College of Education and Health Professions

Internship Handbook

(for individuals who hold a Non-Renewable/ Non-Professional certificate)
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. 93-112 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
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**The Internship handbook is a working document and is subject to change**
Program Overview
EDCI 4698/6698: Teaching Internship is taken by students as an alternative to student teaching in a Teacher Certification Program of study. The student is a fully employed beginning teacher in an accredited school within the service area that has been determined by the College of Education and Health Professions (COEHP) and approved by the Intern’s Program Coordinator. The student must be teaching in his/her field of certification. The student enrolls in the Internship course for two consecutive semesters for Post-Bac (5 hours) or Graduate (6 hours). In most cases, the Intern holds a degree in the academic subject being taught or in a closely related area as defined by 25 or more semester hours in that field as determined by the Georgia Professional Standards Commission (PSC). Additional prerequisite coursework may be required to meet certification requirements of the PSC. The student must have two consecutive semesters of the Internship course with a grade of Satisfactory (S) to complete the Internship.

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

InTASC Model Core Teaching Standards

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

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

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

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

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

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

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

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

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

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

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

**Program Goals**

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

**Program Objectives**

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

**Program Description**

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

Performance-based assessment instruments are used to specify, document, and verify proficiency in classroom performance. Objective assessment instruments are used to assess the Intern’s progress toward mastery of expected performance skills. These include, but are not limited to, the School System’s Evaluation Instrument and the Model of Appropriate Practice Scoring Rubric. During the Teaching Internship, the Intern is visited a minimum of four times during the first semester and twice during the second semester by the Clinical Faculty Member, who consults and coordinates observations with the On-Site School Administrator and/or the School System Mentor.
All candidates desiring eligibility for a clear renewable teaching certificate in the COEHP, regardless of their certification major, specific program, or degree level, are assessed using the Model of Appropriate Practice Scoring Rubric (MAP). Based on the work of Charlotte Danielson and COEHP’s Conceptual Framework, MAP clearly stipulates the performance skills and dispositions considered appropriate for teachers. Generally, the Clinical Faculty Member reviews the content of the MAP with the Intern and conducts assessments which serves as a comprehensive process and assists the Intern in identifying instructional competencies in need of remediation. Successful performance on this assessment instrument coupled with satisfactory completion of all Teaching Internship requirements result in the completion of the Internship Program.

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

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

**Eligibility**

To qualify for a Teaching Internship, the applicant must:

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

**TK20**

Interns must have a TK20 account with the Field Experience component. The Field Experience component is used by the clinical faculty member to submit MAP and Disposition evaluations electronically.

*Note: For current TK20 documents and information please use the following link:*

[https://coehp.columbusstate.edu/tk20/tk20faculty.php](https://coehp.columbusstate.edu/tk20/tk20faculty.php)
Support Team
Members of the Support Team monitor and facilitate the progress and provide professional consultation and assistance as needed to new teachers in Teaching Internships. The Support Team consists of some or all of the following professionals:

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

County Representative
The County Representative will:

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

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

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

On-site School Administrator (or Designee)
The On-Site School Administrator or Designee will:

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

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

Clinical Faculty
The Clinical Faculty member will:

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

Coordinator of Student Teaching
The Coordinator of Student Teaching will:

- Meet with all members of the Support Team if/as needed.
- Review the supplied documentation of the completed Teaching Internship.
- Collaborate with members of the Support Team to develop a Remediation Plan/Contract (if needed).
**Internship Plan**
The Internship Plan fosters and assesses teaching skills and competencies in instructional planning and preparation, classroom management, and school policies and procedures. Interns are expected to work toward mastery of all teaching tasks outlined in both the MAP and the system evaluation forms and to meet all Program requirements by the conclusion of the second semester of the Internship Program.

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

**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 improvement 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.

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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 CQTL Office website (see [https://coehp.columbusstate.edu/docs/edtpasubmissionscholarshipapplication0915.doc](https://coehp.columbusstate.edu/docs/edtpasubmissionscholarshipapplication0915.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**

There are two forms that must be completed 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.**

**edTPA Boot Camps**

All interns are required to participate in the mandatory edTPA Boot Camps held on campus (Saturdays). The Boot Camps will give interns the opportunity to learn comprehensive information related to edTPA. The interns 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.

**Classroom Observations**

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

**Model of Appropriate Practice**

The MAP Rubric will be completed after each formal observation of the intern and entered into TK20. This data will serve as formative assessments and will assess and document the teacher candidate’s performance and growth throughout the student teaching experience. The data will also aid the intern by identifying areas of strengths and areas where improvements are needed (see [Student Teaching Resources](#) for MAP Rubric).
Rubric for Evaluation of Dispositions
The primary purpose of evaluating dispositions is to create in students the expectations for the development of attitudes, values, and behaviors that are desirable in teachers (see https://cqtl.columbusstate.edu/student-teaching.php for the Disposition Rubric).

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

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

Grade Description

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

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

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

S Indicates that credit has been given for completion of degree requirements other than academic course work. These are limited to student teaching, clinical 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: (1) If a student receives a grade of I after the first semester, he/she will not be eligible for certification until the grade of I is changed to a grade of S when documentation is provided which indicates that the outstanding requirements have been met.
In order to earn a grade of *Satisfactory*, the Intern must:

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

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

**Certification Procedures**

- Each Intern is responsible for filing the appropriate certification paperwork with the employing school district and the Office of College of Education and Health Professions Center for Quality Teaching and Learning (Frank Brown Hall, Room 202065).

- The Program Coordinator will verify that the Intern has completed all courses in the individual’s program of study and the Coordinator of Student Teaching will verify the Intern’s completion of all Teaching Internship requirements.

  The CSU Certification Official will prepare and submit a recommendation to the Georgia Professional Standards Commission (PSC) for a clear, renewable teaching certificate in the appropriate field. Issuance of the teaching certificate is at the discretion of the PSC.
Course Syllabus

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

<table>
<thead>
<tr>
<th>Course:</th>
<th>EDCI 6698/4698: Teaching Internship</th>
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<tbody>
<tr>
<td>Semester:</td>
<td>Fall and Spring</td>
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| Instructor on record: | Berderia Fuller  
Coordinator of Student Teaching |
| Location | Frank D. Brown Hall, Room 2066 |
| Time: |  |
| Day(s): |  |
| Location: |  |
| Phone: | (706) 565-1432 |
| Fax: |  |
| E-mail | fuller_berderia@columbusstate.edu |

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.

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 Principles:**

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

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

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

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

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

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

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

**Principle 8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

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

ADA STATEMENT:
If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 93-112 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations please contact the Office of Disability Services in the Center for Academic Support and Student Retention, Schuster Student Success Center (706) 507-8755, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.

COURSE GOALS AND OBJECTIVES
The Intern will:

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

COURSE REQUIREMENTS:
The Intern will:

- Demonstrate proficiency in Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities through a minimum of 4 observations of the Clinical Faculty using the MAP Evaluation form.
- Demonstrate overall satisfactory performance on the MAP observations.
- Demonstrate satisfactory dispositions through observations and evaluations by the Clinical Faculty and Principal. A formal Disposition Evaluation form will be completed at the end of the term.
- Satisfactorily complete the edTPA Evaluation Instrument for the content area of certification.
- Participate in and document all professional development activities as reported on the Professional Activities Log.
- Participate in any scheduled meetings with the Clinical Faculty.
- Demonstrate satisfactory performance on evaluations conducted by appropriate personnel in the employing school system.
GRADES:
Grades will be assigned at the end of the semester of the Internship Program. Students will receive a course grade of S (Satisfactory), U (Unsatisfactory) or a score of I (Incomplete). In order to earn a “Satisfactory” grade for the term, the Intern must:

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

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

TK20:
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 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 is also great for students, as they can build course and performance artifacts electronically online in a portfolio that stays with them for years - up to 7 years. This is a great benefit for those seeking employment or wanting to further their educational advancement.

Students needing to purchase Tk20 may find the following information useful:

- The one-time cost is $149.50 at the campus bookstore or $110 if purchased directly through Tk20.
- Financial aid may pay for the account if purchased through the bookstore.
- Tk20 allows for 2-3 business days to activate the account after the account has been registered on CSU’s TK20 page.
- Student accounts are active for seven (7) years.

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

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

ATTENDANCE POLICY: Regular attendance is a student obligation.

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

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

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

Admission to Teacher Education

Undergraduate students seeking admission to the teacher education program in the College of Education and Health Professions at CSU should begin the process during their sophomore year of study. Post-baccalaureate students seeking admission should begin the process during their first semester of study. Appropriate forms can be obtained in the Center of Quality Teaching and Learning (CQTL) (Frank Brown Hall, Rm. 2068).

Deadlines to apply are below.

Admission to the Teacher Education program requires completion of all of the following:

**Undergraduate**

- Completion of EDUC 2130 or UTCH 1202 with a grade of C or better and
- Completion of 45 earned semester hours in the core with an overall GPA of 2.50 or better on all transcripts and a CSU GPA of 2.50 or better.
- Maintain a CSU and overall GPA of 2.50 or better.
- Satisfactory performance on the GACE Program Admission examination or an exemption based upon satisfactory scores on the SAT, ACT or GRE tests.
- Satisfactory completion of the Dispositions, Attributes, and Proficiencies (DAP) interview*
- Completed FBI background check with fingerprints to ensure no criminal record or discharge from the armed services that would prevent recommendation for teacher certification
Undergraduate or Graduate GPA of 2.50 on all work attempted (minimum of 30 credit hours) or CSU GPA of 2.50 on 9 hours of education coursework at CSU to include EDUC, EDCI, and SPED classes.

Satisfactory performance on the GACE Program Admission examination or an exemption based upon satisfactory scores on the SAT, ACT or GRE tests. (You must have a 2.50 CSU GPA prior to student teaching/internship)

Completed FBI background check with fingerprints to ensure no criminal record or discharge from the armed services that would prevent recommendation for teacher certification.

Purchase a subscription to TK20 for $110 for 7 years. Attach a receipt or print screen with current TK20 account information to your application. https://columbusstate.tk20.com/

Complete the Program Entry level (350) of the Georgia Professional Standards Commission's Georgia Educator Ethics Assessment

Health and PE majors only: Certificate of successful completion of the Health Fitness Test

Complete Pre-Service Certificate Application

Never been removed or denied admission to teacher education or student teaching from another institution.

Failure to disclose information and/or submission of false information will result in immediate dismissal from the College of Education and Health Professions Teacher Education Program.

Post-Baccalaureate Student GPA Calculation: The Post-Bac student’s Grade Point Average (GPA) will be calculated using only the undergraduate and/or graduate level coursework that is applicable to the declared certification program of study (e.g., Secondary Science Education). This calculate GPA must be 2.50 or higher in order for the student to be admitted to Teacher Education. Post-Baccalaureate Student Progression and Completion: The Post-Bac student must maintain an overall PROGRAM GPA of 2.5 or higher, counting
Before you are admitted to Teacher Education, you must complete a Pre-Service Certification Application which can be completed in the CQTL office. Please bring your driver's license with you for identification.

Retention in the Teacher Education Program

A review of student records is conducted each semester by the appropriate personnel to determine whether a student is eligible to continue in the Teacher Education Program. Retention is based on the following:

Maintain a CSU and Overall 2.50 grade point average. If the grade point average falls below the requirement, the student has one semester to raise their grade point average. Students who do not meet the grade point average requirements after that semester must take additional courses other than the ones required for admission to teacher education. Students must earn not less than a C in field and professional courses. Only 10 percent of the professional and field courses maybe repeated at Columbus State University or another accredited college. Correspondence courses will not be accepted in field or professional courses. Students who fail to complete a degree program after three years from date of admission to Teacher Education will be excluded from the program and required to re-apply under current admission policies.
ABOUT EDTPA

Overview

One of the most important challenges facing public education is to ensure that the nation’s increasingly young and inexperienced teacher workforce is prepared to meet the academic needs of all students. Teachers must be ready to teach, with the necessary skills needed to support student learning, from the first day they enter the classroom.

That is why Stanford University and the American Association of Colleges for Teacher Education (AACTE) formed a partnership to develop and share edTPA, formerly the Teacher Performance Assessment. For the first time, edTPA gives teacher preparation programs access to a multiple-measure assessment system aligned to state and national standards – including Common Core State Standards and the Interstate Teacher Assessment and Support Consortium (InTASC) – that can guide the development of curriculum and practice around the common goal of making sure new teachers are able to teach each student effectively and improve student achievement.

Recognizing the need for a uniform and impartial process to evaluate aspiring teachers, Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE) developed edTPA. They received substantive advice and feedback from teachers and teacher educators, and drew from experience gained over 25 years of developing performance-based assessments of teaching (including the National Board for Professional Teaching Standards, the InTASC Standards portfolio, and the Performance Assessment for California Teachers). The Teacher Performance Assessment Consortium helped guide the effort. Eventually, more than 1,000 educators from 29 states and the District of Columbia and more than 450 institutions of higher learning helped develop, pilot, refine and field test edTPA.

As demand for edTPA grew, Stanford University engaged Evaluation Systems, a group of Pearson, as an operational partner to help deliver it to the wide educational audience that asked for it. edTPA is endorsed and promoted by AACTE. edTPA passed a major milestone in fall 2013 when it was declared fully operational and ready for use across the country. That followed 2 years of field testing with 12,000 teacher candidates. edTPA is the first standards-based assessment to become nationally available in the United States. Today, institutions in 35 states and the District of Columbia are using edTPA at different levels. Some states have policies in place requiring a performance-based assessment – such as edTPA – for teacher candidates, and others are exploring such policies, while other states are at an exploratory phase.

edTPA is transformative for prospective teachers because the process requires candidates to actually demonstrate the knowledge and skills required to help all students learn in real classrooms. edTPA is intended to be used as a summative assessment given at the end of a teacher preparation program for teacher licensure or certification and to support state and national program accreditation. edTPA complements existing entry-level assessments that focus on basic skills or subject-matter knowledge. It is comparable to the licensing exams that demand applications of skills in other professions, such medical licensing exams, the architecture exam, or the bar exam in law. It is designed to evaluate how teacher candidates plan and teach lessons in ways that make the content clear and help diverse students learn, assess the effectiveness of their teaching, and adjust teaching as necessary.

edTPA is a subject-specific assessment with versions in 27 different teaching fields covering Early Childhood, Elementary, Middle Childhood and Secondary. edTPA includes a review of a teacher candidate’s authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate’s ability to effectively teach subject matter to all students. edTPA doesn’t ask candidates to do anything that most aren’t already doing in their preparation programs, but it does ask for greater support for and demonstration of these skills that research and educators find are essential to student learning.

edTPA is not about theory. It goes beyond classroom credits to ask teacher candidates to demonstrate what they can and will do on the job, translating into practice what research shows improves learning.

READ WELCOME LETTER
edTPA bolstered the educator community and elevated the educator profession across the state of Georgia. Learn more about the Georgia experience.

**HANDBOUTS TO SHARE WITH STAKEHOLDERS**

edTPA is now operational and faculty, deans and other educational leaders will be asked to describe edTPA to various partners and stakeholders. We hope you will find the documents linked here helpful in explaining edTPA's purpose, structure and conceptual framing.

- edTPA Administrative Reports
- edTPA Guidance to Supervising Teachers
- edTPA FAQ
- Cultural Pedagogy
- Using edTPA
- edTPA Guidance for P-12 Administrators and Leaders

**GET INVOLVED**

Find out how to take your first steps in integrating edTPA into your program or state.

**edTPA FAQ**

- General Information
- Partner Roles in edTPA
- Teacher Education Curriculum
- Submitting and Scoring edTPA
- Costs Associated with edTPA
- Security, Video, and edTPA
- State Policy

**KEY LINKS**

- AACTE
- Resource Library (edTPA Participants Only)
- Online Community (edTPA Participants Only)
- Candidate Registration & Operational Information

**CONTACT US**

- General Support
- Teacher Candidates
- Online Support
- Policy Support
Student Teaching Resources

Student Teaching Handbook (PDF)
Student Teaching Handbook Statement of Understanding (PDF)
Spring 2019 Student Teaching and Intern Calendar (PDF)
Student Teaching Activities Log (PDF)
Request to Work Form (PDF)
Request to Take a Course Form (PDF)
Reflective Journal (PDF)
Parent Log for CSU Student Teachers (PDF)
Model of Appropriate Practice (PDF)
Emergency Absence Form (PDF)
Code of Ethics for Georgia Educators (PDF)
Tiered Certification Quick Reference (PDF)
Suggested Timeline for Student Teachers (PDF)