



COLUMBUS STATE  

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UNIVERSITY

College of Education and Health Professions

Student Teaching and Clinical Experience  
III Handbook



The College of Education and Health Professions Vision:

<https://www.columbusstate.edu/education-and-health-professions/about.php>

The College of Education and Health Professions Mission

<https://www.columbusstate.edu/education-and-health-professions/about.php>

The College of Education and Health Professions Conceptual Framework

<https://www.columbusstate.edu/education-and-health-professions/conceptual-framework.php>

**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 the requirements. Technical support may also be available to meet your specific need. Please contact Sarah Secoy if you have questions. She can be reached at 706-507-8755 or at [caa@columbusstate.edu](mailto:caa@columbusstate.edu).

Updated 6/2023

**Title IX Discrimination:**

Under Title IX of the Education Amendments of 1972, harassment based on sex, including non-consensual sexual contact, non-consensual sexual penetration, stalking, domestic and dating violence, and harassment or discrimination because of pregnancy or related conditions, is prohibited. If a student would like to file a complaint for Title IX discrimination or has any questions, please contact the CSU Title IX Coordinator (Sarah Secoy, Schuster 102, [secoy\\_sarah@columbusstate.edu](mailto:secoy_sarah@columbusstate.edu), 706.507.8757), Deputy Title IX Coordinator (Dr. Amber Dees, Richards Hall 313, 706-507-8634, [dees\\_amber@columbusstate.edu](mailto:dees_amber@columbusstate.edu)) ; and/or the Office of Civil Rights (Atlanta Office, U.S. Department of Education, 61 Forsyth Street S.W., Suite 19T10, Atlanta, GA 30303-8927, 404.974.9406, [OCR.Atlanta@ed.gov](mailto:OCR.Atlanta@ed.gov)).

Updated 6/2023

*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.*

## Greetings from the Dean

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**Dear Teacher Candidates,**

Congratulations! Your hard work has brought you to the culminating event in your pursuit of a career in education, student teaching. This will be one of the most memorable times in your life, the time in which you will really begin to find yourself as a teacher. **YOU ARE READY!** You have been well prepared, but this doesn't mean it will be easy. Every day in the classroom is an opportunity for you to learn about yourself as a teacher while you are learning about your students. Some days will be better than others, and you will learn more about teaching every day. This learning will not stop when you graduate, it will continue for as long as you teach.

Columbus State University teachers are well respected in the region. You go forth carrying this excellent reputation with you. It is now your turn to build on that reputation as you transition from a student to a teacher. Guard that reputation by working hard to do what is right for your students every day. Be prepared and be on time. Your students are depending on you to make a difference in their lives.

Sincerely,

Marguerite Yates, Interim Dean  
College of Education and Health Professions  
Columbus State University

## Greetings from the Dean

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**Dear Clinical Faculty, Cooperating Teachers, and Administrators,**

Thank you for your willingness to host our student teachers! The time and effort that you devote to sharing your expertise and mentoring our student teachers is significant in their journey to become teachers. I appreciate both the time you are committing to support their preparation and your dedication to the field of education. Your partnership is critical to the preparation of classroom ready teachers.

As a partner, I hope you will feel free to call upon our faculty and me when you need us. Together we have the ability to elevate the teaching profession and make a difference in the lives of children. Thank you for all you do!

Sincerely,

Marguerite Yates, Interim Dean  
College of Education and Health Professions  
Columbus State University

# Table of Contents

Mission, Framework, and ADA Compliance Statement .....	2
Greetings from the Dean to Student Teachers .....	3
Greetings from the Dean to Clinical Faculty, Cooperating Teachers, & Administrators ...	4
Introduction.....	6
InTASC Model Core Teaching Standards .....	6
NBPTS Core Assumptions.....	7
Columbus State University Model of Appropriate Practice (MAP) .....	7
Columbus State University Evaluation of Dispositions .....	8
TK20 .....	9
Tiered Certification.....	9
Student Teaching and Clinical Experience III Policies .....	9
Responsibilities of the Teacher Candidate.....	14
Responsibilities of the Cooperating Teacher .....	17
Responsibilities of the Clinical Faculty Member.....	19
Evaluations of the Teacher Candidate .....	20
Certification and Graduation.....	22
Appendix A: Alignment of InTASC Standards to Performance Standards.....	24
Appendix B: Sample Introduction Letter.....	28

**\*\*The Student Teaching Handbook is a working document and is subject to change.**

# INTRODUCTION

Student Teaching and Clinical Experience III are viewed as the capstone experiences in Columbus State University's teacher preparation program. It is the period of the pre-service education program in which the teacher candidate is engaged full time in actual classroom experiences for one entire term in a cooperating school, teaching under the guidance of a qualified cooperating teacher and a representative from the university. The College of Education and Health Professions has worked to infuse the conceptual framework, into all aspects of the initial educator preparation programs. The College of Education and Health Professions will continue to act in accordance with this mission as it supports its students through the student teaching experience until they have been inducted as full members into the teaching profession.

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.

In March 2023, the program approval standards for the state of Georgia were revised to align with Georgia’s Teacher Assessment on Performance Standards (TAPS). An alignment of the InTASC Standards to the Performance Standards can be found in Appendix A.

**Columbus State University Model of Appropriate Practice (MAP) - Version 3.2020**

The Model of Appropriate Practice (MAP) puts into practice the principles of the College of Education and Health Professions’ Conceptual Framework: Teaching, Scholarship, and Professionalism. The MAP is infused into all preservice teacher education courses as it outlines the skills beginning teachers should demonstrate. It specifies effective professional behaviors and dispositions and thus provides guidelines for mentoring teacher candidates and fostering desirable professional qualities. Finally, the MAP provides a structure for teacher candidates’ self-assessment, as well as evaluation by faculty and cooperating teachers.

Developmental progression expectations are used to indicate the appropriate level of performance demonstrated by each teacher candidate. As the MAP is used throughout the program, the level of performance is expected to increase as a teacher candidate progresses. These expectations are outlined in the following chart and level descriptions.

Guidelines for the evaluation of candidates' developmental progress			
M = Meets Standard; I = In Progress; N = No Progress or Needs Improvement			
Level 1 (Semester 1 or Block 1)	Level 2 (Semester 2 or Block 2)	Level 3 (Semester 3 or Block 3; Pass through Gate 3)	Level 4 (Student Teaching; Pass through Gate 4)
<p>“Teaching Performance”  <b>M</b> = All ratings of Needs Development OR Needs Development and 1-2 ratings of Ineffective  <b>I</b> = Ratings of Needs Development and 3-4 ratings of Ineffective  <b>N</b> = More than 4 ratings of Ineffective</p>	<p>“Teaching Performance”  <b>M</b> = All ratings of Proficient and Needs Development with 8 or more of Proficient  <b>I</b> = All ratings of Proficient and Needs Development with fewer than 8 ratings of Proficient OR any ratings of Ineffective  <b>N</b> = More than 2 ratings of Ineffective</p>	<p>“Teaching Performance”  <b>M</b> = All ratings of Proficient OR Proficient and fewer than 8 Needs Development  <b>I</b> = More than 8 ratings of Needs Development OR Any ratings of Ineffective  <b>N</b> = More than 2 ratings of Ineffective</p>	<p>“Teaching Performance”  <b>M</b> = All ratings of Novice OR Novice and fewer than 8 Proficient  <b>I</b> = More than 8 ratings of Proficient OR Any ratings of Needs Development  <b>N</b> = More than 2 ratings of Needs Development OR Any ratings of Ineffective</p>

**Level 4:** The preservice teacher demonstrates an accomplished novice level of knowledge, skills, and dispositions necessary to facilitate student learning with little/no assistance and supervision from a professor,

cooperating teacher, and/or mentor. The preservice teacher who meets the highest standard earns ratings of “Novice” across all domains. The preservice teacher demonstrates the standard consistently in a field setting and can assess the effectiveness of his/her professional decisions and actions and change them accordingly. **Preservice teachers often earn ratings of “Novice” across the majority of domains by the end of student teaching, prior to the recommendation for certification.** There may be preservice teachers who demonstrate development at the “Proficient” level who will need to continue to refine their knowledge, skills, and dispositions in their first teaching position.

***Level 3:*** The preservice teacher demonstrates a proficient understanding of all of the knowledge, skills, and dispositions necessary to facilitate student learning and requires limited support and guidance from the college supervisor and/or cooperating teacher. The preservice teacher who meets the highest standard earns ratings of “Proficient” across all domains. The preservice teacher assesses the effectiveness of his/her professional decisions and actions with little prompting and makes most recommended changes. **Preservice teachers often earn ratings of “Proficient” across the majority of domains by the end of the third semester or Block 3 of coursework indicating readiness for the student teaching experience.**

***Level 2:*** The preservice teacher demonstrates a basic competency in most of the knowledge, skills, and dispositions necessary to facilitate student learning and requires much direct assistance from the college supervisor and/or cooperating teacher. The preservice teacher who meets the highest standard earns ratings of “Needs Development” across all domains. The preservice teacher begins to assess the effectiveness of his/her professional decisions and actions with prompting but there is little change in practice. **Preservice teachers often earn ratings of “Proficient” across the majority of domains by the end of the second semester or Block 2 of coursework, indicating readiness for the third semester or Block 3.**

***Level 1:*** The preservice teacher is beginning to develop and demonstrates limited or unclear understandings of the knowledge, skills, and dispositions necessary to facilitate student learning. The preservice teacher who meets the highest standard at this level earns ratings of “Needs Development” across all domains. **Preservice teachers often earn ratings of “Needs Development” across the majority of domains by the end of the first semester or Block 1 of coursework, indicating readiness for the second semester or Block 2.**

***Ineffective:*** The preservice teacher may exhibit a hostile or negative attitude and is resistant to feedback for improving teaching and learning. Should any behavior of the preservice teacher result in a dangerous environment for children, the preservice teacher is removed from the field experience or student teaching due to performance/behavior that constitutes a detriment to children or to the professional standards of the local school or professional Code of Ethics for Educators in Georgia.

## **Columbus State University Evaluation of Dispositions**

Initial certification candidates' professional dispositions are evaluated throughout the program using the Teacher Candidate Dispositions Evaluation. Dispositions are professional attitudes, beliefs, and values that are demonstrated through verbal and non-verbal behaviors. These behaviors are observed during any interaction with students, families, colleagues, administrators, university faculty/staff, and other community stakeholders. These interactions may take place in face-to-face, virtual, online, spoken, or written situations, including social media. They are considered to be appropriate and expected behaviors for the teaching professional from the preschool to post-secondary education levels. These dispositions are based on CSU College of Education and Health Profession's Conceptual Framework and Georgia's Professional Standards Commission Code of Ethics. Professional dispositions will be assessed by faculty, staff, and cooperating teachers at various points during the teaching preparation program. The teacher candidate is responsible for demonstrating professional dispositions at all times. The following dispositional domains are assessed:

- Legal and Ethical Conduct
- Positive Interactions with Others



- Reliability
- Professional Appearance and Demeanor
- Commitment to Student/Client Learning/Development
- Commitment to Improvement
- Professional Responsibility
- Cultural Sensitivity

At minimum, professional dispositions are assessed during practicum field experiences and student teaching/internship and the assessment's results are evaluated to be admitted into student teaching and again to successfully complete a program. Teacher Candidates are encouraged to use the instrument as both a guide to professional dispositions as well as a method of self-assessment.

## **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://www.columbusstate.edu/education-and-health-professions/tk20.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 above link.*

## **Tiered Certification:**

The Georgia Professional Standards Commission (GaPSC) voted to adopt new Certification Rules on April 10, 2014. The new 4-tiered certification structure offers increased opportunities for professional growth to teachers who remain in the classroom. <https://www.gapsc.com/Certification/TieredCertification/tieredCertification.aspx>

## **STUDENT TEACHING and CLINICAL EXPERIENCE III POLICIES**

From the beginning of the Student Teaching and Clinical Experience III to its conclusion, teacher candidates, although not members of the school staff, are to observe the regulations and policies required of regular employees.

## **COVID-19 Guidance:**

Students and faculty are expected to follow the guidelines of the university and **host school district**.

## **Attendance**

\*\*\*Teacher candidate involvement in the school should be the same as that of the cooperating teacher.

*Absences/tardies are **NOT** permitted during student teaching. In the event that an absence is unavoidable (i.e. illness requiring medical attention, death in the immediate family, experiencing COVID-19 symptoms, etc.), the student teacher must submit an Emergency Absence Form. Use the following link to properly document the reason for the absence: <https://www.columbusstate.edu/education-and-health-professions/docs/cqtl/student-teaching/emergency-absence-form.pdf>. Submit absence form to the cooperating teacher, clinical faculty member, and Coordinator of Student Teaching simultaneously. You are required to make up **ALL** absences at the end of your student teaching semester. More than three unavoidable absences, regardless of the reason, could result in removal from the course unless the Coordinator of Student Teaching and Department Chair for Teacher Education have given prior approval for the absences.*

1. In the event of personal illness or emergency, the cooperating teacher, clinical faculty member, and student teacher coordinator **MUST** be notified prior to the beginning of the day. The principal must be notified if the cooperating teacher cannot be reached. Failure to provide proper documentation will result in a loss of credit for the course.
2. The teacher candidate must be punctual in attendance and reliable in carrying out assigned or assumed responsibilities.
3. The schedule of the cooperating teacher must be followed in reporting to and leaving school, as dictated by school policy. The student teacher is encouraged to remain beyond school hours if CSU and other obligations permit. Attendance at faculty and PTA meetings, teacher-parent conferences, and other after-school and evening activities is encouraged.
4. Punctual attendance at ALL scheduled seminars is required.

## **Attire and Appearance**

Professional appearance and attire above and/or consistent with school standards are expected at all times (**initial visits to assigned schools, orientations, or functions where school personnel are involved**). Refrain from wearing blue jeans (denim pants) and tennis shoes unless your teacher permits it on a dress down day (Friday). **NO** dress or skirts shorter than 2 inches above the knee, spaghetti straps, tank tops, sleeveless shirts, flip flops, hats or shorts (exception- PE). Yoga pants and leggings are not professional and should not be worn. Limit your jewelry, remove all facial rings, and cover all body art (tattoos).

## **Calendar**

Teacher candidates follow the calendar of the school district in which they are placed. Teacher candidates observe the same holidays as the school to which they are assigned. Students are excused for additional religious holidays when agreed upon by the cooperating teacher, clinical faculty member, and Coordinator of Student Teaching. In the event that the host school takes an extended number of weather days, the student teaching calendar could be extended.

## **Conduct**

Teacher candidates are representatives of Columbus State University while in the schools and are expected to act in a professional and ethical manner appropriate to the teaching profession.

<https://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>

## **Confidentiality**

Teacher candidates must respect the confidentiality of all pupil records, test scores, correspondence, conversations, and other personal matters. Students must adhere to the Code of Ethics for Georgia Educators, Standard 7: Confidential Information. In addition, students must respect the confidentiality of the cooperating teacher and the classroom in which he/she is placed.

## Coursework

Because Student Teaching and Clinical Experience III are so demanding of time and energy, teacher candidates are not allowed to take additional coursework other than that which is part of the required student teaching experience. Special requests are granted only when there are extenuating circumstances. If you believe your situation warrants special consideration, please contact the Coordinator of Student Teaching in the Center for Quality Teaching and Learning (CQTL) for specific instructions on how to request an exception.

## Grading

Teacher candidates are evaluated on a pass/fail basis for SPED 4485, EDCI 4485, EDCI 6483, EDCI 6485, EDSE 6755, KINS 5485U, PHED 6485, ARTE 4485, MUSE 4485, THEA 4485, UTCH 4485 and will receive a grade of “S” (Satisfactory), “U” (Unsatisfactory) “IP” (In progress) or “I” (Incomplete). A description of the grades is as follows:

### **GradeDescription**

- 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 (see page 22 for final grade). 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, practicums, 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 practica, 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: Grades of *S*, *U*, *IP*, and *I* do not have GPA hours and/or grade points and are not used in computing a grade point average.

**All materials borrowed from cooperating schools and/or cooperating teachers must be returned before final grades will be assigned.**

## Employment

It is the policy of the College of Education and Health Professions to discourage employment while student teaching and taking Clinical Experience III; however, the university realizes that it may be necessary for some students to continue outside employment during student teaching. Requests for outside work must be

documented on a written form which can be obtained using the link, <https://www.columbusstate.edu/education-and-health-professions/docs/cqtl/student-teaching/request-to-work-form.pdf>, or on the Center for Quality Teaching and Learning (CQTL) website. Each case is reviewed individually, and allowances are occasionally made, as long as the teacher candidate's performance in the classroom is not compromised.

### **Adult and Pediatric First Aid/CPR**

All teacher candidates must hold current Adult and Pediatric First Aid/CPR/AED certificates prior to student teaching. The certificates must remain valid throughout the student teaching semester. Teacher candidates are required to submit copies of their Adult and Pediatric First Aid/CPR/AED certificates to the Center for Quality Teaching and Learning (CQTL) before being allowed to register for student teaching course(s).

### **Liability**

As practicing professionals, students may be held liable for their actions and judgments regarding pupils. These actions could result in litigation. Teacher candidates are required to submit proof of liability/tort insurance to the Center for Quality Teaching and Learning (CQTL) before being allowed to register for student teaching course(s). Liability/tort insurance must remain valid throughout the student teaching semester ([SPAGE Membership](#)).

### **Leaving School Property**

It is not permissible for the student teacher to leave the school property during the academic day without permission from your clinical faculty member. The student teaching experience consists of 16, full-time weeks. When a student travels in connection with their student teaching experience (field trips, professional development workshops, etc.), they are not covered by any insurance policy or program through Columbus State University. Students are responsible for obtaining their own insurance coverage if desired. Students traveling in connection with their school must complete the Statement of Understanding for Travel form during student teaching registration.

### **Background Check**

All teacher candidates must submit a recent copy of their background check (preferably a day or two prior to the student teaching conference) from CSU's Campus Police Department before being registered for a student teaching course(s).

### **School Placements**

The College of Education and Health Professions works collaboratively with Partner School Systems to place teacher candidates. Careful attention is given to place students in various settings (grade levels, diverse racial and ethnic groups, diverse socio-economic backgrounds, etc.) throughout their pre-service field experiences. It is a policy of the College of Education and Health Professions that students will not be placed in schools where there is a personal connection (children/relatives presently attend/work or where the student has attended/worked). **Any changes to placements must be coordinated through the CQTL Office, communicated with the school's building coordinator, and approved by the school's administration.**

### **Seminars**

Teacher candidates are required to participate in all seminars scheduled by the clinical faculty member and COEHP. Seminars may be held in person or virtual.

### **Teaching Requirements**

During the student teaching semester, the cooperating teacher and the teacher candidate share the physical space while they collaboratively plan, organize, and assess students' knowledge of instruction. The cooperating

teacher should gradually release responsibilities to the teacher candidate when he/she is confident the teacher candidate is ready.

The teacher education program has shifted to a co-teaching model of student teaching adopted from St. Cloud University. This model of student teaching affords the cooperating teacher and student teacher opportunities to plan together and share teaching responsibilities. Co-teaching provides extensive modeling and feedback for the student teacher while boosting student learning and sustaining a high quality of instruction in the cooperating teacher’s class(es). The student teacher is responsible for writing his/her own plans for instruction (**submitted 5 days in advance**) and may teach on his/her own while the cooperating teacher attends to other duties ([St. Cloud State University-Coteaching Strategies/Examples](#)).

**Important Note to Cooperating Teachers:** Please use this timeline as a guide. It may not be appropriate for all students and/or all disciplines. Please collaborate with the clinical faculty member to arrange a student teaching schedule that will work best for your classroom and your student teacher.

*\*Candidates in year-long placements may continue collaborative planning, co-teaching, teaching, and assessing beginning the first weeks of student teaching or Clinical Experience III.*

**Timeline for Student Teaching Experience**

<b>Week 1</b>	<b>Orientation/Small Tasks</b> <i>(Assist Cooperating Teacher in setting up the classroom in preparation of the first day of school.)</i>	Get acquainted with the school’s administration, environment, policies and procedures, become familiar with classroom rituals and routines, collect papers, check roll/attendance, learn names of students, research and learn campus portal (i.e. canvas), explore grading system, supervise small group/individual learning tasks, observe cooperating teacher/take notes, plan collaboratively with cooperating teacher, confer daily with cooperating teacher, etc.
<b>Week 2</b>	<b>Gradually Assume Responsibility</b> <i>(Observe Cooperating Teachers, take notes; work with small groups.)</i>	Observe cooperating teacher, plan collaboratively with cooperating teacher over subjects/classes in which you will assume responsibility during weeks 3-4, confer daily with cooperating teacher, etc.
<b>Weeks 3-4</b>	<b>Gradually Assume Responsibility</b> <i>(Teach one lesson/subject or one class period as lead co-teacher.)</i>	Assume responsibility of co-teaching one lesson/one small group/one class period and/or one subject during weeks 3-4 with cooperating teacher.  Observe cooperating teacher/take notes, confer daily with cooperating teacher, etc.
<b>Weeks 5-6</b>	<b>Gradually Assume Responsibility</b> <i>(Teach 2-3 lessons/subjects or 2-3 class periods as lead co-teacher.)</i>	Co-teach 2-3 lessons, class periods or subjects during weeks 5-6 alongside cooperating teacher; Continue to observe cooperating teacher, plan collaboratively, and assume responsibility of lead teaching.
<b>Weeks 7-8</b>	<b>Gradually Assume Responsibility</b> <i>(Teach 3-5 lessons/subjects or 3-5 class periods as lead co-teacher.)</i>	Co-teach 3-5 lessons, class periods or subjects during weeks 7-8 alongside cooperating teacher; Continue to observe cooperating teacher, plan collaboratively and assume responsibility of lead teaching.
<b>Weeks 9-13</b>	<b>Full-Time Teaching</b> <i>(Full-time instruction as lead co-teacher weeks 9-13.)</i>	Assume full classroom schedule during weeks 9-13 (in co-teaching setting), continue conferring daily with cooperating teacher for the purpose of planning instruction, etc.
<b>Week 14</b>	<b>Transitioning</b> Gradually Releasing Classroom Responsibility back to Cooperating Teacher.	Full-time instruction as lead co-teacher: 3-4 lessons/subjects or 3-4 class periods as you begin to transition the class back to the cooperating teacher as lead co-teacher.
<b>Week 15</b>	<b>Transitioning</b> Gradually Releasing Classroom Responsibility back to Cooperating Teacher.	Full-time instruction as lead co teacher: 2-3 lessons/subjects or 2-3 class periods as you continue to transition the class back to the cooperating teacher as lead co-teacher.
<b>Week 16</b>	<b>Transitioning/Last Week</b> Release of Responsibility to Cooperating Teacher	Full-time instruction as lead co-teacher: 1-2 lessons/subjects or 1-2 class periods as you complete last week of student teaching.

## **Visitation**

Clinical faculty members will visit and observe teacher candidates on a regular basis at least **five** times during the student teaching experience. Visits will be face-to-face. In some cases, visits will be scheduled more frequently, depending upon the teacher candidates' progress. Students must provide clinical faculty members with schedules indicating days, times, locations of activities, and teaching activities.

## **Lesson Plans**

In your student teaching experience, you are required to prepare written, detailed plans for each lesson you teach. The lesson plan template you are required to use during your student teaching semester could vary slightly depending on your program and your clinical faculty member. **Your clinical faculty member may approve lesson plan templates used by the host school or cooperating teacher; however, ALL lessons observed by your clinical faculty member should only be written using the specific lesson plan template provided to you by your Clinical Faculty Member OR the lesson plan template developed by your program. All lesson plans observed by the Clinical Faculty Member should be uploaded into your Tk20 account.**

## **RESPONSIBILITIES OF THE TEACHER CANDIDATE**

Student Teaching and Clinical Experience III are exciting and demanding phases of a student's development in the teacher education program. The teacher candidate is invited by a school district and one of its teachers to work on improving his/her skills in order to become a professional. The school cares about its programs, its students, and the teaching profession, and it accepts this role with a sense of both opportunity and duty. It is important, therefore, that the teacher candidate is cognizant of the responsibilities as well as the opportunities associated with this experience.

Note to Teacher Candidates: In the next several pages you will find an account of what Columbus State University expects from teacher candidates. Please understand that these requirements are subject to interpretation or even to modification according to each program. During the first meeting with your clinical faculty member, he or she will explain any special interpretations that apply to you.

### **Responsibilities to the School and its Administration**

1. Learn and follow the policies, regulations, and rules of the school.
2. Know the building and the location of important facilities and the guidelines for using them, including emergency procedures.
3. Get to know the administration, faculty, and staff of the school.
4. Follow the working hours, attire, and daily routines and procedures in the school.
5. Take proper care of school equipment and property.
6. Maintain accurate and complete records.

### **Responsibilities to the Students**

1. Learn students' names and characteristics as quickly as possible.
2. Understand school, department/grade, and/or classroom grouping practices.
3. Identify students with special needs.
4. Serve as a role model for students.
5. Respect the confidentiality of student records.

### **Responsibilities to the Cooperating Teacher**

1. Acknowledge the ultimate responsibility of the cooperating teacher for the classroom, and respect his/her experience, style, and practices. Change classroom rules and regulations only after prior discussion with the cooperating teacher.

2. Share information and ideas with the cooperating teacher in order to get to know his/her philosophy, goals, perspectives, and methodologies in order to promote an open, cooperative, and satisfying relationship.
3. Convey a desire to learn, a willingness to cooperate, an enthusiasm for student teaching, and openness to suggestions and criticism.
4. Volunteer for classroom and other responsibilities and duties, especially during the early days of your experience.
5. Attend to the classroom environment and contribute to keeping it comfortable and positive.
6. Develop (and monitor) a schedule for assuming responsibilities and duties in the classroom with the cooperating teacher and university supervisor.
7. Demonstrate responsibility in accepting and completing assigned tasks.
8. Be thoroughly prepared for everything attempted.
9. Discuss all plans in advance with the clinical faculty member.
10. Confer regularly with the cooperating teacher regarding activities, progress, and problems.
11. Maintain clear, accurate, and complete classroom records.

### **Responsibilities to the Clinical Faculty Member**

1. Keep the clinical faculty member informed of all activities by providing a current copy of the schedule, sharing information regarding the school and classroom, **and giving notice of unusual changes in the routine.**
2. Keep the digital student teaching notebook updated in Tk20 at all times.
3. Assist the clinical faculty member in scheduling classroom visits and conferences.
4. Be open, frank, and responsive in discussing your progress and problems, and demonstrate a willingness to follow suggestions.
5. Make sure copies of all lesson plan(s) and materials used for class activities are available to the clinical faculty member by the set deadline. **All materials should be submitted electronically.**
6. Complete journal entries as required.

### **Responsibilities for Assignments and for Documenting Student Teaching Activities**

#### **Student Teaching Notebook**

Teacher candidates are required to keep a digital Student Teaching Notebook which will contain artifacts collected during the semester (see tabs in Tk20 – Student Teaching Binder). **All artifacts must be uploaded into Tk20.** The clinical faculty member and coordinator of student teaching will require additional documentation in the notebook if needed.

#### **Professional Activities and Time Log**

*“The student teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.”* (InTASC Standard: 10)

Time spent on activities during student teaching will be tracked through Tk20's Time Logs function. Teacher candidates are required to record a minimum of **20** total hours, **10** professional activity hours **AND 10** extracurricular activity hours. The cooperating teacher and/or clinical faculty member must verify the hours have been completed. **Professional Activities: Hours must be recorded for activities occurring within the school day:** (Department Meetings, Parent Conferences, IEP Meetings, Student Support Team Meetings, Assessment Trainings, Data Team Meetings, School Board, etc.)

**Extracurricular Activities: Hours must be recorded for activities occurring after the school day.** (Professional Conferences, PTA Meetings, Faculty Meetings, Community Service Events, School Dances, Fund Raisers, Fall/Spring Carnivals, Athletic Events, Club Meetings, Coaching Activities, Seminars, etc.) The teacher candidate should have a minimum of 600 hours, to include the 10 professional activity hours and the 10 extracurricular activity hours, at the end of the semester.

## **Reflective Journal**

The journal is a written documentation of your successes, failures, and/or struggles in the classroom. It is a time to reflect on your teaching skills and to consider alternate actions, questions or to react to specific incidents that have happened during the student teaching experience. Your clinical faculty member will inform you of the specific number of entries per week (minimum of one per week) that you are required to make. You should write your reflection journal in a format that can be saved as a text file (such as a .docx file). Though you may write more than one entry per week, you can save all your entries for each week in one file. Only your clinical faculty member will be able to access your journal entries.

## **Lesson Plans and Self-Assessments**

The Lesson Plans and Self-Assessment tab will allow you to upload all your lesson plans for each of your five formal observations. Lesson plans are the teacher candidate's working guide, and their importance cannot be overstressed. In your student teaching experience, you are required to prepare written, detailed plans for each lesson you teach. You also need to link your plans to the appropriate Georgia Standards of Excellence (GSE). **You are required to submit your plans to your cooperating teacher at least five days prior to your lesson so that he/she may assess their value to the students and to the teaching process. Your clinical faculty member may approve lesson plan templates used by the host school or cooperating teacher; however, ALL lessons observed by your clinical faculty member should only be written using the CSU lesson plan template.** Uploading your lesson plan and completing a self-assessment and reflection will help your clinical faculty member review your planning and preparation for your pre-observation conference.

Below are suggested procedures for planning during your student teaching experience:

- a. The lesson must relate to what was covered in the last lesson.
- b. Decide what you expect to do in this lesson. Consider the amount of time you have for the lesson. Over plan rather than under plan.
- c. Think ahead to what you are planning for the next lesson or lessons.
- d. Your lesson plan needs to be clearly outlined so that you are aware of the important points you intend to develop with the students.
- e. As you write your lesson plan, decide why you are planning to teach this lesson. This is your aim or purpose.
- f. As you plan each lesson, you need to consider ways in which you can catch your students' interests in the content of the lesson. A short game, a new strategy, or an anecdote may accomplish this. Try not to develop student interest to a peak and then drop it immediately to go into content. This will result in a lack of interest in future lessons. Always develop what you begin. Students need the satisfaction of having completed each phase of the lesson before being hurried to the next phase of the lesson.
- g. Plan your lesson so that students are involved, and you are merely a guide. Any lesson that simply involves a question/answer technique, "round-robin" reading, or rote drill (math) is not acceptable. This leads to discipline problems.

## **Introduction Letter to Parents**

In the beginning of your student teaching experience, you will send home an introduction letter to parents. This will help set the tone and expectations of the classroom. This will also give parents an opportunity to learn your philosophy and build rapport. A sample letter is included in Appendix B.



### **Evaluation of University Supervisor and Cooperating Teacher**

At the end of the semester, you will have the opportunity to complete an evaluation of your university supervisor and cooperating teacher in Tk20. Please see the student teaching calendar for deadline for completing evaluations.

### **Professional Learning Plan (PLP)**

Each student teacher seeking initial certification is required to complete the Guiding Document for the Professional Learning Plan as one of the requirements for satisfactorily completing his/her program at Columbus State University. The purposes for completing the Guiding Document are: (1) Induction level teachers are required to have Professional Learning Plans (PLPs) for the length of time they hold an Induction Certificate; therefore, the faculty and staff at Columbus State University want to support you as you analyze your student teaching data to inform your induction level PLP. (2) The Guiding Document will allow you to identify your areas of strength, areas for growth, ways in which you can be supported, and professional learning goals. (3) Columbus State University's faculty and staff will use the data collected within the Guiding Document to partner with school districts in terms of developing job-embedded, professional learning opportunities and resources that will support you throughout your first year of induction. (4) Finally, after your first year as an induction teacher, Columbus State University's faculty and staff will follow-up with you to identify the progression towards meeting your professional learning goals and work with you to identify new professional learning goals, based on data, in an effort to continue supporting you.

### **Memorandum of Understanding**

A Memorandum of Understanding is a contractual agreement between the university and the student based on concerns of performance on the MAP Evaluation, Disposition Evaluation or any violations of the Georgia Code of Ethics for Educators. The contract can be initiated by anyone with contact with the student (i.e. Professor, Clinical Faculty Member, Cooperating Teacher, etc.). Supporting documentation must be attached when concern is expressed and emailed to the Coordinator of Student Teaching. A Memorandum of Understanding is developed based on the documentation. A meeting is scheduled with the concerned parties (i.e. Professor/Cooperating Teacher/Clinical Faculty Member, etc.) along with the Coordinator of Student Teaching to discuss areas of concern and basic terms of the contract. Failure to meet expectations of Memorandum of Understanding are as follows, but not limited to:

1. The student being placed on a Remediation Plan
2. The student repeating the Student Teaching Course
3. The student being dismissed from his/her program

The Memorandum of Understanding is signed, and the student is entered into a binding agreement. The agreement lasts the duration of the semester or until the terms of the memorandum have been met. The Memorandum of Understanding will be stored on the student's application in Tk20.

## **RESPONSIBILITIES OF THE COOPERATING TEACHER**

The Student Teaching and Clinical Experience III experiences are critical elements of any teacher education program. Crucial to the success of such an endeavor is the cooperating teacher. The cooperating teacher must strive to protect the interests of his/her school and his/her students. The cooperating teacher must strive to provide the teacher candidate with opportunities for trial and error, risk taking, and self-discovery while providing guidance, structure, order, and support. The cooperating teacher must strive *“To achieve excellence by guiding individuals as they become professionals ...”*

Cooperating teachers who supervise student teachers are considered based on their degree levels and number of years of teaching experience (minimum of three). At the end of the semester, teacher candidates will have the opportunity to complete an evaluation instrument which will indicate that their cooperating teacher:

- was available when needed.
- was easy to talk with.
- specified areas of strength clearly.
- specified areas of weakness clearly.
- provided support when needed.
- provided continuous feedback.
- remained tactful at all times.
- accurately evaluated the teacher candidate.
- modeled effective teaching behaviors/practices.

### **Responsibilities to the Teacher Candidate (Cooperating Teacher’s Checklist)**

- \_\_\_ Inform and prepare colleagues, students, and parents for the arrival of the teacher candidate.
- \_\_\_ Make arrangements for a desk or work area for the teacher candidate.
- \_\_\_ Arrange to give copies of texts and/or curriculum materials to the teacher candidate.
- \_\_\_ Make the school handbook, school calendar, school map, class schedule, class list, seating chart, etc., available for the teacher candidate.
- \_\_\_ Welcome the teacher candidate as a colleague.
- \_\_\_ Introduce the teacher candidate to school faculty, administration, and staff.
- \_\_\_ Share information gathered for the teacher candidate.
- \_\_\_ Review the school handbook (to include the school’s dress code), calendar, policies, regulations, and rules.
- \_\_\_ Review policies/procedures for emergency situations (ex. fire drill).
- \_\_\_ Review protocol procedures within the school.
- \_\_\_ Review working hours, procedures to follow in case of illness or bad weather, procurement of supplies, procedures to schedule audio-visual hardware and software, supplemental duties, confidentiality, etc.
- \_\_\_ Review class schedule and student population and characteristics.
- \_\_\_ Review curricular materials and resources.
- \_\_\_ Review district, school, and/or personal classroom management policy.
- \_\_\_ Review personal philosophy, goals, and practices.
- \_\_\_ Encourage teacher candidate to attend faculty and other meetings, programs, conferences, etc.
- \_\_\_ Set a tentative schedule for the assumption of duties with the teacher candidate.
- \_\_\_ Model quality planning, organization, presentation, and evaluation of lessons.
- \_\_\_ Assist in arranging observation of other teachers and programs towards the end of the semester.
- \_\_\_ Direct teacher candidate in the observation and analysis of students.
- \_\_\_ Review and discuss class curriculum goals and plans for weeks ahead.
- \_\_\_ Provide written and oral feedback to the teacher candidate on a regular basis.
- \_\_\_ Confer daily with the teacher candidate.
- \_\_\_ Commend the teacher candidate for specific strengths and point out areas of weaknesses.
- \_\_\_ Discuss and demonstrate techniques to remediate weaknesses.
- \_\_\_ Encourage the teacher candidate to reflect on lessons taught.
- \_\_\_ Allow teacher candidate the freedom to try “something different.”
- \_\_\_ Confer with clinical faculty member and teacher candidate on progress and problems.
- \_\_\_ Complete all required forms and evaluations by the due dates assigned.

### **Responsibilities to the Clinical Faculty Member and to the University**

1. Provide written and oral feedback on progress and problems on a regular basis.

2. Notify the clinical faculty member of any unusual or serious problems.
3. Complete the Student Teacher Dispositions, first and final, evaluations in addition to three face-to-face observations using the MAP Observation Scoring Rubric. All documentation must be submitted into TK20.
4. Verify the teacher candidate's 20 activity hours (10 professional and 10 extracurricular) and time logs in Tk20.
5. Contribute to the grading process and the decision toward assigning the grade.

### **Teacher Candidate's Assumption of Duties**

The assumption of duties for the teacher candidate will depend on the program. Below is a generic description of the recommended assumption of duties in a traditional Student Teaching placement. Teacher candidates typically begin by assuming minor responsibilities during the first few days (collecting demographics, attendance- Infinite Campus, grading, supervision, etc.). In addition, the teacher candidate will begin getting acquainted with the school's administration, environment, policies and procedures during those first few days. During the first two weeks, the teacher candidate will collaboratively plan with his/her cooperating teacher and work with small groups. Beginning with the third week and continuing until the end of the student teaching experience, the teacher candidate should: continue collaborative planning, co-teach within his/her classroom, and eventually independently plan, teach, and assess through week 16.

### **Observations of the Teacher Candidate**

The cooperating teacher will be responsible for completing three face-to-face formal MAP observations as well as two student teacher disposition evaluations.

*Note: If the candidate is not on track to satisfactorily meet or exceed all expectations for student teaching, please contact the Coordinator of Student Teaching as soon as possible.*

## **RESPONSIBILITIES OF THE CLINICAL FACULTY MEMBER**

Note: The following section explains the role of the Clinical Faculty Member at CSU. Please understand that these requirements are subject to interpretation or even modification according to each program. During the first meeting with your clinical faculty member, he/she will explain any modifications that may apply to you. The clinical faculty member represents Columbus State University and the College of Education and Health Professions. Collaboratively, the clinical faculty member and the cooperating teacher work *"to achieve excellence by guiding individuals as they become professionals ..."*

### **Responsibilities to the Teacher Candidate**

1. Explain the student teaching experience – its requirements, demands, and the process.
2. Explain the responsibilities of the teacher candidate as a CSU representative.
3. Visit the school during the first week of the student's experience and meeting the cooperating teacher and coordinating a time to discuss the expectations/guidelines.
4. Keep the teacher candidate informed of departmental activities on campus.
5. Explain policies and procedures established for the experience.
6. Review and evaluate the teacher candidate's digital notebook.
7. With the cooperating teacher and the teacher candidate, establish a schedule for the assumption of duties.
8. Develop an open and cooperative working relationship with and between the cooperating teacher and the teacher candidate.
9. Visit the teacher candidate at least five times in a variety of classes/situations.
10. Provide oral and written feedback on a regular basis on the teacher candidate's progress and problems.
11. Encourage the teacher candidate to reflect on the experience both honestly and thoroughly.

12. Encourage creative and unusual approaches to teaching.
13. Serve as a mentor to the teacher candidate.
14. Complete an observational sequence, which will include a pre-conference, an observation, and a post-conference.



15. Complete all required forms and evaluations by the due dates assigned.

At the end of the semester, teacher candidates will have the opportunity to complete an evaluation instrument which will indicate that their clinical faculty members:

- observed (face-to-face) at least five times.
- was available when needed.
- was easy to talk with.
- specified areas of strength clearly.
- specified areas of weakness clearly.
- provided support when needed.
- provided written and oral feedback after observing.
- provided continuous feedback.
- remained tactful at all times.
- accurately evaluated the teacher candidate.
- modeled effective teaching behaviors/practices.
- conducted three way conferences with student teacher and cooperating teacher, if needed.

### **Responsibilities to the Cooperating Teacher**

1. Provide guidelines and suggestions for the student teaching experience, if needed.
2. Work with the teacher candidate and the cooperating teacher to establish schedules.
3. Support the cooperating teacher in his/her work with the teacher candidate.
4. Confer regularly with the cooperating teacher regarding the progress of the teacher candidate.
5. Share written comments on observations with the cooperating teacher.
6. Work with the cooperating teacher and/or the teacher candidate to resolve misunderstandings or disagreements that may occur.
7. Discuss the Interim and Final Evaluations with the cooperating teacher.
8. Ensure that all of the cooperating teacher's materials have been returned.
9. Collect the cooperating teacher's input for the final grade.

### **Observations of the Teacher Candidate**

There will be **five** face-to-face observations conducted by the clinical faculty member throughout the student teaching experience. In addition, the clinical faculty will also complete two disposition evaluations and one Intern Keys evaluation.

*Note: If the candidate is not on track to satisfactorily meet or exceed all expectations for student teaching, please contact the Coordinator of Student Teaching as soon as possible.*

## **EVALUATIONS OF THE TEACHER CANDIDATE**

### **Steps for Cooperating Teachers and Clinical Faculty Members to Complete for Each Observation:**

1. Familiarize yourself with the indicators on the Model of Appropriate Practice (MAP) Observation Scoring Rubric prior to observation.
2. Pre-conference with the teacher candidate to discuss lesson objectives, identify specific goals, clarify questions/concerns and offer suggestions for improvement before execution of lesson.

3. Take copious notes during the observation, keeping indicators from the MAP Observation Scoring Rubric in mind.
4. Immediately following the observation, use the MAP Observation Scoring Rubric and circle the level of performance for each indicator in TK20.
5. Prepare comments highlighting strengths and weaknesses for each domain on the MAP Observation Report of Teacher Candidate in TK20.
6. Conduct a post-observation conference with the teacher candidate to discuss ratings and areas for improvement.

### Cooperating Teachers

- **Formative MAP Observation Scoring Rubric and Observation Report of Teacher Candidate**  
---A minimum of three (3) MAPs will be completed in one semester for the teacher candidate; each MAP is used to assess the teacher candidate's performance for a lesson taught by the candidate. At least one of these MAPs will be completed during the teacher candidate's 'lead' teaching time.

The MAP Rubric will be completed after each formal observation of the teacher candidate (minimum of three) 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 teacher candidate by identifying areas of strengths and areas where improvements are needed.

- **Rubric for the Evaluation of Dispositions**
  - **Interim Disposition Evaluation** – This instrument is used to document (from the beginning of the semester to mid-term) the teacher candidate's performance as it relates to dispositions. The Interim Disposition Evaluation will be completed and submitted into TK20 at midterm.
  - **Final Disposition Evaluation** – This instrument is used to document (from the beginning of the semester to the end of the semester) the teacher candidate's performance as it relates to dispositions. The Final Disposition Evaluation will be completed and submitted into TK20 at the end of the candidate's student teaching experience.

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. **A teacher candidate will be immediately removed from student teaching resulting in a loss of credit for the course when an unethical behavior is exhibited** (<https://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

### Clinical Faculty Members

- **Formative MAP Observation Scoring Rubric and Observation Report of Teacher Candidate**  
---A minimum of five (5) face-to-face MAPs and a FINAL Evaluation (Georgia Teacher Assessment on Performance Standards (TAPS)) will be completed in one semester for the teacher candidate; each MAP is used to assess the teacher candidate's performance for a lesson taught. At least one of these MAPs will be completed during the teacher candidate's 'lead' teaching time. The FINAL Evaluation will be completed using the TAPS/Intern Keys instrument. The final evaluation is an average of all previously completed MAP and Disposition evaluations.

The MAP Observation Scoring Rubric and Observation Report of Teacher Candidate will be completed after each formal observation of the teacher candidate (minimum of five) 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 teacher candidate by identifying areas of strengths and areas where improvements are needed.

- **Final Evaluation (Teacher Assessment on Performance Standards (TAPS/Intern Keys):** The clinical faculty member will collaborate with the cooperating teacher in determining the candidate's overall performance. A FINAL evaluation using the TAPS instrument will be completed and submitted into TK20 at the end of the candidate's student teaching experience.
- **Rubric for the Evaluation of Dispositions:** Teacher candidates will be assessed using the College of Education and Health Professions Rubric for the Evaluation of Dispositions, and the assessments will be entered into aTK20. 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. **A teacher candidate will be immediately removed from student teaching resulting in a loss of credit for the course when an unethical behavior is exhibited** (<https://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).
  - **Disposition Evaluations of Teacher Candidate**
    - **Interim Disposition Evaluation - First Assessment:** This instrument is used to document (from the beginning of the semester to mid-term) the teacher candidate's performance as it relates to dispositions. The Interim Disposition Evaluation will be completed and submitted into TK20 at mid-term.
    - **Final Disposition Evaluation - Final Assessment):** This instrument is used to document (from the beginning of the semester to the end of the semester) the teacher candidate's performance as it relates to dispositions. The Final Disposition Evaluation will be completed and submitted into TK20 at the end of the candidate's student teaching experience.

### Final Grades

Although both the cooperating teacher and the clinical faculty member confer regarding the overall evaluation of the teacher candidate, the clinical faculty member has the official responsibility for reporting the final grade to the Coordinator of Student Teaching and entering the final grade.

## **CERTIFICATION AND GRADUATION**

### Certification

The Georgia Professional Standards Commission (PSC) was created by the Georgia General Assembly on July 1, 1991, to assume full responsibility for the preparation, certification, and professional conduct of certified personnel employed in the Georgia public schools. The mission of the PSC is to build the best prepared, best qualified and most ethical educator workforce in the nation.

The Office of COEHP Center for Quality Teaching and Learning (CQTL) processes certification documents for candidates who are applying for initial certification, adding fields to an existing Georgia certificate, and process out-of-state certification forms. It is required for the Certification Official to recommend a candidate to PSC as a completer of an approved preparation program as an educator. To be eligible for a Georgia certificate, candidates must successfully complete a certification teacher education preparation program, pass all parts of the GACE Content Assessment and pass the GACE Educator Ethics – Program Exit Assessment (360).

### Graduation

Currently, candidates must at least **attempt** the GACE Content and GACE Educators Ethics Exit Assessment as a requirement for graduation. You will be provided a deadline date for attempting. Applications for graduation should be submitted in MYCSU, Students page, Student records tab. Application Deadlines are as follows:

- Spring: January 30<sup>th</sup>
- Summer: May 30<sup>th</sup>

- Fall: August 30th

### Certification Procedures

If you are seeking an initial certificate, adding a new field, or adding an endorsement to an existing certificate, follow these steps:

1. Complete the required coursework with appropriate grades.
2. Take and pass the appropriate GACE Content Assessment (if applicable)
3. Take and pass the Ethics 360 Assessment (if applicable)
4. Log into your MYPSC Account, <https://mypsc.gapsc.org/Home.aspx?ReturnUrl=%2f>
5. Click on the “Applications” tab and complete the online application.

### **Which Application Should I Complete?**

<b>Initial Certification Application</b>	<b>Update Certification Application</b>
All first-time applicants	If you are applying to renew a valid or expired Georgia certificate
If you are an out-of-state educator	If you are applying to upgrade the level of a valid Georgia certificate
If you are applying for certification in Healthcare Science or Career & Technical Specializations	If you are adding a certificate field based on completion of an approved certification or endorsement program.

6. Request official transcripts from **ALL** colleges or universities you have attended, including Columbus State, and have them sent directly to the Georgia Professional Standards Commission (GaPSC) by email ([mail@gapsc.com](mailto:mail@gapsc.com)) or by mail (Georgia Professional Standards Commission, 200 Piedmont Ave., SW, Suite 1702, West Tower, Atlanta, GA 30334-9032).

Instructions for requesting Columbus state transcripts are located on the Office of the Registrar’s website (<https://www.columbusstate.edu/registrar/transcripts-ordering.php>). You may order CSU transcripts, but do not send them until grades are final and your degree has posted. Select “Hold until Degree is conferred” instead of send now.

7. If GaPSC has any issues, they will send you a letter to your MyPSC account. GaPSC does NOT notify CSU about any issues.
8. Once you leave CSU, change your MyPSC email to one you check often.

**If you have any questions, do not hesitate to contact the Center for Quality Teaching and Learning (CQTL).**

## Appendix A

### Alignment of InTASC Standards to Performance Standards

#### Alignment of InTASC Standards to Performance Standards (CAPS or TAPS)

InTASC Standard	Performance Standard (CAPS or TAPS)
<p><b>Standard #1: Learner Development.</b> 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.</p>	<p><b>Performance Standard 1: Professional Knowledge.</b> The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</p>
	<p><b>Performance Standard 10: Communication.</b> The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</p>
<p><b>Standard #2: Learning Differences.</b> 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.</p>	<p><b>Performance Standard 2: Instructional Planning.</b> The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</p>
	<p><b>Performance Standard 4: Differentiated Instruction.</b> The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</p>
<p><b>Standard #3: Learning Environments.</b> 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.</p>	<p><b>Performance Standard 7: Positive Learning Environment.</b> The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</p>
	<p><b>Performance Standard 8: Academically Challenging Environment.</b> The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</p>
	<p><b>Performance Standard 10: Communication.</b> The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</p>
<p><b>Standard #4: Content Knowledge.</b> 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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p><b>Performance Standard 1: Professional Knowledge.</b> The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</p>
<p><b>Standard #5: Application of Content.</b> 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.</p>	<p><b>Performance Standard 1: Professional Knowledge.</b> The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</p>



InTASC Standard	Performance Standard (CAPS or TAPS)
<p><b>Standard #6: Assessment.</b> 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.</p>	<p><b>Performance Standard 5: Assessment Strategies.</b> The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</p>
	<p><b>Performance Standard 6: Assessment Uses.</b> The teacher candidate 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.</p>
<p><b>Standard #7: Planning for Instruction.</b> 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.</p>	<p><b>Performance Standard 2: Instructional Planning.</b> The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</p>
<p><b>Standard #8: Instructional Strategies.</b> 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.</p>	<p><b>Performance Standard 3: Instructional Strategies.</b> The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students’ acquisition of key knowledge and skills.</p>
<p><b>Standard #9: Professional Learning and Ethical Practice.</b> 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.</p>	<p><b>Performance Standard 9: Professionalism.</b> The teacher candidate 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.</p>
<p><b>Standard #10: Leadership and Collaboration.</b> 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.</p>	<p><b>Performance Standard 9: Professionalism.</b> The teacher candidate 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.</p>
	<p><b>Performance Standard 10: Communication.</b> The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</p>

Alignment of Performance Standards (CAPS or TAPS) to InTASC Standards

Performance Standard (CAPS or TAPS)	InTASC Standards
<p><b>Performance Standard 1: Professional Knowledge.</b> The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</p>	<p><b>Standard #1: Learner Development.</b> 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.</p>
	<p><b>Standard #4: Content Knowledge.</b> 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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>
	<p><b>Standard #5: Application of Content.</b> 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.</p>
<p><b>Performance Standard 2: Instructional Planning.</b> The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</p>	<p><b>Standard #2: Learning Differences.</b> 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.</p>
	<p><b>Standard #7: Planning for Instruction.</b> 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.</p>
<p><b>Performance Standard 3: Instructional Strategies.</b> The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</p>	<p><b>Standard #8: Instructional Strategies.</b> 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.</p>
<p><b>Performance Standard 4: Differentiated Instruction.</b> The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</p>	<p><b>Standard #2: Learning Differences.</b> 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.</p>
<p><b>Performance Standard 5: Assessment Strategies.</b> The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</p>	<p><b>Standard #6: Assessment.</b> 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.</p>
<p><b>Performance Standard 6: Assessment Uses.</b> The teacher candidate 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.</p>	<p><b>Standard #6: Assessment.</b> 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.</p>

Performance Standard (CAPS or TAPS)	InTASC Standards
<p><b>Performance Standard 7: Positive Learning Environment.</b> The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</p>	<p><b>Standard #3: Learning Environments.</b> 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.</p>
<p><b>Performance Standard 8: Academically Challenging Environment.</b> The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</p>	<p><b>Standard #3: Learning Environments.</b> 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.</p>
<p><b>Performance Standard 9: Professionalism.</b> The teacher candidate 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.</p>	<p><b>Standard #9: Professional Learning and Ethical Practice.</b> 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.</p>
	<p><b>Standard #10: Leadership and Collaboration.</b> 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.</p>
<p><b>Performance Standard 10: Communication.</b> The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</p>	<p><b>Standard #1: Learner Development.</b> 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.</p>
	<p><b>Standard #3: Learning Environments.</b> 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.</p>

Credits: Thomas Dailey, Aaron Gierhart, Jennifer VanSlander, and Jessica VanValkenburgh  
Columbus State University, December 2022

## Appendix B

### Sample Introduction Letter



#### **College of Education and Health Professions**

"... To achieve excellence by guiding individuals as they become professionals."

Dear Parent/Guardian:

I am a teacher candidate from the Columbus State University College of Education and Health Professions working in your child's classroom this semester. I am completing my teaching preparation program as a part of the requirements for licensure from the Georgia Professional Standards Commission.

I will be co-teaching alongside the classroom teacher. This model of student teaching will afford the cooperating teacher and me the opportunity to share the physical space as we plan collaboratively the delivery and assessment of instruction.

I look forward to working with your student this semester. Thank you for the opportunity.

Sincerely,