



COLUMBUS STATE

UNIVERSITY

College of Education and Health Professions

Internship Handbook

(for individuals who hold a Non-Renewable/ Provisional certificate)



The College of Education and Health Professions Vision: “To prepare highly qualified professionals and leaders who possess the knowledge, skills, and dispositions needed to increase the quality of life in the community by improving P-12 student learning and professional health care.”

The College of Education and Health Professions Mission: “The mission of the College of Education and Health Professions is congruent with and complements that of Columbus State University. The College of Education and Health Professions has adopted the guiding principle, Creating Opportunities for Excellence, to support its mission...to achieve excellence by guiding individuals as they develop the proficiency, expertise, and leadership consistent with their professional roles. By creating opportunities for excellence, the College of Education and Health Professions prepares highly qualified teachers, counselors, nurses, health professionals and leaders who promote high levels of learning by demonstrating excellence in teaching, scholarship, and professionalism. Candidates continually acquire, integrate, refine, and model these qualities as they develop proficiency, expertise, and leadership. Ultimately, candidates believe in serving the community by providing quality education and care. COEHP faculty guide individuals in this developmental process.”

The College of Education and Health Professions Conceptual Framework: “To fulfill its mission statement the College of Education and Health Professions at Columbus State University prepares highly qualified teachers, counselors, and leaders to accomplish high levels of P-12 student learning. Demonstrating excellence in teaching, scholarship, and professionalism, educators continually acquire, integrate, refine, and model these qualities as they develop proficiency, expertise, and leadership. In an environment, that promotes democratic ideals and practices, COEHP faculty guide individuals in this developmental process. The result of efforts to achieve excellence in teaching, scholarship, and professionalism will be improved student learning at the P-12 and university levels, ultimately resulting in closing the achievement gap among various demographic groups of students.”

ADA Compliance Statement:

ADA and 504 STATEMENT:

Columbus State University provides reasonable accommodations for all qualified persons under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504. You may be eligible to receive accommodations to assist in programmatic and/or physical accessibility. We recommend that you contact the Center for Accommodation and Access located in Schuster Student Success Center, Room 102, 706-507-8755 as soon as possible if you think you are eligible for accommodations. The Center for Accommodation and Access can assist you in formulating a reasonable accommodation plan, in identifying additional resources, and in providing support. Accommodations may be able to assist you to meet your specific need. Please contact Sarah Secoy if you have questions. She can be reached at 706-507-8755 or at secoy_sarah@columbusstate.edu.

Notice of Non-Discrimination under Title IX Policy Memorandum

POLICY MEMORANDUM

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U.S. Department of Education, Office for Civil Rights, (800) 421-3481 or ocr@ed.gov.

If you wish to fill out a complaint form online with the agency, you may do so
at: <http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>

The material in this guide has been prepared for information purposes and does not constitute a contract between the student and the university. The university reserves the right to make changes in policies, regulations, and programs without notice.

Revised 5/29/12

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**The Internship handbook is a working document and is subject to change

Program Overview

EDCI 4698/6698: Teaching Internship is taken by students as an alternative to student teaching in a Teacher Certification Program of study. The student is a fully employed beginning teacher in an accredited school within the service area that has been determined by the College of Education and Health Professions (COEHP) and approved by the Intern's Program Coordinator. The student must be teaching in his/her field of certification. The student enrolls in the Internship course for two consecutive semesters for Post-Bac (5 hours) or Graduate (6 hours). In most cases, the Intern holds a degree in the academic subject being taught or in a closely related area as defined by 25 or more semester hours in that field as determined by the Georgia Professional Standards Commission (PSC). Additional prerequisite coursework may be required to meet certification requirements of the PSC. The student must have two consecutive semesters of the Internship course with a grade of Satisfactory (S) to complete the Internship.

Teaching, scholarship, and professionalism encompass the highest standards represented in the ten (10) principles approved in 2011 by the Interstate New Teacher Assessment and Support Consortium (INTASC) and the five (5) core assumptions of accomplished teaching of the National Board of Professional Teaching Standards (NBPTS). The College of Education and Health Professions has adopted these principles, which are listed below, as standards for beginning and advanced teachers.

InTASC Model Core Teaching Standards

The Learner and Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

NBPTS Core Assumptions

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

Program Goals

- To provide a successful teaching experience and on-the-job training as the Intern pursues full certification
- To provide opportunities for the Intern to develop expertise in a certification field
- To provide opportunities for the Intern to achieve mastery of teaching tasks outlined in the School System's evaluation Instrument and the Model of Appropriate Practice (MAP) Observation Scoring Rubric
- To encourage, foster, and facilitate the professional development of the Intern

Program Objectives

- Demonstrate content knowledge appropriate to the selected field of certification
- Demonstrate proficiency in instructional planning through the use of appropriate objectives from the Georgia Standards of Excellence (GSE)
- Demonstrate proficiency in the implementation of instruction
- Demonstrate proficiency in the assessment of teaching and learning
- Demonstrate proficiency related to promoting success for diverse learners
- Demonstrate the ability to select and use appropriate materials, including technology, in the teaching and learning process
- Demonstrate dispositions and behaviors indicative of a professional educator

Program Description

The Teaching Internship provides supervision and mentoring as the Intern develops proficiency in planning and preparation, establishing an appropriate and productive classroom environment, instructing P-12 students and adhering to professional responsibilities. It is an opportunity for the Intern to observe mentor teachers in their professional roles, work closely with educator preparation university faculty, and receive consultation and feedback tailored directly to the individual.

Performance-based assessment instruments are used to specify, document, and verify proficiency in classroom performance. Objective assessment instruments are used to assess the Intern's progress toward mastery of expected performance skills. These include, but are not limited to, the School System's Evaluation Instrument and the Model of Appropriate Practice Scoring Rubric. During the Teaching Internship, the Intern is visited a minimum of four times during the first semester and twice during the second semester by the Clinical Faculty Member, who consults and coordinates observations with the On-Site School Administrator and/or the School System Mentor.

All candidates desiring eligibility for a clear renewable teaching certificate in the COEHP, regardless of their certification major, specific program, or degree level, are assessed using the Model of Appropriate Practice Scoring Rubric (MAP). Based

on the work of Charlotte Danielson and COEHP's Conceptual Framework, MAP clearly stipulates the performance skills and dispositions considered appropriate for teachers. Generally, the Clinical Faculty Member reviews the content of the MAP with the Intern and conducts assessments, which serves as a comprehensive process and assists the Intern in identifying instructional competencies in need of remediation. Successful performance on this assessment instrument coupled with satisfactory completion of all Teaching Internship requirements result in the completion of the Internship Program.

The plan is customized to foster and assess the Intern's competencies in instructional planning and preparation, classroom management, and professional responsibilities. Interns are expected to act in a professional and ethical manner appropriate to the teaching profession and abide by the Georgia Code of Ethics for Educators. In addition, Interns are assessed using the College of Education and Health Professions Evaluation of Student Dispositions. This evaluation is entered into TK20 by the Clinical Faculty Member.

If the Intern's performance evaluations (MAP and/or School System's Evaluation Instrument, and Dispositions) do not demonstrate satisfactory growth and progress, a remediation plan (contract) will be implemented which will identify weaknesses and provide additional activities and strategies that will contribute to the Intern's development. In some cases, a third semester of Internship may be required and/or the Intern will be assigned the grade of I (Incomplete) until documentation is provided which verifies successful completion of the additional requirements as outlined in the Needs Assessment/contract.

Eligibility

To qualify for a Teaching Internship, the applicant must:

- Be admitted into the Teacher Education Program prior to submitting the application to the Coordinator of Student Teaching (click the link above to see requirements)
- Provide the CQTL Office with the entire score report noting passing scores on the appropriate state assessment for students outside the state of Georgia
- Have a school system or school complete the county application for internship. *Note: A Memorandum of Understanding (MOU) must exist between the College of Education and Health Professions (COEHP) and the school system/ school. The school system/school must agree to the terms outlined in the document.*
- Hold an IN4T (Provisional), Pre-Service or an Alabama equivalent certificate. The IN4T and the Alabama equivalent certificates must be requested by the employing school system. The Pre-Service certificate is requested by the COEHP.
- Be employed in a Southern Association of Colleges and Schools (SACS) accredited school within the service area that has been approved by the College of Education and Health Professions.
- Satisfactorily complete all, or nearly all, coursework in the program of study.
- Have the Program Coordinator complete the assigned portion on the application for internship in Tk20. Students should direct questions pertaining to their specific programs of study to their Program Coordinators and/or academic advisors.
- Provide completion verification of special education course and a classroom management course.

TK20

An active Tk20 account is a required resource for this course because selected assignments must be submitted electronically using this online platform. It serves as a repository for university data that are collected for various purposes; such as, demonstrating the quality of our academic programs, improving teaching and learning, and compiling data for national, state, and local reporting. Tk20 facilitates the performance assessment and field placement processes and provides a tool for candidates to document their development, competencies, accomplishments, and progression through their preparation program. Tk20 accounts can be purchased at the standard rate of \$139 for 7 years of access. You can purchase your account using the following link:

<https://coehp.columbusstate.edu/tk20/tk20students.php>.

Tk20 Support Contact Information

Thomas Dailey
Director of Data Management
706-507-8738
dailey_thomas@columbusstate.edu

Note: For current TK20 resources, tutorials, and instructions please use the following link:
<https://coehp.columbusstate.edu/tk20/tk20students.php>.

Support Team

Members of the Support Team monitor and facilitate the progress and provide professional consultation and assistance as needed to new teachers in Teaching Internships. The Support Team consists of some or all of the following professionals:

- County Representative (i.e., Director of Professional Learning)
- System Mentor/Teacher Support Specialist (TSS)
- On-site School Administrator
- On-site, In-Field, Mentor/Teacher Support Specialist (TSS)
- Clinical Faculty Member
- University Coordinator for Student Teaching
- Intern Teacher

County Representative

The County Representative will:

- Meet with all members of the Support Team if/as needed.
- Collaborate with members of the Support Team to develop a *Needs Assessment/Contract* (if needed).

System Mentor/ Teacher Support Specialist (TSS)

The System Mentor/Teacher Support Specialist (TSS) will:

- Monitor the Intern's progress.
- Meet with the Intern to offer assistance with instructional planning, classroom management, and other areas as needed.
- Collaborate with members of the Support Team to develop a *Needs Assessment/Contract* (if needed).

On-site School Administrator (or Designee)

The On-Site School Administrator or Designee will:

- Support the efforts of the Intern; the On-site, In-Field, Mentor (TSS); and the System Mentor (TSS).
- Observe the Intern in the classroom a minimum of two times during the semester and provide feedback using the teacher evaluation system in use at that time.
- Attend all Support Team conferences (if needed).
- Collaborate with members of the Support Team to develop a *Needs Assessment/Contract* (if needed).

On-site, In-Field, Mentor/ Teacher Support Specialist (TSS)

The On-Site, In-Field Mentor/Teacher Support Specialist (TSS) will:

- Meet regularly, including formally and informally, with the Intern and provide guidance through the daily operations of the school.
- Provide assistance with instructional planning.
- Collaborate with members of the Support Team to develop a *Needs Assessment/Contract* (if needed).
- Attend Support Team meetings (if needed).

Clinical Faculty

The Clinical Faculty member will:

- Schedule and facilitate the Support Team meetings (if needed).
- In collaboration with the System Mentor, supervise the Teaching Internship requirements in accordance with both university and school system guidelines.
- Explain the Teaching Internship requirements to the Intern; the On-site School Administrator; and to the On-site, In-Field, Mentor (TSS).
- Support the efforts of the Intern; System Mentor; On-site School Administrator; and the On-site, In-Field, Mentor (TSS).
- Observe the Intern in the classroom a minimum of four times during the 1st semester and 2 times the 2nd semester using the MAP instrument and provide constructive assistance as needed and as appropriate.
- Complete one Disposition during each of the Internship semesters.
- Meet with the System Mentor (TSS) regarding the status of the Intern's overall performance during the Teaching Internship (if needed).
- Submit final grade of the completed Teaching Internship each semester.

Coordinator of Student Teaching

The Coordinator of Student Teaching will:

- Meet with all members of the Support Team if/as needed.
- Review the supplied documentation of the completed Teaching Internship.
- Collaborate with members of the Support Team to develop a Remediation Plan/Contract (if needed).

Internship Plan

The Internship Plan fosters and assesses teaching skills and competencies in instructional planning and preparation, classroom management, and school policies and procedures. Interns are expected to work toward mastery of all teaching tasks outlined in both the MAP and the system evaluation forms and to meet all Program requirements by the conclusion of the second semester of the Internship Program.

Professional Activities Record

Interns are expected to participate in any and all workshops or courses provided within the school system that are designed specifically for new teachers and are approved by the System Mentor (TSS). Interns are required to record a minimum of 30 hours on the Professional Activities Record in Tk20 during each semester. These hours should include at least 15 hours of academic activities such as training, parent contact, department meetings, faculty meetings etc. The remaining 15 hours can include school related sports events, clubs, community service etc.

Video Permission Forms

A DocuSign link for video permission forms will be emailed to you. Most schools have video permission forms on file; **however, you will need to receive permission by completing these forms prior to videotaping.**

Classroom Observations

Mandatory observations by the Clinical Faculty Member and On-site School Administrator will offer guidance tailored to the specific Intern in order to assist in the development of instructional competencies within the unique culture of the school system and classroom.

Model of Appropriate Practice

The MAP Rubric will be completed after each formal observation of the intern and entered into TK20. This data will serve as formative assessments and will assess and document the teacher candidate's performance and growth throughout the student teaching experience. The data will also aid the intern by identifying areas of strengths and areas where improvements are needed (see https://cctl.columbusstate.edu/docs/MAP_3.2020_Rubric_Only.pdf for MAP Rubric).

Rubric for Evaluation of Dispositions

The primary purpose of evaluating dispositions is to create in students the expectations for the development of attitudes, values, and behaviors that are desirable in teachers (see http://safe.columbusstate.edu/student_teaching_resources.php for the Disposition Rubric).

Georgia Code of Ethics

An intern will be immediately removed from their internship with Columbus State University resulting in a loss of credit for the course when an unethical behavior is exhibited (see http://safe.columbusstate.edu/student_teaching_resources.php for Code of Ethics for Educators)

Final Grades

Grades will be assigned after the semester of the Internship Program. Students will receive a course grade of S (Satisfactory), U (Unsatisfactory) or a score of I (Incomplete). The *IP grade denotes that there are outstanding assignments and/or internship-related requirements that have not been satisfied. The grade will be changed to a grade of U if the coursework is not completed within a year. The U grade denotes unsatisfactory performance. If a student is assigned an unsatisfactory grade, he/she will need to complete an additional successful semester of Internship in order to complete his/her program of study.

Grade Description

I Indicates that a student was doing satisfactory work but, for non-academic reasons, was unable to meet the full requirements of the course. The requirements for removing an I grade and the length of time for completing work (not to exceed 12 months) are left to the instructor. The student will, however, receive a copy of the written plan for completion of the course (also copied to the department chair). The instructor has the option of reporting a default grade if the work is not completed by the completion date. If no default grade is submitted the grade of I will be changed to F by the registrar.

IP Indicates that credit has not been given in a course that requires a continuation of work beyond the semester for which the student registered for the course. The use of this grade is approved for learning support courses, directed studies, internships, practica, project courses, and exit examinations. Students enrolled in a learning support course must re-enroll in the course. This grade cannot be substituted for an I grade.

W Indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the W grade deadline except in cases of hardship as determined by the Academic Standards Committee. A W grade may also be awarded in the case of credit by examination courses and for excessive absence when auditing a course.

S Indicates that credit has been given for completion of degree requirements other than academic course work. These are limited to student teaching, clinical practicums, junior seminars, internships, college success courses, exit examinations, and senior projects as specified in the course descriptions section of the catalog.

U Indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. These are limited to student teaching, clinical practica, junior seminars, internships, college success courses, exit examinations, and senior projects as specified in the course descriptions section of the catalog.

- Please note: (1) If a student receives a grade of I after the first semester, he/she will not be eligible for certification until the grade of I is changed to a grade of S when documentation is provided which indicates that the outstanding requirements have been met.

In order to earn a grade of *Satisfactory*, the Intern must:

- Earn a satisfactory grade or higher on each domain on the MAP Observation Scoring Rubric for the semester
- Receive overall satisfactory ratings on all Internship Program Observation Reports
- Meets the expectations on the Rubric for the Evaluation of Dispositions
- Participate in all meetings with the Clinical Faculty Member
- Submit log documenting attendance in professional development activities
- Earn satisfactory performance on evaluations conducted by the employing school system

If an intern's employment is terminated or non-renewed before completion of the Internship program, s/he will not be recommended for a clear renewable certificate and may be terminated from the program.

Certification Procedures

All certification transactions require a complete application. Use the following link for application forms and procedures: <https://www.gapsc.com/certification/applicationprocedures.aspx>

For Fall Candidates Applying for Certification:

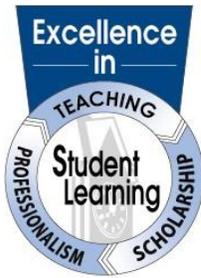
- November 1-20 – Request transcripts from other colleges/universities; send to mail@gapsc.com.
- December 1-10 – Submit your application for certification to GaPSC.

For Spring Candidates Applying for Certification:

- April 1-20 – Request transcript from other colleges/universities; send to mail@gapsc.com.
 - May 1-10 – Submit your application for certification to GaPSC.
-
- Once grades are final and your degree has posted to your transcript, have your CSU transcript sent to mail@gapsc.com.
 - Once grades are final and your degree has posted to your CSU account, you have submitted your Professional Learning Plan and passed GACE content and Ethics, the Certification Specialist, Ms. Peggy Luker (luker_peggy@columbusstate.edu), will submit your TPMS (Program Completion Form) to GaPSC.
 - If GaPSC has any issues, they will send you a letter in your MyPSC account. GaPSC does NOT notify CSU about any issues.
 - Once you leave CSU, change your MyPSC email to one you check often.

Course Syllabus

"...To Achieve Excellence by Guiding Individuals as They Develop the Proficiency, Expertise, and Leadership Consistent with Their Professional Roles as Teachers, Counselors, and Leaders"

Course:	EDCI 6698/4698: Teaching Internship		Semester:	Fall and Spring
Instructor on record:	Berderia Fuller Coordinator of Student Teaching		Time:	
Location	Frank D. Brown Hall, Room 1065		Day(s):	
Phone:	(706) 565-1432		Location:	
Fax:				
E-mail	fuller_berderia@columbusstate.edu			

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INTASC Principles:

Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to the diverse learner.

Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

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Deputy Title IX Coordinator

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Columbus, GA 31907

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pettaway_shanita@columbusstate.edu

U.S. Department of Education, Office for Civil Rights, (800) 421-3481 or ocr@ed.gov.

If you wish to fill out a complaint form online with the agency, you may do so at: <http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>

COURSE GOALS AND OBJECTIVES

The Intern will:

- Demonstrate content knowledge appropriate to the selected field of certification.
- Demonstrate proficiency in instructional planning through the use of appropriate objectives from the current state standards.
- Demonstrate proficiency in the implementation of instruction.
- Demonstrate proficiency in the assessment of teaching and learning.
- Demonstrate proficiency related to promoting success for diverse learners.
- Demonstrate the ability to select and use appropriate materials, including technology, in the teaching and learning process.
- Demonstrate dispositions and behaviors indicative of a professional educator.

COURSE REQUIREMENTS:

The Intern will:

- Demonstrate proficiency in Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities through a minimum of four observations by the Clinical Faculty using the MAP Evaluation form.
- Demonstrate overall satisfactory performance on the MAP observations.
- Demonstrate satisfactory dispositions through observations and evaluations by the Clinical Faculty and Principal. A formal Disposition Evaluation form will be completed at the end of the term.
- Participate in and document all professional development activities as reported on the Professional Activities Log in Tk20.
- Participate in any scheduled meetings with the Clinical Faculty.
- Demonstrate satisfactory performance on evaluations conducted by appropriate personnel in the employing school system.

GRADES:

Grades will be assigned at the end of the semester of the Internship Program. Students will receive a course grade of S (Satisfactory), U (Unsatisfactory) or a score of I (Incomplete). In order to earn a “Satisfactory” grade for the term, the Intern must:

- Submit observation log documenting professional observations.
- Earn a satisfactory grade or higher on each domain on the MAP Observation Scoring Rubric for the semester
- Meets the expectations on the Rubric for the Evaluation of Dispositions.
- Satisfactorily complete the edTPA Evaluation Instrument for the content area of certification.
- Participate in all meetings with the Clinical Faculty Member
- Submit log documenting professional activities/staff development activities
- Earn satisfactory performance on evaluations conducted by the employing school system

If an intern’s employment is terminated or non-renewed, s/he will not be recommended for a clear renewable certificate and may be terminated from the program.

TK20:

An active Tk20 account is a required resource for this course because selected assignments must be submitted electronically using this online platform. It serves as a repository for university data that are collected for various purposes; such as, demonstrating the quality of our academic programs, improving teaching and learning, and compiling data for national, state, and local reporting. Tk20 facilitates the performance assessment and field placement processes and provides a tool for candidates to document their development, competencies, accomplishments, and progression through their preparation program. Tk20 accounts can be purchased at the standard rate of \$139 for 7 years of access. You can purchase your account using the following link: <https://coehp.columbusstate.edu/tk20/tk20students.php>.

Tk20 Support Contact Information

Thomas Dailey

Director of Data Management

706-507-8738

dailey_thomas@columbusstate.edu

If unable to reach Thomas Dailey, contact Jackie Adamczyk at 706-507-8515 for routine Tk20 issues.

Note: For recent TK20 resources, tutorials, and instructions please use the following link:

<https://coehp.columbusstate.edu/tk20/tk20students.php>.

TEXTBOOK: Teaching Internship Handbook / Columbus State University.

CULTURAL DIVERSITY: In keeping with the Columbus State University Creed, membership in our community of scholars obligates us to practice personal and academic integrity; respect the dignity of all persons; respect the rights and property of others; celebrate diversity, striving to learn from differences in people, ideas, and opinions; demonstrate concern for others, their feelings, and their need for support in their work and development. Perspectives on the importance of cultural diversity on the various topics will be included in the discussions.

TECHNOLOGY: Interns will be encouraged to use the broad range of electronic technology available in the University's computer laboratories and library. Resources available include, but are not limited to, Peachnet, Galileo, and SilverPlatter; search engines include Inference Find, Metacrawler, MetaFind, Yahoo!, Infoseek, Alta Vista, and Northern Light, searchengines.com, beaucoup.com. The Intern will also be expected to integrate technology appropriately into daily teaching and learning opportunities in the classroom setting.

ATTENDANCE POLICY: Regular attendance is a student obligation.

CLASSROOM BEHAVIOR: Students and course instructors share the responsibility for maintaining an appropriate, orderly learning environment. Students who fail to adhere to the behavioral expectations outlined by the instructor may be subject to discipline described in the Student Handbook.

PLAIGIARISM: The appropriation of passages, either word for word or in substance, from the writing of another and the incorporation of those passages as one's own in written work offered for credit. It is always assumed that the written work offered for credit is the student's own unless proper credit is given the original author by the use of quotation marks and footnotes or other explanatory inserts.

This includes the copying of laboratory reports and homework, or the unchanged use of the essential ideas or conclusions of such work, as well as the footnoted use of other themes, theses, books, or pamphlets. **NOTE:** Plagiarism may come about through carelessness or ignorance. Every student, however, may free him/herself from uncertainties on this score by observing the special practice by each instructor for preparation of written work in his/her particular course. ***NOTE: Credit for this statement goes to Dr. Barbara Hunt.***