

Teacher Education Handbook



COLUMBUS STATE UNIVERSITY

**COLLEGE OF EDUCATION AND HEALTH
PROFESSIONS**

INFORMATION FOR TEACHER EDUCATION STUDENTS

Contact Us:

Center for Quality Teaching and Learning:

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

College of Education and Health Professions:

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

Columbus State University

2018-2023 Strategic Plan

<https://www.columbusstate.edu/strategicplan/>

Conceptual Framework:

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

Center for Quality Teaching and Learning (CQTL)

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

Admission to the Teacher Education Program

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

Background Check Information

<https://www.columbusstate.edu/education-and-health-professions/cqtl/background-checks.php>

Code of Ethics for Educators

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

Georgia Assessments for the Certification of Educators (GACE) Information

<http://gace.ets.org/>

Online Orientation for Field Experiences

<https://youtu.be/5kX50duFQ7Q>

Partner School Network

<https://www.columbusstate.edu/education-and-health-professions/cqtl/partner-schools-network.php>

Student Teaching/Internship

[Student Teaching - Columbus State University](#)

Forms

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

Graduation Information

<https://www.columbusstate.edu/graduation/index.php>

Obtaining a Georgia Teaching Certificate

<https://www.gapsc.com/Certification/Home.aspx>

Transcript Evaluation Application

https://docs.google.com/forms/d/1UDYTpf6iByU7smTG0MMB2WIWnwMAqixreQbAIAcwDEc/viewform?edit_requested=true

Field Experience Practices and Expectations

Many teacher education courses have a field experience component. These experiences are designed to provide the student with the opportunity to observe, develop and practice the skills and knowledge associated with the courses.

Field experiences are essential to many courses offered in the College of Education and Health Professions at CSU. Students must complete the background check and have a clear background prior to participating in any field experiences. Students who have not completed their background checks will not be given a field placement.

The Associate Director of the CQTL Office arranges all field experiences. Students are not allowed to contact school personnel in an effort to arrange their own placements unless permission is granted from the Associate Director. Placements of Field Experiences will allow the College of Education and Health Professions to do the following:

1. provide each student with a diverse range of appropriate field placements in his/her selected field,
2. maintain accurate field placement records for each student, and
3. verify diversity of student placements for accrediting agencies.

All field placements will be arranged with schools that have a [Partner School](#) agreement with CSU. These are schools in the Muscogee County School District and the Harris County School District. Students should not expect to be placed in schools where family members attend or are employed, where they have worked or attended or where there is some other personal connection.

Students are representatives of the College of Education and Health Professions at Columbus State University. There is, therefore, a responsibility to maintain professional behavior through attitudes, action and appearance while in the field setting. The cooperating teacher and the university supervisor will evaluate professional behavior and teaching skills each semester. These evaluation sheets will be kept on file for each student.

Students may be exposed to confidential information while in the lab setting. Confidential information should be treated as such. Discussion of the field experience should occur only at appropriate times within the university setting. Information should always be presented in a professional manner and should provide anonymity for the cooperating teacher, P-12 student and the placement site.

While placed in a school, students should provide identification and sign in and out through the school office at each visit. This will assist in the verification of attendance and number of hours completed by each student. Each student is advised to maintain an attendance log for his or her own personal records and this log is to be submitted to the course instructor.

It is the responsibility of the student to make all travel arrangements to and from the field experience site and to schedule adequate time to complete the field experience assignment.

If a student is removed from a placement for violating dress code or for unprofessional behavior, the student will not be given another placement. This will result in failing the placement portion of the course requirements and could result in course failure.

Community Service Practices and Expectations

There are two courses in the College of Education and Health Professions that require community or volunteer work. The course, EDUC 2110 Critical Issues in Education, requires 10 hours of volunteer work. The course, EDUC 2120 Diversity in Education, requires 20 hours of volunteer work. A background check must be completed prior to beginning any volunteer work. Approved community service sites are given by the Associate Director of CQTL to the professors. All community service hours must in some way deal with children.

Faculty Evaluation of Field Experiences and Clinical Practices

There are several assessments the College of Education and Health Professions use to evaluate student content knowledge and appropriate behavior.

Dispositions Evaluation

[Disposition_Evaluation.docx \(live.com\)](#)

Dispositions are a significant component of educator preparation programs in the COEHP. Dispositions rubrics and evaluation instruments have been developed to provide explicit instruction, mentoring, and evaluation in the area of dispositions. Candidates are introduced to the Dispositions Rubric in their initial educational foundation courses. They are evaluated on their dispositions in selected courses and field experiences at both undergraduate and graduate levels.

Model of Appropriate Practice

[MAP 3.2020 Rubric Only - Google Docs](#)

In addition to the dispositions evaluations, candidates' actions and behaviors are evaluated using the Model of Appropriate Practice (MAP) and Graduate Model of Accomplished Practice (GMAP). These instruments are aligned with professional standards (i.e., INTASC and NBPTS and reflect the knowledge, skills, and dispositions expected of professional educators.)

Assessments of Field Experiences

Student input is essential to success of the COEHP educator preparation program. In addition to student evaluations of course instructors, at the end of each semester, the student receives a Field Experience Evaluation Form which allows and encourages students to assess their field placements by evaluating their cooperating teachers and themselves. Data from these evaluations are shared with COEHP faculty members and with our Partner Schools and each particular school's cooperating teachers. Decisions are then made and shared with the Principal of a school as to place teacher candidates with those cooperating teachers who demonstrate excellent and equitable services to P-12 students.

Cooperating Teachers, those teachers within the Partner School Network who accept our students in field experiences and in student teaching, also evaluate the overall process of student placements. Once a year at the end of spring semester, cooperating teachers receive a Cooperating Teacher Evaluation Form to assess the overall strengths of teacher candidates and are encouraged to comment on areas for improvement. The data from this assessment is shared with the COEHP teaching faculty to assist in improvement in the teacher education programs. Both the Field Experience Form and Cooperating Teacher Form are tied directly to our Conceptual Framework – Teaching, Professionalism and Scholarship and are housed in our electronic platform TK20.

Terms and Acronyms of the Teacher Education Program

COEHP – College of Education and Health Profession

CQTL – Center for Quality Teaching and Learning

DAP – Dispositions, Attributes & Proficiencies

GACE – Georgia Assessments for the Certification of Educators

GaPSC – Georgia Professional Standards Commission

MAP - Model of Appropriate Practice

P-12 – Students in the public schools from Pre K through 12th grade

PSN – Partner School Network

TEP – Teacher Education Program

TK20 - Technology in Kindergarten through Age 20

Additional Resources for COEHP Students

COEHP Scholarships can be accessed at

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

COEHP Departments and Centers can be accessed at

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

COEHP Graduate Programs can be accessed at

<https://www.columbusstate.edu/graduate-school/>

Council for Exceptional Children, Student Chapter #148

The [Council for Exceptional Children](#) (CEC), the professional organization for special educators, offers exciting opportunities to new and continuing professionals in the field of special education. The College of Education and Health Professions' student chapter of the Council for Exceptional Children is a student-led organization for those interested in providing appropriate educational opportunities for students with special needs.

Math Education Student Association (MESA) – The [Math Education Student Association](#) is for those who are interested in teaching math grades 6th – 12th. Students will share ideas related to math and address math related issues for both teachers and students. Students will have the opportunity to interact with pre service and in service teachers.

Kappa Delta Pi - [Kappa Delta Pi](#) is a national honor society in education, which encourages excellence in scholarship, high personal standards, improvement in teacher preparation, and contributions to education. Membership is by invitation to all undergraduate education majors who have been admitted to teacher education, have completed at least 60 semester hours, and have maintained at least a 3.5 grade point average. Graduate education majors who have completed at least 20 graduate hours and have maintained at least a 3.96 grade point average are also eligible.

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.