

Special Education MAT Program Field Placement Progressions

Overall Summary: Teacher candidates are required for Georgia P-12 certification in Special education to complete four field experiences: One in a preschool to 2nd grade setting, one in a third to fifth grade setting, one in a six to eighth grade setting, and one in a ninth to twelfth grade setting. Candidates who are not employed in a school will complete one grade range per semester in the four semester program. Candidates who are employed in a school system during the school year may use their classroom as their placement. These employed candidates are still required to complete at least 20 hours in each age range as required by the state across the four semesters of the program.

Each semester candidates are responsible for:

- Maintaining consistent attendance and demonstrate punctuality
- Notifying supervisors and partner teachers of absences
- Dressing professionally and in accordance with school policies
- Exhibiting quality organization skills (e.g., notebook, planner, reflection notes)
- Taking initiative with students
- Showing enthusiasm and passion towards teaching
- Communicating with students and other adults in a clear, professional, and effective manner
- Taking responsibility for ensuring that partner teachers complete required evaluations
- Demonstrating positive dispositions and behaviors (e.g., work ethic, organization, etc.)
- Engaging in reflective practice

Summer I Semester (EDEX 6610):

- Teacher candidates must document at least 30 hours of instruction in an academic setting.
- Teacher candidates must co-plan and co-teach two differentiated lessons and answer reflection questions on their lesson experiences. One lesson should be turn in and evaluated using Edthena. The other lesson should be evaluated and discussed with their partner teacher

Fall Semester (EDEX 6611):

- Teacher candidates must document at least 120 hours of instruction in a school setting.
- Teacher candidates co-plan and co-teach a differentiated 10-day unit referred to as the Teacher Work Sample (TWS) for EDEX 6122, Instructional Strategies and Procedures II.
- Teacher candidates conduct a FBA/BIP Project for EDEX 6117 Behavior Management.
- Teacher candidate complete three teaching videos that are evaluated by the college supervisor using Edthena
 - One lesson is 20 minutes and candidates are given a broad time range to choose their lesson
 - One day's worth of instruction with a video of at least 120 minutes. This observation will be scheduled in collaboration with the partner teacher without the teacher candidate receiving prior notice.
 - In the third teaching video, candidates will take part in a lesson study evaluating each other's instruction within the context of a select CEC High Leverage Practice.

Spring Semester (EDEX 6612):

- Teacher candidates must document at least 400 hours of instruction in a school setting and serves as the candidate's student teaching internship.
- Plan and teach a differentiated 3-5-day unit for the purposes of completing edTPA
- Co-plan and co-teach 10-11 full weeks in field placement, 4 weeks of which the teacher candidate must be student teaching full time
- Teacher candidate complete three teaching videos that are evaluated by the college supervisor using Edthena
 - One lesson is 20 minutes and candidates are given a broad time range to choose their lesson
 - One day's worth of instruction with a video of at least 120 minutes. This observation will be scheduled in collaboration with the partner teacher without the teacher candidate receiving prior notice.
 - In the third teaching video, candidates will take part in a lesson study evaluating each other's instruction within the context of a select CEC High Leverage Practice.

Summer II Semester (EDEX 6613):

- Teacher candidates must document at least 30 hours of instruction in an academic setting.
- Teacher candidates complete a Progress Monitoring Project (for EDEX 6118).
- Teacher candidates must co-plan and co-teach two differentiated lessons and answer reflection questions on their lesson experiences. One lesson should be turn in and evaluated using Edthena. The other lesson should be evaluated and discussed with their partner teacher