Assessment of Disposition Form**

Candidate \_\_\_\_\_ Assessor \_\_\_\_\_ Date \_\_\_\_\_

The initial program candidate must meet or exceed disposition expectations on all items by the time they are recommended for licensure. Please circle one number for each disposition using the descriptors listed below the disposition as the basis for your rating, and make comments in the blank space under the disposition. A rating of “Proficient” would require that all indicators can be answered with “Yes”. A rating of “Basic” would be assigned if 2/3 of the indicators are answered “Yes.” All assessments of “Unsatisfactory” require anecdotal evidence entered into the comment area.

<b>The initial program candidate demonstrates:</b>	Not observed	Unsatisfactory	Basic	Proficient
<b>I. Commitment to Professionalism and Ethical Standards</b>	0	1	2	3
1. is punctual and regularly attends classes 2. maintains positive attitudes during and outside of class 3. is honest and trustworthy in communications and interactions with others 4. demonstrates ethical behavior and maintains confidentiality 5. has professional appearance Comments:				
<b>II. Desire to Analyze/Evaluate Concepts and Clinical Practices, to Experiment and to Evaluate and/or Initiate Innovative Practice</b>	0	1	2	3
6. is accepting of constructive feedback from others 7. is curious and willing to experiment with new ideas and techniques 8. seeks opportunities to learn about self 9. recognizes personal limitations and seeks to compensate/overcome them 10. recognizes personal strength and seeks ways to enhance them 11. conducts self assessment through reflection Comments:				
<b>III. Dedication to Life-Long Learning by Participating in Professional Organizations and by Being Current with Research in Their Field</b>	0	1	2	3
12. is an independent learner 13. is familiar with research and efforts of professional organizations in their field 14. demonstrates awareness of new ideas Comments:				
<b>IV. Belief in Having High Expectations for All Learners</b>	0	1	2	3
15. demonstrates belief that all students can learn at their potential 16. provides encouraging feedback to all students 17. responds to the needs of all learners Comments:				
<b>V. Respect for Cultural and Individual Differences by Providing Equitable Learning Opportunities for All</b>	0	1	2	3
18. is tolerant of, and responsive to, ideas and views of others 19. is respectful of and responsive to individual differences 20. provides equitable learning opportunities for all 21. considers backgrounds, interests, and attitudes of all students when planning Comments:				
<b>VI. Desire to Communicate with Family &amp; Community Members to Make Them Partners in Education</b>	0	1	2	3
22. is sensitive to students and families from different cultures and with special needs 23. includes parent or guardian in planning for students' success 24. considers community factors when planning Comments:				
<b>VII. Commitment to Collaboration with Other Professionals to Improve the Overall Learning of Students</b>	0	1	2	3
25. relates well to peers, faculty, staff, and other professionals 26. is willing to share information and ideas with others 27. works well with others to develop opportunities for peer and student learning Comments:				