The College of Education and Health Professions Mission: “To Achieve Excellence by Guiding Individuals As They Develop the Proficiency, Expertise, and Leadership Consistent With Their Professional Roles.”

The College of Education and Health Professions Conceptual Framework:

The College of Education and Health Professions at Columbus State University prepares highly qualified teachers, counselors, and leaders who promote high levels of learning for all P-12 students by demonstrating excellence in teaching, scholarship, and professionalism. Teachers, counselors, and leaders continually acquire, integrate, refine, and model these qualities as they develop proficiency, expertise, and leadership. COEHP faculty guide individuals in this developmental process (See complete Conceptual Framework at: http://coehp.columbusstate.edu/conceptual_framework.php).

ADA Compliance Statement:

If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 93-312 Section 504) and American with Disabilities Act (ADA) and would like to request academic and/or physical accommodations, please contact Joy Norman at the Office of Disability Services in the Center for Academic Support and Student Retention, Tucker Hall (706.568.2330). Course requirements will not be waived but reasonable accommodations may be provided as appropriate.

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

Revised 5/29/12
Greetings from the Dean

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,

Deirdre C. Greer, Dean
College of Education and Health Professions
Columbus State University

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,

Deirdre C. Greer, Dean
College of Education and Health Professions
Columbus State University
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**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, “To achieve excellence by guiding individuals as they become professionals …” 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.

Columbus State University Model of Appropriate Practice

The MAP puts into practice the principles of the College of Education and Health Professions Conceptual Framework. It recognizes that, with guidance from the EPP faculty, teacher candidates must undertake and manage the process of developing an understanding about teaching and learning for themselves. Through their coursework and field experiences, teacher candidates should gain competence in engaging students in constructing important knowledge. The MAP Observation Scoring Rubric specifies behaviors that should result in effective instruction. Faculty guidance of teacher candidates using the MAP Observation Scoring Rubric will include: instructing teacher candidates, mentoring teacher candidates, and assessing teacher candidates (see http://safe.columbusstate.edu/student_teaching_resources.php for the MAP Rubric).

Columbus State University Evaluation of Dispositions

Individuals who complete a Columbus State University College of Education and Health Professions Program require knowledge, skills, and dispositions to be successful in the teaching profession. Beginning fall 2003, Columbus State University College of Education and Health Professions implemented an evaluation system to assess teacher candidates’ dispositions. College of Education and Health Professions faculty members believe that the primary purpose of evaluating dispositions is to create in students the expectations for the development of attitudes, values, and behaviors that are desirable in teachers (see http://safe.columbusstate.edu/student_teaching_resources.php for Rubric for the Evaluation of Dispositions).

TK20

An active Tk20 account is a required resource for this course because selected assignments must be submitted electronically using an online platform. Tk20 is 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 accounts can be purchased at the standard rate of $110 for 7 years of access.

As a student, you have the option to use your account for secure online storage of academic work and to create digital documents such as electronic portfolios or reflective journals which can be shared with prospective employers or other audiences. You can purchase your Tk20 account online at https://columbusstate.tk20.com. Use the “Purchase your account” link to purchase Tk20 online or use the “Register your account” link to register Tk20 if you purchased it from the university bookstore.
Tk20 Support Contact Information

Thomas Dailey
Tk20/Electronic Assessment Coordinator
706-507-8738
tk20@columbusstate.edu

Note: For current TK20 documents and information please use the following link:
https://coehp.columbusstate.edu/tk20/tk20faculty.php

Tiered Certification:

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.

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, or GACE testing), the student teacher must submit an Emergency Absence Form (see http://safe.columbusstate.edu/student_teaching_resources.php for the Emergency Absence Form) and proper documentation of the reason for the absence to the cooperating teacher, clinical faculty member, and Coordinator of Student Teaching. 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, will 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 and edTPA Boot Camps is required.

Attire and Appearance
Professional appearance and attire consistent with school standards are expected at all times (initial visits to assigned schools, orientations, functions where school personnel are involved).
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 (see http://safe.columbusstate.edu/student_teaching_resources.php for the Code of Ethics for Georgia Educators).

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 Office of Student Advising and Field Experiences 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, PHED 5485U, PHED 5485G, 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:

Grade | Description
--- | ---
I | Indicates that a student was doing satisfactory work but, for non-academic reasons, was unable to meet the full requirements of the course. The requirements for removing an I grade and the length of time for completing work (not to exceed 12 months) are left to the instructor. The student will, however, receive a copy of the written plan for completion of the course (also copied to the department chair). The instructor has the option of reporting a default grade if the work is not completed by the completion date. If no default grade is submitted the grade of I will be changed to F by the registrar.
IP | Indicates that credit has not been given in a course that requires a continuation of work beyond the semester for which the student registered for the course. The use of this grade is approved for learning support courses, directed studies, internships, practica, project courses, and exit examinations. Students enrolled in a learning support course must re-enroll in the course. This grade cannot be substituted for an I grade.
W | Indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the W grade deadline except in cases of hardship as determined by the Academic Standards Committee. A W grade may also be awarded in the case of credit by examination courses and for excessive absence when auditing a course.
S | Indicates that credit has been given for completion of degree requirements other than academic course work. These are limited to student teaching, clinical practica, junior seminars, internships, college success courses, exit examinations, and senior projects as specified in the course descriptions section of the catalog.
Grade Description

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 in the Office of Student Advising and Field Experiences. Each case is reviewed individually, and allowances are occasionally made, as long as the teacher candidate's performance in the classroom is not compromised (see https://safe.columbusstate.edu/documents/requesttowork.pdf for request to work form).

Adult and Pediatric First Aid/CPR

All teacher candidates must hold current Adult and Pediatric First Aid and CPR 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 certificates to the Office of Student Advising and Field Experiences 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 Office of Student Advising and Field Experiences before being allowed to register for student teaching course(s). Liability/tort insurance must remain valid throughout the student teaching semester (see http://www.pageinc.org/page/StudentMembership for SPAGE).

Leaving School Property

It is not permissible for the student teacher to leave the school’s 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 (see https://safe.columbusstate.edu/documents/statementofunderstandingtravel.docx for statement of understanding travel form).

*Woodrow Wilson Teaching Fellows enrolled in EDCI 6483 Clinical Experience III must complete a full-time experience in his/her assigned placement that extends until the last day of school for teachers.
**Background Check**
All teacher candidates must submit a recent copy of their background checks (preferably a day or two prior to registering for student teaching) from CSU’s Campus Police Department before being allowed to register 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 SAFE 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.

**edTPA Boot Camps**
All teacher candidates are required to participate in the mandatory edTPA Boot Camps held on campus. The Boot Camps will give teacher candidates the opportunity to learn comprehensive information related to edTPA. The teacher candidates will have time to work on their edTPA portfolios and ask questions related to edTPA during these work sessions. There will be a minimum of FOUR edTPA Boot Camps each semester.

**Substitute Teaching**
The use of a teacher candidate as a substitute teacher is forbidden and becomes a legal issue unless participating in the partnership substitute program between Columbus State University, Muscogee County School District and Harris County School District. A signed contract must be submitted to be a part of this program. If a cooperating teacher becomes ill or is absent from the classroom, it is the responsibility of the school to acquire a substitute teacher. Financial compensation for teacher candidates is not allowed.

**Teaching Requirements**
Teacher candidates typically begin by assuming minor responsibilities during the first few days (collecting demographics, attendance- Infinite Campus, grading, supervision, etc.). Also, 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 for a minimum of two weeks (see [http://safe.columbusstate.edu/student_teaching_resources.php](http://safe.columbusstate.edu/student_teaching_resources.php) for **Suggested Timeline for Student Teaching**). *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.*

**Visitation**
Clinical faculty members will visit and observe teacher candidates on a regular basis at least five times during the student teaching experience. 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. Program specific lesson plan templates can be found in your TK20 account during your student teaching semester. Lesson plan templates used by the host school or cooperating teacher will not be accepted.
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 student notebook accessible for the clinical faculty member at all times. Make sure the clinical faculty member is aware of where it will be kept. This will avoid unnecessary disruptions to the visitation process.
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.
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 Student Teaching Notebook (checklist can be found on http://safe.columbusstate.edu/student_teaching_resources.php) which will contain artifacts collected during the semester (lesson plans, school’s emergency plan, parent log, etc.). The CSU lesson plan template must be used unless otherwise directed by your clinical faculty member. The clinical faculty member and coordinator of student teaching will require additional documentation in the notebook if needed. (see http://safe.columbusstate.edu/student_teaching_resources.php for Parent Log)

Professional Activities 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)

The teacher candidate’s professional activities hours will be documented in TK20. Teacher candidates are required to record a minimum of 30 total hours, professional and extracurricular activities. The cooperating teacher must verify the hours have been completed. Professional Activities: Fifteen 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: Fifteen 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.)

Reflective Journal
The journal is a written documentation of your successes, failures, and/or struggles in the classroom. It is a time to question or to react to specific incidents that have happened during the student teaching experience. It is a time to reflect on your teaching skills and to consider alternate actions. You will submit your journal entries by email to your clinical faculty member. They will review your entries and discuss the issues you are having with you during your conferences. 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 (see http://safe.columbusstate.edu/student_teaching_resources.php for sample format).

Lesson Plans
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 CCGPS Objectives. 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. Please use the GENERAL lesson plan template for all lesson plans unless your clinical faculty member tells you differently (lesson plan templates will be uploaded in your TK20 account).

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 so clearly outlined 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.

edTPA
Teacher candidates in all disciplines must successfully complete edTPA (Teacher Performance Assessment) during the student teaching/internship experience. The edTPA is an authentic assessment of pre-service teachers developed by Stanford University in collaboration with many other professionals associated with the teaching profession. The hallmark of this assessment is, “Developed by the profession, for the profession” (SCALE, 2013). The assessment includes:

Task 1: Planning
Task 2: Instruction
Task 3: Assessment

Task 4 (ONLY for ECE candidates): Analysis of Student Learning (Mathematics)
Refer to TK20 for the handbook and templates specific to your discipline (a link will be provided for you). edTPA is required for teacher candidates seeking initial licensure; standard passing score has been determined by Georgia’s Professional Standards Commission (Standard passing for World Language: 32; Standard passing for All fields with 15 Rubrics: 38; Standard passing for Elementary: 45). The fee to have the edTPA portfolio externally scored is $300. Teacher candidates can purchase vouchers to be used when submitting their portfolios for external scoring at http://edtpa.com/.

Teacher candidates that do not pass edTPA, as determined by the standard passing score set by Georgia’s Professional Standards Commission, will be counseled in determining next steps (see edTPA Support section). Additionally, edTPA is an assignment and is required for program completion. Clinical faculty members will assess teacher candidates’ work in determining whether or not the teacher candidates have met the programs’ requirements. It should be noted: the internal grade given by the clinical faculty member indicates the teacher candidate satisfactorily completed the program requirements but may not meet licensure requirements.
edTPA Support
If a teacher candidate does not pass edTPA, as determined by the standard passing score set by Georgia’s Professional Standards Commission and/or as determined by the program’s requirements, the teacher candidate will be presented with three options:
1. Graduate without the possibility of licensure
2. Graduate but re-enroll in the institution within one year of graduation to retake edTPA (EDCI5757U or EDCI5757G; edTPA Support course)
3. Delay graduation and enroll in the edTPA Support course (EDCI5757U or EDCI5757G); teacher candidates may only retake edTPA a maximum of two times.
**All decisions need to be discussed with your financial aid counselor to determine eligibility.

Teacher candidates choosing options #2 or #3 will be provided support prior to and throughout the retake process. The edTPA Retake Committee will assess the total cut score in relation to the state passing standard and will note patterns of scores within and across tasks identifying strengths and areas for improvements to determine the candidate’s retake options. Once the edTPA Retake Committee formally approves the edTPA retake plan for the teacher candidate, the teacher candidate will meet with the edTPA Coordinator to discuss the process and requirements for retake. *When possible the candidate will remain in the originally assigned classroom, but this will require permission and support from the cooperating teacher and clinical faculty member.
EdTPA Support will offer teacher candidates additional opportunities to practice and refine teaching skills and for faculty and candidates to engage in reflective dialogue about candidate strengths, as well as areas for improvement. Additionally, edTPA Support allows candidates to continue to analyze and reflect on teaching effectiveness and apply what they have learned in their preparation programs.
edTPA Resource: [http://edtpa.aacte.org/about-edtpa](http://edtpa.aacte.org/about-edtpa)

Purchasing Vouchers for edTPA
GaPSC requires for all student teachers and interns to complete and submit their edTPA portfolios to Pearson during their summative semesters. Students must purchase edTPA vouchers by the deadline on the Student Teaching/Internship calendar. Failure to purchase the edTPA voucher by the required deadline will result in removal from student teaching/internship. **The deadline is listed on the Student Teaching/Internship calendar.**

edTPA Submission Scholarship Opportunity
The College of Education and Health Professions will award scholarship monies directly related with the required submission fees. edTPA Submission Scholarships are available for a limited time. Scholarship applications can be found on the SAFE Office website (see [https://coehp.columbusstate.edu/docs/edpasubmissionscholarshipapplication0915.doc](https://coehp.columbusstate.edu/docs/edpasubmissionscholarshipapplication0915.doc)). All applications must be submitted to the Coordinator of Student Teaching by the required deadline. If a scholarship is awarded by the COEHP scholarship committee, the student will receive an email containing a voucher code to be used during the submission process to Pearson. Check the calendar for the deadline.

Video Permission Forms
In the beginning of your student teaching experience, you will need to discuss with your cooperating teacher the requirement to videotape yourself teaching while completing your edTPA learning segment (3-5 lessons or 3-5 hours of instruction). There are two forms that must be completed for the edTPA Video Permission Forms prior to beginning your videotaping. The first form is to receive permission from your cooperating teacher and the school’s principal and must be completed prior to sending the second form. The second form is to receive permission from your students’ parents. Most schools have video permission forms on file; however, you will need to receive permission by completing these forms prior to videotaping.
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 interest 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 teachers:

- 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 30 activity hours (15 professional; 15 extracurricular) in Student Teaching Notebook.
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.). Also, 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 for a **minimum** of two weeks (see [http://safe.columbusstate.edu/student_teaching_resources.php](http://safe.columbusstate.edu/student_teaching_resources.php) for the Suggested Student Teaching Timeline).

**Observations of the Teacher Candidate**
The cooperating teacher will be responsible for completing three face-to-face formal MAP observations (Student Teacher MAP Evaluation: 1st, Student Teacher MAP Evaluation: 2nd, and Student Teacher MAP Evaluation: Final) as well as two student teacher disposition evaluations (Student Teacher Dispositions Evaluation: 1st and Student Teacher Dispositions Evaluation: Final).

*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 what CSU clinical faculty members expect of teacher candidates. 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; 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 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.

| Pre-Conference | Observation | 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 at least five face-to-face formal observations conducted by the clinical faculty member throughout the student teaching experience (MAP Rubric First Assessment, MAP Rubric Midterm 1, MAP Rubric Midterm 2, MAP Rubric Midterm 3, and MAP Rubric Midterm 4). The clinical faculty member will complete a FINAL MAP evaluation of the teacher candidate. This FINAL MAP evaluation will be an average of all previously completed MAP 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.
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. Take copious notes during the observation, keeping indicators from the MAP Observation Scoring Rubric in mind.
3. Immediately following the observation, use the MAP Observation Scoring Rubric and circle the level of performance for each indicator in TK20.
4. Prepare comments highlighting strengths and weaknesses for each domain on the MAP Observation Report of Teacher Candidate in TK20.
5. 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 assist in 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 (see http://safe.columbusstate.edu/student_teaching_resources.php for MAP Rubric).

- Rubric for the Evaluation of Dispositions
  - Interim Disposition Evaluation (Student Teacher Dispositions Evaluation: 1st) – 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 (Student Teacher Dispositions Evaluation: Final) – 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 (see http://safe.columbusstate.edu/student_teaching_resources.php for the Disposition Rubric). 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 (see http://safe.columbusstate.edu/student_teaching_resources.php for Code of Ethics for Georgia Educators).
Clinical Faculty Members

- Formative MAP Observation Scoring Rubric and Observation Report of Teacher Candidate
  
  A minimum of five (5) MAPs and a FINAL MAP 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 MAP evaluation is an average of all previously completed MAP 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 (see http://safe.columbusstate.edu/student_teaching_resources.php for MAP Observation Scoring Rubric).

- Final MAP Evaluation: The clinical faculty member will collaborate with the cooperating teacher in determining the candidate’s overall performance. A FINAL MAP evaluation 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 TK20. The primary purpose of evaluating dispositions is to create in students the expectations for the development of attitudes, values, and behaviors that are desirable in teachers (see http://safe.columbusstate.edu/stu_teach.php for Disposition Rubric). 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 (see http://safe.columbusstate.edu/student_teaching_resources.php for Code of Ethics for Educators).

  - Disposition Evaluations of Teacher Candidate (see http://safe.columbusstate.edu/student_teaching_resources.php for evaluation rubric)
    - Interim Disposition Evaluation (Dispositions Rubric – 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 (Dispositions Rubric – 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 Student Advising and Field Experiences (SAFE) 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, satisfactory on EdTPA, 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. According to the Columbus State University Catalog, applications for graduation and graduation fees must be submitted to the Office of the Registrar one semester prior to the anticipated semester of completion. See the Columbus State University Catalog for more information.

Certification Tutorial
A certification tutorial will be sent electronically to all teacher candidates from the Certification Assistant near the end of their student teaching semester. Candidate will submit their certification packet (see submission checklist below) to the Certification Official in the SAFE Office.

Submission Checklist
- Certification Application
- Official unopened transcripts from previous colleges and universities. Please note that the Office of the Registrar will not release the transcripts you provided upon admission to the university. Teacher candidates are urged to start requesting transcripts from other colleges/universities attended during the semester in which he/she student teaches in order to have all transcripts on file at the Office of College of Education and Health Professions Student Advising and Field Experiences at the time of program completion.

The certification forms and official transcripts can be mailed to the Office of College of Education and Health Professions Student Advising and Field Experiences at:

Columbus State University
College of Education and Health Professions
Student Advising and Field Experiences (SAFE)
4225 University Avenue
Columbus, Georgia 31907-5645