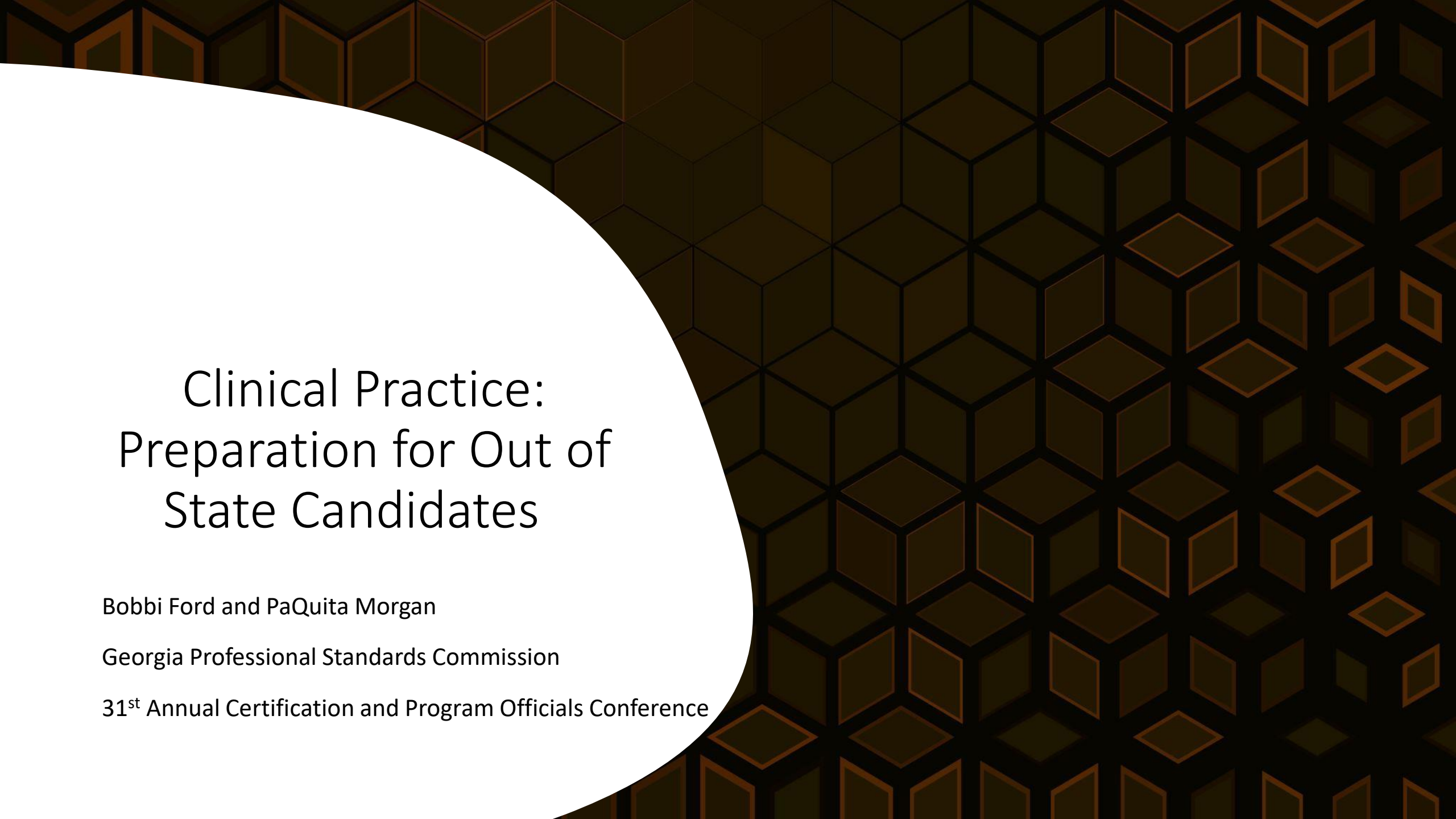


31st Annual Certification and



Program Officials Conference





Clinical Practice: Preparation for Out of State Candidates

Bobbi Ford and PaQuita Morgan

Georgia Professional Standards Commission

31st Annual Certification and Program Officials Conference

Downloading The PowerPoint Presentations

- Go to www.gapsc.com
- Point to **Educator Preparation** in the blue bar to open the drop down menu
- Click on Conference Presentations

Session Outcomes

1

Understand policy updates in accordance with GaPSC rules/policies related to clinical practice.

2

Apply the appropriate rule/policy to real life scenarios.

3

Identify appropriate and effective clinical practice placement considerations.

4

Highlight best practices for assuring candidates complete appropriate clinical experiences.

You Make the Call

Think “Best Preparation”



Mentor Teacher – 505-3-.01

A B/P-12 **employed** teacher and an **expert practitioner** who supports the development of a **pre-service or novice teacher** by assessing and providing feedback on instructional practice; interactions with students, colleagues, and parents; classroom management; and professionalism. Mentor teachers are typically involved with faculty supervisors in the formal supervision and evaluation of pre-service clinical practice experiences (residency/internship). The term Mentor Teacher is often used synonymously with the terms Cooperating Teacher, Collaborating Teacher, or B/P-12 Supervisor.

Scenario – Mentor Teacher

It is 2025 and pre-service candidate Stephanie Nelson (123456) is being recommended for Elementary Education, but her cooperating teacher, Mrs. Libby Ford is certified in Middle Grades Social Science and Art. Mrs. Ford has been teaching Art in an Elementary school since 2021. Should the GaPSC deny her EPP's recommendation for certification?

You make the Call: YES or No

Requirements for a Mentor Teacher

B/P-12 educators who supervise candidates (mentors, cooperating teachers, educational leadership coaches/mentors, Service (S) field supervisors) in residencies or internships at Georgia schools shall meet the following requirements.

- A minimum of three (3) years of experience in a Teaching, Leadership, or Service role
- Shall hold a renewable Professional Certificate in the content area of the certification sought by the candidate if the clinical practice is completed at a Georgia school requiring GaPSC certification.

[505-3-.01](#)

Requirements for a Mentor Teacher

- In cases where a B/P-12 supervisor holding certification in the content area is not available, the candidate may be placed with an educator with at least three (3) years of experience holding a GaPSC Permit in the content area of the certification sought by the candidate or with a professionally certified educator in a related field of certification
- For Teaching (T) field candidates who are employed as the full-time teacher of record while completing residency or internship in a school requiring GaPSC certification, the B/P-12 supervisor must hold Professional Certification.

Appendix C

GaPSC Educator Preparation Rule 505-3-.01 (effective July 1, 2025)
Guidance and Implementation Timeline

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Appendix C

Related Fields of Certification for the Purposes of Matching B/P-12 Supervisors to Candidates in Residency or Internship

In cases where a B/P-12 supervisor holding certification in the content area is not available, the candidate may be placed with an educator with at least three (3) years of experience holding a GaPSC Permit in the content area of the certification sought by the candidates or with a Professionally Certified educator in a related field of certification [Rule 505-3-.01, paragraph (3) (e) 5. (v)].

GaPSC Preparation Fields	*Acceptable Related Fields of Certification for Clinical Supervisors
Birth Through Kindergarten	Elementary (P-5) Special Education General Curriculum Elementary (P-5) Special Education Preschool
Elementary Education (P-5)	Special Education General Curriculum Elementary (P-5) Middle Grades (4-8, all content areas)
Middle Grades Education – Reading	Middle Grades Language Arts (4-8) Elementary (P-5) Special Education General Curriculum Elementary (P-5)
Middle Grades Education – Language Arts	English (6-12) Middle Grades Reading (4-8) Elementary (P-5) Special Education General Curriculum Elementary (P-5)
Middle Grades Education – Mathematics	Mathematics (6-12) Physics (6-12) Elementary (P-5) Special Education General Curriculum Elementary (P-5)
	Biology (6-12) Chemistry (6-12) Earth/Space Science (6-12)

- [https://www.gapsc.com/EducatorPreparation/Resources/Downloads/Rule 505 3 01 Guidance and Implementation Timeline v9 Effective July 2025.pdf](https://www.gapsc.com/EducatorPreparation/Resources/Downloads/Rule_505_3_01_Guidance_and_Implementation_Timeline_v9_Effective_July_2025.pdf)
- <https://www.gapsc.com/EducatorPreparation/Resources/Downloads/GaPSC Traditional Clinical and Field Experience Guidebook August%202025.pdf>

Scenario – Pre-Service Certificate

Question from an EPP: The University of Wisdom has an Elementary Education candidate who has a Parapro certificate and is employed. Would she need a pre-service certificate to complete her clinical practice?

You make the call: **Yes or No**

Requirements for a Pre-Service Certificate

Be admitted to an educator preparation program in the state of Georgia, any other U.S. state or online which meets the following requirements:

1. Leads to a Five (5)-Year Induction certificate in a teaching field.
2. Requires participation in field experiences or clinical practice including student teaching, residency work or any other program requirements in Georgia schools. (a) Pass the Georgia Educator Ethics Assessment 2. (c\b) Have a successful Georgia Crime Information Center (GCIC) criminal record check.

05-2-.03 PRE-SERVICE TEACHING CERTIFICATE

(4) **In-Field Statement.** Pre-Service certificate holders are in-field to participate in supervised field experience, clinical practice, student teaching, or residency work consistent with the grade levels of certification sought. Individuals holding valid Georgia certificates or Permits in teaching fields are also in-field to participate in these activities. These experiences provide certificate holders with an intensive and extensive culminating activity. Certificate holders are immersed in the learning community and provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Holding a Pre-Service certificate, even upon successful completion of an educator preparation program, does not automatically result in movement to the Induction tier in the tiered certification system.

Scenario - Accreditation

Mr. Harrison Oliver [Cert ID 000456] is in an M.A.T. program at Nightfall University. Nightfall University is requesting that the GaPSC approve the placement of Mr. Oliver at Wyngate Christian School in Macon, Georgia. Mr. Oliver is employed at Wyngate as a teacher and Wyngate is a GAC accredited institution.

You make the call: YES or No

Scenario - Accreditation

The University of Wisdom wants to place a candidate at The Stevenson School which is accredited through SAIS. The candidate is currently pursuing a Masters of Teaching at the University of Wisdom and needs to complete student teaching in a school whose accreditation is recognized by GaPSC.

You make the call YES or No

Updated GaPSC Policy



GaPSC now recognizes and allows placements at Georgia Accrediting Commission (GAC) site/schools, and those accredited by the Southern Association of Independent Schools (SAIS), and the National Association of Independent Schools (NAIS).

Scenario - Accreditation

The University of Wisdom wants to place a candidate at The Stevenson School which is accredited through SAIS. The candidate is currently pursuing a Masters of Teaching at the University of Wisdom and needs to complete student teaching in a school whose accreditation is recognized by GaPSC.

You make the Call: YES or No

You Can't Go Wrong with These

Candidates in Birth Through Kindergarten programs may participate in residencies or internships in regionally accredited schools, in pre-schools or childcare centers licensed by the Georgia Department of Early Care and Learning (DECAL, also known as Bright from the Start), Head Start, or in pre-schools accredited by USDOE or CHEA-accepted accrediting agencies. The DECAL site for B-K programs is <https://www.decals.ga.gov/>.

To investigate appropriately accredited schools, use the resources listed here:

- [Cognia - Accreditation Registry Search](#).
- Charter School Commission: [Approved Charter Contracts | State Charter Schools Commission of Georgia](#).
- Georgia Accrediting Commission: [Georgia Accrediting Commission | gac](#)
- National Association of Independent Schools: [NAIS - Home](#)
- Southern Association of Independent Schools: [sais.org](https://www.sais.org)



Scenario - TPMS

The Field Placement Coordinator from XYZ University is submitting all virtual information through TPMS. She is not sure if all candidates in all programs should be entered in TPMS. Should all candidates in all programs be entered in TPMS or NTRS?

You make the Call: YES or No

Who should be entered in TPMS/NTRS?



All initial teaching, service, and leadership candidates must be entered in TPMS/NTRS.



Advanced degrees are not entered in TPMS.

Scenario – Ethical and Professional Behaviors

While the Georgia Milestone Assessment is being administered, a student becomes upset because he does not know how to complete a multiplication problem. The assigned educator noticed that in an effort to keep the student calm, a candidate from Bald Eagle University who is, as part of clinical practice observing during testing, tells the student to use repeated addition if he does not know how to multiply. The educator also writes examples of repeated addition on the student's scratch paper.

Is this an ethical violation? Should it be reported?

You make the Call: YES or No

Code of Ethics Concerning Testing

An educator shall not compromise the integrity of a state-mandated assessment or commit any act that breaches test security. The Department of Education manual prohibits a test examiner from giving students answers or clues to test items. It also holds that the test examiner must not interfere with a student's responses.



Responsibility of reporting

GaPSC-approved EPPs shall immediately report to GaPSC any violations of the Georgia Code of Ethics for Educators by enrolled candidates. Failure to report ethical violations may result in changes in approval status that could include revocation of approval. Out-of state EPPs placing candidates in Georgia schools for field and clinical experiences are expected to collaborate with Georgia B/P-12 partners to immediately report ethics violations. Procedures for reporting ethical violations are addressed in the guidance document accompanying this rule

[Ethics Questions](#)

Scenario – Special Education

A pre-service candidate enrolled in a Special Education General Curriculum Elementary Education program and working as paraprofessional in a school, was recently reassigned to support a General Education Teacher in a self-contained classroom with some students identified as Special Education. The EPP wants to know if this is acceptable since the candidate does have access to students with special needs, is successfully completing the requirements of the program, and is assigned to a qualified mentor.

You make the Call YES or No

Special Education

With regard to the clinical practice, or *student teaching*...keep in mind that candidates in this program can teach in an Elementary Classroom or Special Education P-5, so the placement can be either, but also think about the best preparation. An inclusion classroom would be the ideal. The classroom setting can be Elementary, Special Education, or Inclusion. With this candidate being a paraprofessional, and given our agency's recognition of paraprofessionals for the teacher pipeline, we are encouraging Providers to work with paraprofessionals so that they can retain their employment. Regardless, the candidate still has to be prepared in the field, so with a combination of the grade band experiences, field work, and student teaching, the candidate should be able to have diverse instructional learning/environment experiences while maintaining their employment.

Field Experiences via Grade Bands



The grade bands are where you can diversify the candidate's experience.



Field experiences are those opportunities for candidates to observe, gain exposure, and can include work with small groups of students



Our rules do not have a class size requirement (A small group of students would be fine for a candidate, and can count toward clinical hours to satisfy grade band requirements or clinical settings).

Field Experiences – Extending Flexibility

EPPs may utilize video exemplars as part of a balanced approach of video and in-person field experiences in settings of high-quality instruction that fulfill grade band requirements; candidates should be required to document their reflections if assigned video exemplars.



Q&A



Think “Best Preparation”



Thank you!
Let Us Know How we Did

<https://www.surveymonkey.com/r/CertCon25>

