



Brewton-Parker Christian UNIVERSITY

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 College knows how valuable paraprofessional experience is and has put together a pathway that will remove most of the obstacles to obtaining your degree and having a classroom of your own.

Benefits of the Paraprofessional to Teacher Program

The pathway is online. This path to certification offers the best of the convenience of online learning and the personal touch of face-to-face access with your professors. Your professors are local and available to meet with you as you move toward earning your degree.

The pathway is designed to work for you. Whether you have thought about going to school and just haven't started or you are in another program but would rather have a more local, personal experience we can review your situation and/or transcripts and design a program just for you.

You do not have to choose between your job and working on your degree. As a matter of fact, since you are in the classroom day-to-day, the vast majority of your observations and fieldwork may be done in your current building, the number of observations required to complete this pathway is reduced, and you may receive credit for up to 4 of your courses based on your day-to-day experience in the classroom.

Available Programs:

- Early Childhood Education
- Middle Grades Education
- Special Education
- Secondary Education with Certification in Chemistry
- Secondary Education with Certification in English

Candidate Qualifications and Requirements:

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

Visit

www.bpc.edu to apply and for financial assistance information.



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Education Preparation Program Information: Candidates with college credit will have a transcript evaluation to determine remaining program courses. Coursework will be online and is designed to meet the time constraints of full-time working candidates. Core requirements can be met with online courses with BPCU faculty and adjunct BPCU Faculty. Once core requirements are met, candidates must apply for admission to the program. Specific requirements, including an entry GPA of 2.5, are listed in the Degree Completion Plans and in the Teacher Preparation Handbook. Major requirements will also be online with clinical support from the Education faculty.

Partner School System Responsibilities: Once candidates are accepted to the Educator Preparation Program (EPP), the school and BPCU will work an individual program for each candidate regarding observations. The paraprofessional is an employee of the school system but will also be required to follow the BPCU requirements for traditional students. The partner school and BPCU will sign a contract outlining program requirements. While the candidate is an employee of the school system, they are also a candidate at BPCU. It is the university's responsibility to make sure that training from the system is provided and that the candidate is supported in all areas of their responsibilities. Candidates should be treated in a professional manner with the same respect afforded regular contracted employees.

School Administrator: The principal or other school administrator will conduct at least one formal evaluation per semester on the candidate during the semester. Candidates will be responsible for submitting the formal evaluation(s) to the Field and Clinical Director using the appropriate BPCU platform (Brightspace).

School-based Clinical Educator and/or Classroom Teacher: The school-based clinical educator will complete one evaluation per semester using the BPCU Candidate Teaching Assessment Form. Due dates will be listed in the Student Syllabus. The candidate is responsible for keeping the school mentor/teacher apprised of these dates. The mentor/teacher will meet regularly with the candidate to provide day-to-day assistance in areas such as understanding the educational community, student-teacher-parent communication, student special needs requirements, and the ethics of teaching.

BPCU Faculty Supervisor: BPCU will assign a faculty supervisor. The supervision will be completed in the same manner as that of traditional students. Evaluation by the BPCU clinical supervisor will be by the same evaluation standards as that of traditional students. Candidates in the pathway who do not maintain a GPA of 2.5 in all required coursework will not continue in the Paraprofessional to Teacher program.

Para to Teacher Support: Candidates are expected to demonstrate responsibility in their school classroom, their BPCU coursework, and their professional dispositions. A Professional Development Plan (PDP), when appropriate, provides feedback and a plan for remediation when behavior is inconsistent with professional qualities and expectations. The plan outlines areas needing improvement with a specific time frame for successful completion of the remediation plan. The college supervisor, school-based clinical educator, school administrator, and/or the Clinical Director may request that a PDP be implemented, and will meet with the candidate. If the candidate employed by a school system does not make adequate progress a decision for remaining in the program will be discussed.



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Termination Policy: An individual teacher candidate may be terminated from the Paraprofessional to Teacher program if the school administrator, clinical faculty, and/or Director of Student Teaching recommend(s) termination. The termination will be justified by official documentation which indicates that the candidate is (1) jeopardizing the instructional processes at the school, (2) engaging in unethical conduct (as defined in the Georgia Code of Ethics for Educators (www.gapsc.com), (3) displaying dispositions which are detrimental to teaching and learning in the classroom and school, (4) engaging in behaviors which cause a danger to students and school personnel, or (5) not performing in the PtT program as directed. Depending upon the severity of the offense, as determined by the above-mentioned personnel, the teacher candidate may: (1) complete a professional development plan or (2) have assignment terminated. The termination policy is for the PtT program only and has no bearing on personnel/system employment.

For more information, contact

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