



Brewton-Parker
Christian
— UNIVERSITY —

School of Education
Teacher Education Handbook
2025-2026

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Brewton-Parker Christian UNIVERSITY

Dear Students,

Welcome to the Teacher Education Program at Brewton-Parker Christian University. Along with our full faculty, I am glad you have chosen to pursue your calling here, and I look forward to walking alongside you as you prepare for the important work of teaching. At BPCU, we believe teaching is both a profession and a calling. Our program is grounded in shared Christian values and focused on helping you grow academically, professionally, and personally as you prepare to serve students and communities.

Two guiding truths shape our work together. First, we seek to understand and apply God's grace in our own lives and in our interactions with others. Scripture reminds us that God's mercies are new every morning and that His faithfulness sustains us (Lamentations 3:22–23). Second, we are called to live as salt and light. Your classroom and your school will be your mission field. Your influence will reach far beyond your daily lessons (Matthew 5:13–16).

Throughout this program, you will be challenged to apply what you learn through coursework, field experiences, and clinical practice while holding yourself to high professional and ethical standards. I encourage you to approach this journey with diligence, humility, and a servant's heart. Lean into the learning process, seek feedback, and support one another along the way. My hope is that you leave this program prepared to teach well, serve faithfully, and honor Christ in your work as an educator. I look forward to working with you.

Sincerely,

Dr. Beverly S. Faircloth

Assistant Professor
EPP Coordinator
BPCU School of Education

Section I: Conceptual Framework

Conceptual Framework

The Teacher Education Program at Brewton-Parker Christian University is grounded in the University's mission to provide a transformational educational experience within a learning community of shared Christian values. Guided by the vision to honor Jesus Christ in every area of the academy, the program prepares future educators who are academically competent, ethically grounded, and committed to lifelong learning and service in Christ. This conceptual framework articulates the beliefs, values, and principles that guide program design, candidate development, instructional practice, and assessment across all educator preparation pathways.

The overarching goal of the Teacher Education Program is twofold: to help teacher candidates understand and apply God's grace to themselves and others (Lamentations 3:22–23), and to prepare candidates to live as salt and light within their classrooms, schools, and communities (Matthew 5:13–16; Philippians 2:15). Teaching is viewed not only as a profession, but as a calling that requires compassion, integrity, and a commitment to serving diverse learners.

The conceptual framework reflects Brewton-Parker Christian University's commitment to educating the whole student—spiritually, academically, intellectually, morally, and professionally. Candidates are prepared to integrate biblical truth with evidence-based instructional practices, recognizing that effective teaching flows from both professional competence and Christ-centered character. Classrooms are understood as mission fields where grace and high expectations coexist, and where educators are called to model ethical conduct, respect for human dignity, and responsibility to students and communities.

The University's core values are embedded throughout the Teacher Education Program. As a biblically centered institution, the program affirms Scripture as the foundation for worldview development and professional decision-making. Through spiritual and academic transformation, candidates engage in rigorous coursework and reflective practice that supports personal and professional growth. A strong emphasis on practical application ensures that theory and research are consistently connected to authentic teaching experiences through structured fieldwork and clinical practice. The program also emphasizes servant leadership, encouraging candidates to lead through service, collaboration, and advocacy for learners. Finally, characteristic excellence is promoted through high expectations, continuous improvement, and professional accountability.

The conceptual framework directly informs curriculum design, instructional strategies, field experiences, and assessment practices within the Teacher Education Program. Program outcomes and key assessments are aligned with the Teacher Assessment on Performance Standards (TAPS), which provide a shared professional language for effective teaching. The five TAPS domains—planning, instructional delivery, assessment of and for learning, learning environment, and professionalism and communication—are intentionally integrated throughout coursework, clinical experiences, and candidate evaluations to ensure coherence and consistency in preparation.

The conceptual framework of the Brewton-Parker Christian University Teacher Education Program represents a holistic and integrated approach to educator preparation. Grounded in biblical truth and aligned with professional standards, the framework guides the preparation of teachers who are knowledgeable, reflective, and committed to serving others. Through this framework, Brewton-Parker Christian University equips future educators to honor Christ, demonstrate professional excellence, and make a meaningful impact in classrooms, schools, and communities.

TAPS Standards

As expectations for rigor and effectiveness in K–12 classrooms have increased, educator preparation programs have undertaken a focused examination of how future teachers are prepared and credentialed. This review revealed the need for a clear, consistent, and comprehensive set of standards to ensure that teacher candidates are well prepared to plan, instruct, assess, and facilitate learning for all K–12 students. The Teacher Assessment on Performance Standards (TAPS) provides such a framework by articulating clear expectations for effective teaching practice.

TAPS serves as a fair and comprehensive evaluation system that provides sufficient clarity and specificity so that both teachers and evaluators share a common understanding of professional expectations. Clearly defined professional responsibilities form the foundation of the TAPS framework. As a component of the Teacher Keys Effectiveness System (TKES), TAPS employs a qualitative, rubric-based approach to evaluating teacher performance aligned with established quality standards. The framework is structured as a three-tiered system encompassing five domains and ten performance standards, offering a coherent model for instructional effectiveness (Georgia Department of Education, 2014).

Brewton-Parker Christian University's educator preparation programs are grounded in the University's mission to provide liberal arts and professional programs within a learning community shaped by shared Christian values. Through the application of biblical truth in scholarship and a co-curricular emphasis on character, servant leadership, and cultural engagement, the University seeks to provide a transformational educational experience that equips the whole student for lifelong learning and service in Christ. This mission provides a strong foundation for integrating the TAPS standards into the conceptual framework of the educator preparation programs.

The alignment between BPCU's mission and the TAPS framework is evident in the shared emphasis on purposeful preparation, ethical practice, and professional responsibility. The five TAPS domains—planning, instructional delivery, assessment of and for learning, learning environment, and professionalism and communication—reflect the University's commitment to developing educators who honor Jesus Christ in every area of their professional practice. Together, these elements support the preparation of teacher candidates who are academically competent, morally grounded, and equipped to serve students, schools, and communities with excellence and integrity.

The Teacher Assessment on Performance Standards (TAPS) are used throughout the state of Georgia to assess teachers. BPCU uses the standards to evaluate teaching candidates in the areas of planning as well as instructional delivery using Intern KEYS. The TAPS standards are organized in five domains: planning, instructional delivery, assessment of and for learning, learning environment, and professionalism and communication.

Planning

TAPS 1: Professional Knowledge-The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

TAPS 2: Instructional Planning - The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

Instructional Delivery

TAPS 3: Instructional Strategies - the teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

TAPS 4: Differentiated Instruction - The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Assessment of and for Learning

TAPS 5: Assessment Strategies - The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

TAPS 6: Assessment Uses - The teacher systematically gathers, analyzes, and uses relevant data to measure students progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

Learning Environment

TAPS 7: Positive Learning Environment - The Teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

TAPS 8: Academically Challenging Environment - The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

Professionalism and Communication

TAPS 9: Professionalism - The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

TAPS 10: Communication - The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Georgia Department of Education. (2014). Teacher KEYS effectiveness system: Implementation handbook. Retrieved from [FINAL_10-15-14#:~:text=Teacher%20Assessment%20on%20Performance%20Standards%20\(TAPS\)%3A.related%20to%20quality%20Performance%20Standards.&text=Assessments%20and%20one%20Summative%20Performance%20Evaluation%20eac](#)

Key Assessments

In compliance with GaPSC, BPCU evaluates teacher education candidates using valid and reliable assessments using the following Assessments:

- INTERN Keys
 - Planning
 - Implementation
- Professional Behaviors and Dispositions Assessment
- Georgia Ethics for Teachers Assessment (GACE 351)
- GACE Content Assessment(s)
- Literacy Assessments

TAPS/Assessment Alignment Matrix

<i>TAPS Standard</i>		<i>Assessment(s)</i>
<i>TAPS 1</i>	Professional Knowledge-The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	INTERN Keys Planning INTERN KEYS implementation Literacy Assessments GACE Content Assessment
<i>TAPS 2</i>	Instructional Planning - The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	INTERN Keys Planning INTERN KEYS implementation Literacy Assessments PBDA Outcome Statement 12
<i>TAPS 3</i>	Instructional Strategies - the teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	INTERN Keys Planning INTERN KEYS implementation Literacy Assessments GACE Content Assessment

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<i>TAPS 4</i>	Differentiated Instruction - The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	INTERN Keys Planning INTERN KEYS implementation PBDA Outcome Statement 12, 13
<i>TAPS 5</i>	Assessment Strategies - The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	INTERN Keys Planning INTERN KEYS implementation
<i>TAPS 6</i>	Assessment Uses - The teacher systematically gathers, analyzes, and uses relevant data to measure students progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	INTERN Keys Planning INTERN KEYS implementation
<i>TAPS 7</i>	Positive Learning Environment - The Teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	INTERN Keys Planning INTERN KEYS implementation PBDA Outcome Statement 3, 6, 10, 11
<i>TAPS 8</i>	Academically Challenging Environment - The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	INTERN Keys Planning INTERN KEYS implementation PBDA Outcome Statement 3, 6, 11
<i>TAPS 9</i>	Professionalism - The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	PBDA
<i>TAPS 10</i>	Communication - The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	PBDA

Section II: Program Information

Majors

Brewton-Parker Christian University offers a variety of pathways to certification in the following majors:

- Elementary Education
- Middle Grades Education
- Special Education General Curriculum
- Secondary English
- Secondary Science
- Music Education

Degree Completion Plans

Specific Degree Completion Plans for each major can be found on the University website at: [BPCU Degree Completion Plans](#). However, the general course of study for traditional students is as follows:

Freshman Year	
Fall	Spring
General Core Classes EDU 221 Exploring Teaching and Learning	General Core Classes EDU 211 Intro to Learning Diff / CR Mgmt <ul style="list-style-type: none"> • 1st observations
Sophomore Year	
Fall	Spring
General Core Classes Content Courses EDU 338 Principles of Positive Classroom Management EDU 323 Technology, Assessment, and Data Analysis	General Core Classes EDU 111 Program Req I, Ethics and Pre-Certification <ul style="list-style-type: none"> • <i>Apply for Entrance to EPP</i> • <i>Take GACE 351</i> • <i>Apply for Pre-Certification</i> • <i>You MUST maintain a GPA of 2.5 to remain in the program</i> EDU 337 Teaching Exceptional Students <ul style="list-style-type: none"> • Must earn a B to receive credit
Junior Year	
Fall	Spring
Methods and Content Courses	Methods and Content Courses EDU 413 Education Procedures and Law
Senior Year	
Fall	Spring
EDU 115: Program Requirement, II (Certification and Career Success) Methods and Content Courses (Internship)	Student Teaching or Internship

Routes to Certification

Pathways to certification in Georgia include:

- Traditional (on campus, primarily in-seat classes)
- Online
 - Para to Teacher Pathway
 - Certification Only Pathway
 - Intern to Teacher Pathway - for qualified candidates

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Students who transfer credits from another institution, enter with Dual Enrollment coursework, or pursue certification-only pathways will have program completion plans that vary based on the credits accepted.

Paraprofessional to Teacher Pathway

Many times, paraprofessionals who have the desire to become teachers must choose between working and going to school to earn their degree. Brewton-Parker Christian University knows how valuable paraprofessional experience is and has put together a pathway that will remove most of the obstacles to obtaining a degree and earning certification. This pathway is 100% online. Candidate must:

- be employed as a paraprofessional in a school system.
- be recommended by the principal of their school
- remain employed during the PtT pathway.
- complete the application for admission to BPCU as an online degree seeking student.
- sign the Candidate/School/BPCU agreement
- complete all GaPSC approved program requirements

Certification Only Pathway

Potential teacher candidates will be required to consult with the Brewton-Parker Christian University's EPP Certification Only Program Coordinator for transcript evaluation and other requirements for candidate entrance to the Certification Only program. Education Division faculty will collaborate to assist Certification Only Program Coordinator to design the best pathway for completion of the certification only track. Entrance requirements include:

- An existing 4-year degree from an accredited college, official transcripts required.
- GPA of 2.5 or higher as verified on transcript,
- clear background check
- proof of Liability Insurance (must maintain active status throughout program)
- passing score on Georgia Code of Ethics Exam for Teachers (351)
- Verification of Lawful Presence form and Pre-service application uploaded to PSC
- Application to Teacher Education Program
- GAPSC Pre-Service Certification documentation
- be under contract to a school system in a full-time capacity in the appropriate field (to qualify for internship)

Field Experiences

A component of the Education Program includes methods classes which require on-site visits to local area schools. Candidates not geographically close to Brewton-Parker College, will be required to enlist a school administrator/principal to conduct clinical observations. The Certification Only Program Coordinator and specific program advisor must approve the clinical observation personnel. Additionally, the teacher candidate should acquire videography capabilities to video all instruction specified by program advisor for evaluation.

Student Teaching/Internship:

Completion of the Certification Only Program will include either one semester of Student Teaching for those not under contract and employed by a school system in a teaching capacity or a two-semester internship for those who are teaching and employed by a school system. Internship is on the job student teaching while under a provisional certification. Provisional certificates are typically good for three years which for the candidate means all coursework and internship must be completed within this time frame. Student Teaching / Internship requirements:

- possess and maintain an overall minimum GPA of 2.5 and a minimum GPA of 2.5 in all required courses
- score verification on required GACE Exams

Candidates must take the required GACE test for completion of the program. A passing score is not necessary for program completion; however, GaPSC will not issue certification until the GACE has been passed. • possess and maintain an overall minimum GPA of 2.5 and a minimum GPA of 2.5 in all required courses,

All GaPSC Requirements for certification must be met through this program.

Intern to Teacher Pathway

Intern to Teacher is a model for student teachers participating in a paid internship during their last semester(s) of undergraduate education. Internship may be a one or two semester internship as a paid teacher according to system needs. Additional models may be considered upon discussions between the school system and the Clinical Practice Director. Intern to Teachers is a joint program between the School System and the School of Education of Brewton-Parker Christian University.

All the requirements listed above must be in place before consideration for the program. The individual school system and the BPCU Education Faculty will make the final determination for hiring.

Student Teachers/Interns will register for the same coursework as traditional student teachers (EDU 474, 478, 479, 480) during their final semester. The student teacher/intern's pathway will be a paid experience in place of the traditional student teaching experience. All other degree requirements remain the same.

Upon announcement of a paid internship opportunity from a partner school system, the Clinical Director for the University will contact eligible teacher candidates. Eligible candidates are defined as those who are eligible to student teach, meet program requirements, and are recommended and approved by program faculty. At no time are candidates to contact school system administrators or teachers directly.

The intern will be assigned a highly qualified mentor by the school system. The candidate will also be under the direct supervision of the Director for Field and Clinical Practice throughout the

internship. The partnership between the school system and the university will provide support for the candidate throughout the internship.

Graduation Requirements

The following requirements are to be met by all candidates in the Teacher Education Program of BPCU:

1. A minimum GPA of 2.5
2. A grade of B in Teaching Exceptional Children
3. Minimum Competence in all 10 TAPS standards
4. Minimum Competence in all 14 dispositions (PBDA)
5. Taking required GACE Content Exams
6. Completion of all BPCU graduation requirements as listed in the University Academic Catalog connected to the program of study.

Transfer Students

Admission to the Educator Preparation Program

EDU 111: Program Requirement I – Ethics and Pre-Certification serves as the gateway course to the Teacher Education Program. This course provides an in-depth examination of the Georgia Code of Ethics for Educators and guides students through the process of obtaining a Georgia Pre-Service Certificate. As part of the course requirements, prospective candidates complete the Application for Admission to the Educator Preparation Provider (EPP).

Upon successful completion of EDU 111 and satisfaction of all admission requirements, students are eligible for admission to the Teacher Education Program. Candidates who are granted admission are notified in writing.

Conditional Admittance

Occasionally, a candidate may be granted conditional admission to the Teacher Education Program. Conditional admission is approved only in circumstances that do not conflict with Georgia Professional Standards Commission (GaPSC) requirements or standards and do not prevent the candidate from obtaining a Georgia Pre-Service Certificate.

Examples of circumstances that may result in conditional admission include, but are not limited to, a GPA slightly below the program requirement at the time of application, incomplete documentation pending verification, or the need to demonstrate additional growth related to professional dispositions. These conditions must be resolved within the timeframe specified in the conditional admission notification.

To advance to full admission, the candidate must satisfy all conditions outlined in the written conditional admission notification. Conditional admission is typically limited to no more than one semester. Failure to meet the stated conditions within the specified timeframe will result in denial of program continuance.

Program Continuance

Candidates are expected to maintain all academic, professional, and ethical requirements for continued enrollment in the Teacher Education Program. When concerns arise, candidates are provided with advising, documentation of concerns, and an opportunity to address identified deficiencies. A candidate may be counseled out of the program if minimum requirements are not met following appropriate intervention, or in cases involving an egregious violation of program, university, or professional standards.

Examples of egregious violations include, but are not limited to: violations of professional ethics; falsification of documents or records; academic dishonesty, including plagiarism; inappropriate conduct in field or clinical placements; breaches of confidentiality; failure to adhere to school or district policies during field experiences or clinical practice; unprofessional behavior that compromises student safety or well-being; or conduct that is inconsistent with the professional dispositions expected of educators.

Candidates who no longer meet program continuance requirements will be notified in writing and informed of the basis for the decision. Consistent with due-process expectations, candidates will be provided information regarding applicable appeal procedures. If deficiencies are addressed and the candidate is approved for reentry into the program, written notification of re-admission will be provided.

Students who are not in good standing with the Teacher Education Program are not eligible to enroll in teacher education courses that require admission to the program as a prerequisite.

Appeal Procedure for Denial of Program Continuance

Candidates who are denied continuance in the Teacher Education Program have the right to appeal the decision in accordance with University and Educator Preparation Provider (EPP) policies. The appeal process is intended to ensure fairness, transparency, and due process.

Grounds for Appeal

An appeal may be submitted if the candidate believes that one or more of the following apply:

- Relevant information was not considered at the time of the decision
- A procedural error occurred that materially affected the outcome
- New information is available that was not reasonably accessible at the time of the review

Disagreement with program standards or requirements alone does not constitute grounds for appeal.

Appeal Process

1. Written Notification

Candidates denied continuance will receive written notification outlining the reason(s) for the decision.

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2. Submission of Appeal

The candidate must submit a written appeal within 7 business days of the date of notification. Appeals submitted after this deadline may not be considered. Keep in mind that the Appeals committee will not meet during university breaks. Waiting too late to submit your appeal, even if it is within the 7 business day timeframe, may delay your decision.

3. Required Documentation

The appeal must include:

- o A completed Teacher Education Program Appeal Form
- o A written statement addressing the grounds for appeal
- o Any supporting documentation relevant to the appeal

4. Review of Appeal

Appeals are reviewed by the appropriate program review body or designated administrator within the Educator Preparation Program. The review will focus on the information submitted and adherence to program policies and procedures.

5. Decision Notification

The candidate will receive written notification of the appeal decision within a reasonable timeframe. The decision of the review body is final.

6. Enrollment Status During Appeal

While an appeal is under review, candidates may not enroll in teacher education courses that require admission to or good standing in the Teacher Education Program.

Program Organization

BPCU Faculty and Instructional Personnel

Dr. Justin E. Russell	Provost, BPCU
Dr. Beverly S. Faircloth	Dean, BPCU School of Education Coordinator, Education Preparation Program Assistant Professor of Education
Barbara Reid	Director, Field and Clinical Experiences Assistant Professor of Education
Dr. Rena Beasley	Lead Faculty, Master's of Education Program Assistant Professor of Education

Education Preparation Program Advisory Collaborative (EPPAC)

Brewton-Parker Christian University is fortunate to have strong collaborative relationships in the community and with area school districts. These partners, along with BPCE EPP Faculty, Candidates, and Completers form the Education Preparation Program Advisory Collaborative. These individuals are invited to two meetings per academic year - once in the fall and once in the spring. Participation can be face to face or virtual. Our current advisory collaborative is listed below:

Name	Title	System / Affiliation
Dr. Ronda Hightower	Superintendent	Montgomery County Schools
Mrs. Leigh Anne Helms	Curriculum Director	Montgomery County Schools
Mrs. Candace Keen	Principal	Montgomery County Elementary
Mrs. Tracey MCNeal	Principal	Montgomery County Middle/High
Dr. Sandy Reid	Superintendent	Vidalia City Schools
Mrs. Natalie Hayes	Human Resources Dir	Jeff-Davis County Schools
Mr. O.J. Hall	Superintendent	Laurens County Schools
Dr. Chris Alvarez	Superintendent	Wheeler County Schools
Mrs. Kim Stinson	Principal	Wheeler County Elementary
Ms. Payton Spell	Teacher/Completer	Montgomery County High
Mrs. Joanna Mock		GLRS
Dr. Barry Walker	Superintendent	Toombs County Schools
Ms. Hannah Sweatt	Teacher/Completer	
Alyssa Usrey	ECE Candidate	BPCU
Maleigh Burns	MG Candidate	BPCU
Gabriel Evans	SpEd Candidate	BPCU
Dr. Rena Beasley	Asst Professor of EDU	BPCU

SECTION III: FIELD EXPERIENCE

Field experiences are a vital component of the Brewton-Parker Christian University Teacher Education Program and play a central role in preparing candidates for effective service in P–12 classrooms. Aligned with the program’s conceptual framework and Georgia Professional Standards Commission (GaPSC) expectations, field experiences provide candidates with structured opportunities to connect theory to practice while demonstrating professional growth.

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Through guided observation, participation, and instructional practice, candidates apply content knowledge, instructional strategies, and assessment practices in authentic classroom settings. These experiences support the development of professional dispositions, reflective practice, and servant leadership, allowing candidates to live out their calling as salt and light while meeting the performance expectations outlined in the Teacher Assessment on Performance Standards (TAPS) and outcomes on the Professional Behavior and Dispositions Assessment (PBDA). By engaging in progressively rigorous field experiences, candidates are better prepared to transition into clinical practice with the competence, confidence, and ethical grounding required of effective educators.

Partner School Systems

Building on the importance of field experiences, Brewton-Parker Christian University places a strong emphasis on the quality of mentorship candidates receive in P–12 school settings. During field experiences and clinical practice, candidates are supported by carefully selected mentor teachers who model effective instructional practice, professional conduct, and ethical decision-making. Mentor teachers are certified in the candidate’s field of placement and have a minimum of three years of successful teaching experience. Through observation, feedback, and guided reflection, mentor teachers play a critical role in helping candidates translate coursework into effective classroom practice while meeting the expectations of the Teacher Assessment on Performance Standards (TAPS).

Brewton-Parker Christian University is fortunate to partner with multiple school systems to provide high-quality field and clinical experiences for teacher candidates. The University currently maintains Memoranda of Understanding (MOUs) with the following school systems:

1. Appling County
2. Dodge County
3. Jeff-Davis County
4. Johnson County
5. Laurens County
6. Montgomery County
7. Toombs County
8. Treutlen County
9. Vidalia-City Schools
10. Wheeler County

Additional school system partnerships may be established as needed. This is particularly relevant for candidates enrolled in Para-to-Teacher or Certification-Only pathways, as well as for candidates participating in online programs who reside outside the University’s primary geographic service area.

Embedded Field Experience

Field Experiences may begin as early as your Sophomore year. GaPSC requires documented experiences in the following grade bands based on your major.

Elementary	Middle Grades	Secondary	Music / Sp Education (P-12)
<i>PK - Kindergarten 1st - 3rd 4th - 5th</i>	<i>4th - 5th 6th - 8th</i>	<i>6th - 8th 9th - 12th</i>	<i>PK - 2nd 3rd - 5th 6th - 8th 9th - 12th</i>

Field experiences provide teacher candidates with structured opportunities to engage in authentic P–12 classroom settings and are a critical component of the Brewton-Parker Christian University Teacher Education Program. In accordance with Georgia Professional Standards Commission (GaPSC) requirements, participation in all field experiences requires admission to the Teacher Education Program and issuance of a Georgia Pre-Service Certificate. Candidates who have not been admitted to the program and granted Pre-Service Certification are not permitted to participate in field experiences. Failure to complete required field experiences may result in an incomplete or failing grade in courses that include a field component.

Initial field experiences occur early in the program and are designed to support observation and guided participation in classroom settings. These early experiences allow candidates to connect theory to practice while developing an understanding of effective teaching and learning.

Field experiences become more rigorous at the junior and senior level as candidates deepen their understanding of instructional planning, classroom management, and student learning. During this stage, candidates engage in structured teaching segments, analyze their instructional performance, and examine the impact of their teaching on student learning.

Collectively, these progressively sequenced field experiences are designed to prepare candidates for the demands of full-time teaching. The culminating experience occurs during the final year during an Internship or Clinical Practice, where candidates assume increased instructional responsibility and have opportunities to take a lead teaching role.

Teaching Expectations during Field Experience

Several courses within the Brewton-Parker Christian University Teacher Education Program require candidates to design and teach instructional learning segments in P–12 classroom settings. Grade-level placements for these instructional activities are coordinated by the course instructor in collaboration with the Director of Field and Clinical Practice to ensure appropriate alignment with course objectives and candidate readiness.

Teacher candidates are expected to prepare lesson plans using the format and guidelines provided by the course instructor. Before planning instruction, candidates should work closely with their assigned mentor teachers to identify appropriate standards and instructional goals. Lesson plans, unit plans, or learning segments must be reviewed and approved by both the mentor teacher and the course instructor prior to implementation to ensure instructional readiness and classroom appropriateness.

The development of detailed lesson plans is a critical component of candidate preparation, as it allows instructors, supervisors, and mentor teachers to examine instructional decision-making and planning processes. Candidates are responsible for preparing all instructional materials and are expected to observe classroom routines and procedures prior to assuming instructional responsibilities. During instruction, candidates receive ongoing feedback to support instructional improvement. At the conclusion of the learning segment, candidates are formally evaluated by the mentor teacher using the INTERN Keys rubric as well as the PBDA Rubric. After evaluations, the candidate and instructor engage in reflective analysis focused on content knowledge, instructional planning, teaching effectiveness, and professional dispositions demonstrated throughout the experience.

Grievance or Issues in Field Placement

If a concern arises during a field placement, issues should be addressed promptly and professionally using the following sequence of resolution. This process is designed to support clear communication, fairness, and timely intervention.

1. Initial Discussion

The teacher candidate and the mentor teacher will first meet in person to discuss the concern and attempt to resolve the issue collaboratively. The candidate will then provide a summary of the issue to the course instructor.

2. Course Instructor Involvement

If the concern is not resolved, the course instructor or supervising professor will meet with both the teacher candidate and the mentor teacher to provide guidance and support toward resolution.

3. Field Placement Coordination

Should the concern persist, the supervising professor will notify the Director of Field and Clinical Practice. The Director will then meet with the candidate, mentor teacher, and supervising professor to review the concern and determine appropriate next steps. Depending on the nature of the issue, school or University administrators, such as the building principal or Department Chair, may be consulted.

4. Administrative Review

If resolution is still not achieved, the matter will be referred to the Department Chair for further review, guidance, or intervention.

Special Circumstance:

If the Director of Field and Clinical Practice is also serving as the supervising professor for a candidate, the initial steps of candidate–mentor teacher discussion and instructor involvement will still occur. In this situation, the Department Chair will be engaged at the third step of the process.

Professional Practices of Field Experiences and Placements

Updated: 12.26.25__bsf

A student majoring in teacher education is expected to present themselves as a professional at all times. Before Field Experiences, the course instructor will provide detailed instructions for proper behavior and responsibilities during assigned placements. It is the responsibility of the candidate to adhere to these expectations. The sequence of events for Field Experiences is as follows:

1. The course instructor will notify the candidate of their placement school and the mentor.
2. Candidates will then be responsible for contacting the mentor promptly to arrange schedules, hours of observations, or standards to be taught. During this conversation, the candidate may wish to ask questions that address:
 - a. Sign in/out procedures
 - b. Proper attire for the school (University attire will trump school dress code if the school's is less formal)
 - c. Appropriate ID required at check-in

Considerations

DO:

- Initially e-mail the teacher as soon as you receive your placement to determine an initial meeting date and time.
- If the teacher does not email back within 24 hours, send a polite follow-up email.
- Work around the teacher's schedule. This should be possible in all situations, but if there are conflicts that you cannot work around, contact the course instructor as soon as possible.
- Keep in mind that the school system schedule and BPCU schedules may be different. You are responsible for ensuring that your assignments are done, submitted on time, and that you are a good ambassador for BPCU
- Remember that transportation for Field Experiences is your responsibility.

DO NOT:

- Arrange your own placement.
- NEVER call the school and ask for the mentor teacher. The teacher's responsibility is in the classroom and cannot be called out to answer the phone.
- Procrastinate. If you are unable to reach the teacher or if the schedule changes, it is YOUR responsibility to find a time that works, or immediately reach out to your course instructor. Do NOT wait until the later part of the semester or after assignments are due to let the professor know you are experiencing difficulties.

During Field Experiences, pay attention. You are placed with a specific mentor because they have been determined to be a good role model. You are expected to observe and respect the mentor teacher's established classroom management practices in order to promote consistency and stability for students. In most cases, the mentor teacher will remain present in the classroom while the candidate is teaching. Adhering to established routines and procedures supports effective classroom management and contributes to a positive learning environment.

Teacher candidates are also expected to demonstrate professionalism that reflects the values of Brewton-Parker Christian University. This includes arriving on time, being thoroughly prepared, and interacting respectfully with all school personnel. Candidates are expected to conduct themselves in a manner that reflects Christ-centered character and professional responsibility throughout all field experiences.

Academic Integrity in Field Experiences

Integrity extends to every part of the Christian's life and character and is an essential expectation of the teaching profession. Within the Brewton-Parker Christian University Teacher Education Program, academic honesty is grounded in biblical values and aligned with the Georgia Code of Ethics for Educators, which holds educators and candidates to high standards of ethical conduct. Candidates are expected to demonstrate honesty, responsibility, and professionalism in all coursework, field experiences, and clinical practice. These expectations are also reflected in the Professional Behaviors and Dispositions Assessment (PBDA). Keep in mind that your professors are mandatory reporters and must report unethical conduct to the GaPSC.

Plagiarism is defined as presenting another person's ideas, words, or work as one's own without proper acknowledgment. This includes, but is not limited to, copying text word-for-word, paraphrasing ideas or lines of reasoning without citation, submitting work completed by another individual, reusing one's own work from a previous course without instructor permission, or misrepresenting authorship in any form. Although plagiarism may be unintentional, it is always considered a serious ethical and moral offense.

Teacher candidates are required to submit original work for all assignments, including lesson plans, unit plans, learning segments, instructional materials, and reflections. While many helpful teaching resources are available online and may be reviewed for inspiration or brainstorming, candidates may not copy, download, adapt, or submit materials from sources such as Teachers Pay Teachers, Lesson Planet, social media platforms, AI tools, or similar websites as graded work. The design of lesson plans and instructional materials must originate from the candidate to allow faculty to accurately assess mastery of the Teacher Assessment on Performance Standards (TAPS). Prior lesson plans created by other teachers, past or present, may not be submitted. Activities inspired by external resources must be substantially modified, aligned to the appropriate standards and objectives, and properly cited.

The use of Artificial Intelligence (AI) is permitted only when explicitly approved by the course instructor. When allowed, AI use must be clearly disclosed and cited according to instructor guidelines. AI may not be used to generate instructional content, lesson plans, reflections, or assessments unless specifically authorized.

Brewton-Parker Christian University expects honesty and originality in all academic work. Candidates are responsible for understanding and adhering to the University's academic integrity policy, as published in course syllabi and the BPCU Academic Catalog. When expectations are unclear, candidates are encouraged to ask questions, seek guidance, and

maintain drafts and planning materials to demonstrate originality. Upholding academic integrity reflects a candidate's faith, character, and readiness to serve as a professional educator.

Professional Attire for Coursework and Field Placement

Your appearance should not be a distraction and should reflect that you are a professional. This includes hair styles, color, facial hair, piercings and visible tattoos. Of course these areas can be subjective and may be decided upon on individual bases with feedback from faculty or school administrators.

If the school's dress code is more lax than the universities, the university dress code will prevail. When dressing for field experiences, always err on the side of modesty and professionalism.

Appropriate	Inappropriate
<ul style="list-style-type: none"> ● Shirts should have sleeves ● Gentlemen's shirts should have a collar (if the school requires a tie, then a tie must be worn) ● If leggings are worn, the top must be tunic length (i.e. your back side is covered even when leaning over. ● Skirt or dress length should be at least to the top of the middle finger when arms are fully extended. Skirts or dresses should not ride up when sitting down. 	<ul style="list-style-type: none"> ● Hats or headgear ● sneakers/tennis shoes ● T-shirts ● Tank tops ● Halter tops ● Sheer or low cut blouses ● Shorts ● Athletic wear ● Mini-skirts ● Jeans ● Shower or beach flip-flops or slides ● Pajamas ● Clothing with rips or tears of any kind ● Disheveled clothing ● Form-fitting or excessively baggy ● Low-cut or crop tops ● No visible underclothing

As a student enrolled in Teacher Education courses, and especially as a teacher candidate admitted to the Teacher Education Program, you are expected to prepare for the professional responsibilities of educating children. This preparation includes adhering to standards of modest, professional, and Christ-centered dress in Teacher Education classes and during field placements. Failure to meet these expectations may result in the development of a Professional Development Plan (PDP).

SECTION IV: CLINICAL PRACTICE

- C. Clinical Practice Overview
- D. Clinical Practice Policies and Expectations
 - a. Substitute Teaching Policy

- b. Academic Integrity in Clinical Practice
- c. Professional Attire for Coursework and Clinical Practice

SECTION V: CERTIFICATION

- E. Georgia Teacher Certification
- F. Georgia Professional Standards Commission (GaPSC)
- G. Intent to Pursue Georgia Certification
- H. Interstate Certification & Reciprocity

SECTION VI: PROFESSIONAL RESPONSIBILITIES

- H. Instructional Planning (Lesson and Unit Planning)
- I. Georgia Standards of Excellence (GSE)
- J. Professional Dispositions (PBDA)
- K. Professional Development Plan (PDP)
- L. Rules Regarding Professional Practice
- M. Criminal Background Check
- N. Important Links

SECTION VII: ASSESSMENTS

- D. BPCU Assessment System Overview
- E. Assessment Timeline and Milestones
- F. Assessment Descriptions
 - a. Intern Keys
 - b. Professional Behaviors and Dispositions Assessment (PBDA)
 - c. GACE Content Assessment(s)
 - d. Georgia Ethics Assessment for Educators