Teacher Education Handbook

COLUMBUS STATE UNIVERSITY

COLLEGE OF EDUCATION AND HEALTH PROFESSIONS
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Mission Statement of Columbus State University

COLUMBUS STATE UNIVERSITY
2018-2023 STRATEGIC PLAN

Vision
Columbus State University will be a model of empowerment through transformational learning experiences that prepare students to serve the world as creative problem-solvers and high impact leaders.

Mission
Columbus State University will empower individuals to contribute to the advancement of local and global communities through an emphasis on excellence in teaching and research, lifelong learning, cultural enrichment, public/private partnerships and service to others.

Values
Excellence: Commitment to best practices in teaching and learning, scholarship and creative activity, student engagement, cultural enrichment and campus environment.

Creativity: The pursuit of distinction through inquiry and innovation, challenging convention and focusing on solutions.

Engagement: Active civil participation by students, faculty, and staff in the university experience.

Sustainability: Commitment to behaviors that recognize and respect our environmental context.

Inclusion: Fostering and promoting a campus that embraces diverse people, ideas, views and practices.

Servant Leadership: Effective, ethical leadership through empowerment and service.

Please visit: https://www.columbusstate.edu/strategicplan/index.php for updates
Conceptual Framework:  
A Visual Model for Initial and Advanced Professional Preparation Programs

The following visual model represents the key features of the Educator Preparation Conceptual Framework. The circle represents the continual process of acquiring, integrating, refining, and modeling excellence in teaching, scholarship, and professionalism. The arrows represent the interdependence of these qualities. The result of efforts to achieve excellence in teaching, scholarship, and professionalism will be improved student learning at the P-12 and university levels, ultimately resulting in closing the achievement gap among various demographic groups of students.

Teaching
Excellence in teaching embodies the use of best practices to improve student learning in diverse P-12 classrooms as well as at the university level. Within the learning community in the College of Education and Health Professions, faculty employ best practices in the preparation of teachers, media specialists, counselors, and leaders. The ideas and activities that constitute best practices include the use of a variety of tools and strategies to address the needs of diverse learners and the extensive integration of technology to enhance teaching and learning. Faculty model best practices for candidates who then apply similar ideas and activities in P-12 schools and classrooms. Teachers and media specialists collaborate within communities of learning as they continually seek feedback from peers, mentors, and students and reflect upon the efficacy of their practice. Leaders support and contribute to excellence in teaching by creating and maintaining safe, civil, healthy, and intellectually stimulating school environments that promote high levels of P-12 student learning. Counselors improve student learning by promoting the academic, career, and social development of students. These efforts by teachers, media specialists, counselors, and leaders provide the necessary tools and environments that result in accomplished P-12 teaching and improved learning for all students in all settings.

Scholarship
Scholarship is systematized knowledge that is accurate, authoritative, relevant, and thorough. Scholarship combines theoretical knowledge with practical applications. Scholars operate within communities of learning as peers, collaborators, mentors, and leaders, who construct, critically examine, and reflect upon knowledge and skills. Scholars seek out and explore multiple viewpoints, embracing diversity as it enriches their intellectual lives and positively impacts their professional performances. Scholars actively engage in a life-long learning process, continually acquiring, integrating, refining, and applying knowledge and skills to achieve excellence in teaching and to improve P-16 student learning.

Professionalism
Professionalism comprises a body of knowledge, a set of beliefs, an array of actions or behaviors, and ethical standards that members of a profession agree are the core of their practice. The professional educator demonstrates in-depth knowledge of a field of study and strives to meet its highest standards as represented by the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles, the National Board for Professional Teaching Standards (NBPTS) Core Propositions, the Council for the Accreditation of Counseling and Related Programs (CACREP) School Standards, the American School Counselor Association (ASCA) Standards, the Interstate School Leaders Licensure Consortium (ISLLC) Standards, the Standards for Advanced Programs in Educational Leadership (SAPEL), and/or specialty association standards. The professional educator is an active member in the learned societies and professional organizations that set the code of ethics and performance standards for their field. Ultimately, the professional educator is a scholar who models professionalism for students and fosters the development of the knowledge, skills, and dispositions in students which allow them to acquire, integrate, refine, and apply knowledge meaningfully throughout their lives.
The College of Education and Health Professions Partner School Network is comprised of contracted schools within the Harris County School District and the Muscogee County School District.

The Partner School Network has been established in order to assist in the pursuit of improved student achievement and offer improved educational opportunities for teacher, counselor and leader candidates. Partner Schools are public schools in which these schools and Columbus State University collaborate towards six (6) goals:

- To increase P-12 student achievement and high levels of learning
- To mentor beginning teachers, leaders, and counselors
- To provide field-placements for teacher, leader, and counselor candidates to demonstrate the performance outcomes of the Regent’s Guarantee
- To identify potential educators (teachers, leaders, and counselors) for admission into preparation programs
- To work on school improvement and improvement of preparation programs for teachers, leaders and counselors
- To increase the amount of school-based research to inform the continuous improvement of schools and educator (teacher, leader, and counselor) preparation and development programs

For a list of Partner Schools, visit www.ColumbusState.edu/PSN
Welcome to the Center of Quality Teaching and Learning (CQTL)

The Center of Quality Teaching and Learning is a clearing house of information for Teacher Candidates. We provide the following types of information and services: Admission to the Teacher Education Program; Placement in Field Experiences and Student Teaching/Internships; Certification; Education Scholarships; mentoring; and professional development.
Requirements for Admission to the Teacher Education Program
(Undergraduate)
College of Education and Health Professions
Center of Quality Teaching and Learning, Rm. 2068
(706) 565-1433

- Completion of EDUC 2130 with a grade of C or better or UTCH 1202 (for UTeach Columbus students) and
- Satisfactory completion of the Dispositions, Attributes, and Proficiencies (DAP) interview*
- Completion of 45 earned semester hours with an overall GPA of 2.50 or better on all transcripts and a CSU GPA of 2.50 or better (must maintain a CSU and overall GPA of 2.50 or better)
  - Satisfactory performance on all three parts of the GACE Program Admission examination or an exemption based upon satisfactory scores on the SAT or ACT tests (Documentation of GACE scores or exemption scores must be presented.
- Exemption Scores
  SAT: Score reports dated prior to 7/1/19:
  - 1000 on Verbal/Critical Reading, and Math, OR
  - 1000 on Evidence based Reading/Writing and Math
  For Score Reports dated on or after 7/1/19:
  - 1080 on Evidence based Reading/Writing AND Math
  ACT – 43 (combination of English and Math scores)
- Completion of a satisfactory FBI background check with fingerprints to ensure no criminal record and no discharge from the armed services that would prevent recommendation for teacher certification. Instructions and applications for the FBI background check can be found at https://cqtl.columbusstate.edu/background-checks.php or can be picked up in Frank Brown Hall, Rm. 2068.
- Complete the Program Entry level (350) of the Georgia Professional Standards Commission’s Georgia Educator Ethics Assessment. The fee for this test is $30. Go to GaPSC.com and login or create a mypsc account. Once created, go to your mypsc account and click assessments. Scroll down to number 7 and click on add. **Please note: You must add Columbus State University as a score recipient in order for us to get your results!**
- Purchase a TK20 subscription. Attach a receipt or print screen with current TK20 account information to your application. The cost is $110 for a seven year subscription. https://columbusstate.tk20.com/
- Health and PE majors only: Certificate of successful completion of the Health Fitness Test
- Have not been removed from or denied admission to a teacher education program or student teaching at 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
- Before you are admitted to Teacher Education, you must complete a Pre-Service Certification Application which can be completed in the CQTL office, Frank Brown Hall 2068. Please bring your driver’s license with you for identification.

Effective fall 2015: "Candidates enrolled in initial teacher preparation programs are required to attempt all state-mandated assessments prior to program completion. Candidates will only be recommended for certification by CSU upon successful completion of all program requirements and state-mandated assessments."

*Dr. Sally A. Ingles (2014) DAP™: Dispositions, Attributes, and Proficiencies Interview Manual. Copyright protected. All rights reserved
Requirements for Admission to the Teacher Education Program
(Post-Baccalaureate)
College of Education and Health Professions
Center of Quality Teaching and Learning, Rm. 2068
Frank Brown Hall, Rm. 2068
(706) 565-1433

- Undergraduate or Graduate 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, UTCH and SPED classes
- Satisfactory completion of the Dispositions, Attributes, and Proficiencies (DAP) interview*
- Maintain a CSU GPA of 2.50 or better on all required coursework for certification
  (You must have a 2.50 CSU GPA prior to student teaching/internship)
- Satisfactory performance on all three parts of the GACE Program Admission examination or an exemption based upon satisfactory scores.
  - **Exemption Scores**
    - **SAT:** Score reports dated prior to 7/1/19:
      - 1000 on Verbal/Critical Reading, and Math, OR
      - 1000 on Evidence based Reading/Writing and Math
    - For Score reports dated on or after 7/1/19:
      - 1080 on Evidence based Reading/Writing AND Math
  - **ACT** – 43 (combination of English and Math scores)
  - **GRE** – 1030 (combination of Verbal and Quantitative scores) on tests taken before August 1, 2011 or combined score of 297 (Verbal and Quantitative) on tests taken after August 1, 2011.
- Completion of a satisfactory FBI background check with fingerprints to ensure no criminal record and no discharge from the armed services that would prevent recommendation for teacher certification. Instructions and applications for the FBI background check can be found at https://cqtl.columbusstate.edu/background-checks.php or can be picked up in Frank Brown Hall, Room 2068.
- Complete the Program Entry level (350) of the Georgia Professional Standards Commission’s Georgia Educator Ethics Assessment. The fee for this test is $30. Go to GaPSC.com and login or create a mypsc account. Once created, go to your mypsc account and click assessments. Scroll down to number 7 and click on add. Please note: You must add Columbus State University as a score recipient in order for us to get your results!
- Purchase a TK20 subscription. Attach a receipt or print screen with current TK20 account information to your application. The cost is $110 for a seven year subscription. https://columbusstate.tk20.com/
- Health and PE majors only: Certificate of successful completion of the Health Fitness Test
- Have not been removed from or denied admission to a teacher education program or student teaching at 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
- 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.

**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 only those courses that apply to the post-bac certification, throughout his/her program of study in order to remain in and complete the program.

*Dr. Sally A. Ingles (2014) DAP™: Dispositions, Attributes, and Proficiencies Interview Manual. Copyright protected. All rights reserved.*
Requirements for Admission to the Teacher Education Program
(Masters)
College of Education and Health Professions
Center of Quality Teaching and Learning, Rm. 2068
(706) 565-1433

- Undergraduate or Graduate GPA of 2.50 on all work attempted (minimum of 30 credit hours) before admission into the Graduate College of Education and Health Professions.

- Satisfactory performance on all three parts of the GACE Program Admission examination or an exemption based upon satisfactory scores

  Exemption Scores
  SAT: Score reports dated prior to 7/1/19:
  - 1000 on Verbal/Critical Reading, and Math, OR
  - 1000 on Evidence based Reading/Writing and Math
  For Score Reports dated on or after 7/1/19:
  - 1080 on Evidence based Reading/Writing AND Math
  ACT – 43 (combination of English and Math scores)
  GRE – 1030 (combination of Verbal and Quantitative scores) on tests taken before August 1, 2011 or combined score of 297 (Verbal and Quantitative) on tests taken after August 1, 2011.

- Completion of a satisfactory FBI background check with fingerprints to ensure no criminal record, and no discharge from the armed services that would prevent recommendation for teacher certification. Instructions and applications for the FBI background check can be found at https://cqtl.columbusstate.edu/background-checks.php or can be picked up in Frank Brown Hall, Rm. 2068.

- Complete the Program Entry level (350) of the Georgia Professional Standards Commission’s Georgia Educator Ethics Assessment. The fee for this test is $30. Go to GaPSC.com and login or create a mypsc account. Once created, go to your mypsc account and click assessments. Scroll down to number 7 and click on add. Please note: You must add Columbus State University as a score recipient in order for us to get your results!

- Purchase a TK20 subscription. Attach a receipt or print screen with current TK20 account information to your application. The cost is $110 for a sever year subscription.

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

- Have not been removed, withdrawn, or denied admission to a teacher education program or student teaching.

- 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

- 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.

Effective fall 2015: "Candidates enrolled in initial teacher preparation programs are required to attempt all state-mandated assessments prior to program completion. Candidates will only be recommended for certification by CSU upon successful completion of all program requirements and state-mandated assessments."
Transcript Evaluation Request

Name ______________________________ SSN ______________________________

Address ______________________________ Home Phone ______________________________

City/State/Zip: ______________________________ Cell Phone ______________________________

E-mail Address ______________________________

(Initial statements)

_____ If accepted into this program, I understand that all field/lab experiences and internship program experiences must take place within the CSU service area.

_____ Teacher candidates must have field experience in the different grade levels in which they are seeking certification. Because of this, various field experiences will take place in alternate classrooms and/or schools. For methods and internship coursework, teacher candidate will be allowed to remain in their classrooms in order to meet course requirements, if the different grade level requirement has been met.

My signature below indicated that I fully understand the above information.

______________________________________ ______________________________
Signature Date

I would like my transcripts to be evaluated for ____Certification Only _____ Certification plus Master of Arts in Teaching (MAT) in the following field(s):

_____ Art Education

_____ Early Childhood

_____ Foreign Language (Spanish)

_____ Health and Physical Education

_____ Middle Grades

_____ Music Education

_____ Secondary Education

_____ Theatre Education

_____ Special Education

(List one subject area: Biology, Chemistry, Mathematics, English History, Earth Science)

(List two required concentrations: Language Arts, Math, Science, or Social Studies)

Program Coordinator suggestions/comments:

______________________________________ ______________________________
______________________________________ ______________________________

Program Coordinator Signature ______________________________ Date

For office use only:

Date Received ______________________________ Receipt# ______________________________
Teacher Education Forms

There are two forms that are essential in gaining admission to the Teacher Education Program and for Certification – the Criminal Background check and the Georgia Assessments for the Certification of Educators Tests (GACE).

The College of Education and Health Professions Office requires a FBI national background check with fingerprints as part of admission to the Teacher Education Program. Background checks are completed by the Riverpark University Police Department and are sent directly to the student. You are responsible for sending your results to the CQTL office. You can find the instructions and applications at the link below:

FBI Background Check Instructions and Application. The background check must be completed no longer than 6 months prior to admittance to the Teacher Education Program. At the point of entry into the Teacher Education Program, students complete a second form attesting that if they are involved in any criminal activity during their tenure with the College of Education and Health Professions at CSU, they will self report it to the CQTL Office. Failure to do so can result in termination from the Teacher Education Program. The Georgia Professional Standards Commission (GAPSC), Georgia’s certifying body for teachers, leaders, and counselors, provides the following information as “moral turpitude” deemed criminal acts forbidden of teachers: For more info, https://www.gapsc.com/Ethics/Downloads/moral_turpitude.pdf

It has been held that the following offenses are crimes involving moral turpitude:

- Fraud or false pretenses in obtaining something of value
- Larceny or a misdemeanor theft by taking
- Larceny after trust
- Murder
- Soliciting for prostitutes
- Voluntary manslaughter
- Sale of narcotics or other illegal drugs
- Pattern of failure to file federal tax returns in years in which taxes are due
- Criminal Issuance of a bad check
- Making a false report of a crime

The following have been held to be offenses which are not crimes involving moral turpitude:

- Public drunkenness
- Driving under the influence
- Carrying a concealed weapon
- Unlawful sale of liquor
- Fighting
- Simple Battery
- Simple Assault
- Misdemeanor criminal trespass
- Child abandonment
- Misdemeanor offense of escape
- Misdemeanor offense of obstructing a law enforcement officer
- The federal misdemeanor offense of Conspiracy in Restraint of Interstate Trade and Commerce
- Possession of less than one ounce of marijuana [This is taken from Handbook of Criminal Evidence by Davis, 2000 edition.]
The Georgia Assessments for the Certification of Educators (GACE) are tests required by the GAPSC for certification and for completion of our program for certification by CSU. Teacher candidates who enter the Teacher Education Program must successfully pass the GACE Program Admission Tests in Reading, Writing, and Math. Candidates can exempt the Program Admission Tests with the following combinations of tests:

- SAT (Math and Verbal) – 1000
- ACT (Math and English) – 43
- GRE (Verbal and Quantitative Test) – 1030

GACE tests can be registered for at this link: [www.gace.ets.org](http://www.gace.ets.org)

The following GACE tests are offered on computer in addition to the regularly scheduled paper-based test administrations:

- Program Admission Test I—Reading (200)
- Program Admission Test II—Mathematics (201)
- Program Admission Test III—Writing (202)
- Program Admission Combined Test, I, II, III (700)

The GACE tests for content are to be taken during your student teaching semester. Here are the following codes for the content tests:

- Early Childhood Education – 001 and 002 Early Childhood Education Combined I, II (501)
- Middle Grades
  - Math – 013
  - Social Science – 015
  - Science – 014
  - Language Arts – 011
- Secondary Grades
  - Math – 022 and 023 Math Combined I, II (522)
  - Science – 024 and 025 Science Combined I, II (524)
  - History – 034 and 035 History Combined I, II (534)
  - English – 020 and 021 English Combined I, II (520)
- Health and Physical Education – 115 and 116 PE Combined I, II (615)
- Special Education General Curriculum – 081 and 082 Special Education Combined I, II (581)
- Spanish Education – 141 and 142 Spanish Education Combined I, II (641)
- French Education – 143 and 144 French Education Combined I, II (643)
- School Counseling (graduates only) – 103 and 104 School Counseling Combined I, II (603)
Field Experience Practices and Expectations

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

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

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

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

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

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

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

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

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

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

Online Orientation for Field Experiences

The CQTL Office provides an orientation for all students with courses requiring field experiences. Students will receive their field experience assignment from their class instructor.
There are two courses in the College of Education and Health Professions that require community or volunteer work. The course, EDUC 2110 Critical Issues in Education, requires 10 hours of volunteer work. The course, EDUC 2120 Diversity in Education, requires 20 hours of volunteer work. A background check must be completed prior to beginning any volunteer work. Approved community service sites are given by the Associate Director of CQTL to the professors.
Faculty Evaluation of Field Experiences and Clinical Practices

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

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

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

## Guidelines for Evaluation of Candidates’ Developmental Progress

**Columbus State University**

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<th>Level 1 (Semester 1 or Block 1)</th>
<th>Level 2 (Semester 2 or Block 2)</th>
<th>Level 3 (Semester 3 or Block 3)</th>
<th>Level 4 (Student Teaching)</th>
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<tbody>
<tr>
<td>“Teaching Performance”</td>
<td>“Teaching Performance”</td>
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<td>“Teaching Performance”</td>
</tr>
<tr>
<td>M = Meets Standard;</td>
<td>M = All ratings of Satisfactory</td>
<td>M = All ratings of Satisfactory</td>
<td></td>
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<tr>
<td>I = In Progress;</td>
<td>OR Satisfactory and Emerging</td>
<td>OR Satisfactory and Emerging</td>
<td></td>
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<tr>
<td>N = No Progress or Needs</td>
<td>with 10 or more of Satisfactory</td>
<td>with fewer than 10 Satisfactory</td>
<td></td>
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<tr>
<td>Improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I = All ratings of Satisfactory</td>
<td>I = More than 10 ratings of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Emerging with fewer than</td>
<td>Emerging OR Any ratings of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 ratings of Satisfactory OR</td>
<td>Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>any ratings of Unsatisfactory</td>
<td>N = More than 2 ratings of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unsatisfactory</td>
<td></td>
</tr>
</tbody>
</table>

**Level 4:** The preservice teacher demonstrates an accomplished novice level of knowledge, skills, and dispositions necessary to facilitate student learning with little/no assistance and supervision from a professor, cooperating teacher, and/or mentor. The preservice teacher who meets the highest standard earns ratings of “Accomplished Novice” across all domains. The preservice teacher demonstrates the standard consistently in a field setting and can assess the effectiveness of his/her professional decisions and actions and change them accordingly. **Preservice teachers often earn ratings of “Accomplished Novice” across the majority of domains by the end of student teaching, prior to the recommendation for certification.** There may be preservice teachers who demonstrate development at the “Satisfactory” level who will need to continue to refine their knowledge, skills, and dispositions in their first teaching position.

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

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

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

**Unsatisfactory:** The preservice teacher may exhibit a hostile or negative attitude and is resistant to feedback for improving teaching and learning. Should any behavior of the preservice teacher result in a dangerous environment for children, the preservice teacher is removed from the field experience or student teaching due to performance/behavior that constitutes a detriment to children or to the professional standards of the local school or professional Code of Ethics for Educators in Georgia.
### Domain 1: Planning and Preparation

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>Unsatisfactory</th>
<th>Emerging</th>
<th>Satisfactory</th>
<th>Accomplished Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A. Demonstrates Knowledge of Content</td>
<td>Candidate has little or no understanding of the content.</td>
<td>Candidate has some understanding of the content.</td>
<td>Candidate adequately understands the content.</td>
<td>Candidate thoroughly understands the content.</td>
</tr>
<tr>
<td>1B. Demonstrates Knowledge of Pedagogy</td>
<td>Pedagogy does not include the use of best practices.</td>
<td>Pedagogy is inconsistently comprised of best practices and makes little or no connections within and across the curriculum. Candidate makes little or no use of appropriate technology or uses it inappropriately.</td>
<td>Pedagogy includes some use of best practices and attempts to make appropriate connections within and across the curriculum. Candidate makes some attempts to use appropriate technology.</td>
<td>Pedagogy is consistently comprised of best practices and makes appropriate connections within and across the curriculum. Candidate embraces technology as an essential tool for teaching and learning, selecting and using appropriate technological tools that enhance student learning.</td>
</tr>
<tr>
<td>1C. Demonstrates Knowledge of Students and their Learning</td>
<td>Candidate does not build on students’ prior knowledge, background, learning styles and interest.</td>
<td>Candidate is able to meet the needs of some students by building on their prior knowledge, background, learning styles and interest.</td>
<td>Candidate meets the needs of most students by building on their prior knowledge, background, learning styles and interest.</td>
<td>Candidate consistently meets the needs of all students by building on their prior knowledge, background, learning styles and interest.</td>
</tr>
<tr>
<td>1D. Selects Appropriate Learning Goals</td>
<td>Does not state appropriate learning goals and outcomes</td>
<td>Attempts to state appropriate learning goals and outcomes</td>
<td>Clearly states appropriate learning goals and outcomes</td>
<td>Clearly states appropriate differentiated learning goals and outcomes</td>
</tr>
<tr>
<td>1E. Demonstrates Knowledge of Resources</td>
<td>Incorporates inappropriate or no resources for planning and teaching</td>
<td>Attempts to incorporate resources for planning and teaching</td>
<td>Incorporates appropriate resources, including technology, for planning and teaching</td>
<td>Consistently incorporates a variety of appropriate resources, including technology, for planning and teaching</td>
</tr>
<tr>
<td>1F. Designs Coherent Instruction</td>
<td>Components are not aligned and do not provide a clear structure.</td>
<td>Attempt is made to align components and provide structure.</td>
<td>Some components are aligned and some structure is evident.</td>
<td>Components are aligned and provide a clear structure of the lesson.</td>
</tr>
<tr>
<td>1G. Assesses Student Learning for Planning</td>
<td>Does not include appropriate assessments which are aligned with stated learning goals and outcomes; does not use assessment data in planning instruction</td>
<td>Attempt is made to include appropriate assessments but may not be aligned with instructional goals; use of assessment data is limited</td>
<td>Includes appropriate assessments which are partially aligned with instructional goals with clear assessment criteria and standards; makes some use of assessment data to plan instruction</td>
<td>Includes appropriate assessments which are aligned with instructional goals with clear assessment criteria and standards; consistently evaluates and uses assessment data to plan instruction</td>
</tr>
</tbody>
</table>

### Domain 2: The Classroom Environment

<table>
<thead>
<tr>
<th>INDICATOR</th>
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<th>Satisfactory</th>
<th>Accomplished Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A. Creating an Environment of Respect and Rapport</td>
<td>Disrespectful classroom interactions are addressed inappropriately. Classroom interactions are inappropriate to support an environment for teaching and learning.</td>
<td>Disrespectful classroom interactions are not consistently addressed. Interactions create an environment with some conflict that is not always conducive to teaching and learning.</td>
<td>Classroom interactions are generally respectful and support an environment relatively free from non-productive conflict. Interactions create an environment that is conducive to teaching and learning.</td>
<td>Classroom interactions are respectful and mindful of cultural, cognitive, and ability differences. Interactions encourage an environment conducive to teaching and learning.</td>
</tr>
<tr>
<td>2B. Establishing a Culture for Learning</td>
<td>Creates a climate that interferes with learning and positive social interactions by valuing some learners’ qualities over others, conveying low expectations of student achievement resulting in minimal student engagement. Excludes segments of the population in the learning process.</td>
<td>Attempts to create a climate that supports learning through: encouraging positive social interaction, conveying moderate expectations of student achievement resulting in inconsistent student engagement. Attempts to include ALL students in the learning process.</td>
<td>Creates a climate that supports learning through: encouraging positive social interaction while reflecting an awareness of valuing differences, conveying high expectations of student achievement resulting in moderate student engagement that offers ALL students an equitable opportunity to participate in the learning process.</td>
<td>Creates a climate that supports learning through: encouraging positive social interaction that values differences, conveying high expectations of student achievement resulting in high student engagement that offers ALL students an equitable opportunity to actively participate in the learning process.</td>
</tr>
<tr>
<td>INDICATOR</td>
<td>Unsatisfactory</td>
<td>Emerging</td>
<td>Satisfactory</td>
<td>Accomplished Novice</td>
</tr>
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</tr>
<tr>
<td>2C. Managing the Learning Environment</td>
<td>Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instructional time.</td>
<td>Classroom routines and procedures exist but are applied inconsistently and have not been established as part of the classroom culture resulting in some loss of instructional time.</td>
<td>Classroom routines and procedures have been established and function with little loss of instructional time.</td>
<td>Classroom routines and procedures that promote learning have been established and function smoothly, maximizing instructional time.</td>
</tr>
<tr>
<td>2D. Managing Student Behaviors (attitude, conduct, and academic)</td>
<td>Has not established clear expectations, appears to be unaware of student behaviors, and does not respond to behaviors in appropriate and respectful ways.</td>
<td>Establishes some expectations and demonstrates emerging awareness by attempting to respond to some behaviors in appropriate and respectful ways.</td>
<td>Establishes clear expectations and demonstrates awareness by responding to most student behaviors in appropriate and respectful ways.</td>
<td>Establishes clear expectations and demonstrates awareness of student behaviors by responding in appropriate and respectful ways.</td>
</tr>
<tr>
<td>2E. Utilizing Classroom Space</td>
<td>Makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students. There is a mismatch between use of furniture/equipment and the lesson activities.</td>
<td>Creates a physical environment that is safe, and some essential learning is accessible to all students. The use of furniture/equipment supports most learning activities.</td>
<td>Creates a physical environment that is safe, and learning is accessible to all students. Uses furniture and equipment effectively as a resource for learning.</td>
<td>Creates a safe, flexible physical environment that may extend beyond the classroom and enhances learning for all students through a variety of student-centered activities.</td>
</tr>
<tr>
<td><strong>Domain 3: Instruction</strong></td>
<td><strong>INDICATOR</strong></td>
<td><strong>Unsatisfactory</strong></td>
<td><strong>Emerging</strong></td>
<td><strong>Satisfactory</strong></td>
</tr>
<tr>
<td>3A. Communicating Clearly and Accurately</td>
<td>When giving instructions, explanations, or learning objectives/goals the oral and written communication is not clear, with grammar and/or syntax errors, or inappropriate language usage.</td>
<td>When giving instructions, explanations, or learning objectives/goals the oral and written communication is not clear, with grammar and/or syntax errors, or inappropriate language usage.</td>
<td>When giving instructions, explanations, or learning objectives/goals the oral and written communication is appropriate but at times requires further clarification.</td>
<td>When giving instructions, explanations, or learning objectives/goals the oral and written communication is consistently clear, accurate and appropriate for all situations.</td>
</tr>
<tr>
<td>3B. Using Questioning and Discussion Techniques</td>
<td>Makes poor use of questioning and discussion techniques, using only recall questions, little meaningful discussion, and limited student participation.</td>
<td>Attempts to use a variety of questioning techniques to probe student thinking and understanding but has difficulty guiding discussion based on students’ responses. Engages some students in meaningful discussion and inconsistently incorporates wait time.</td>
<td>Uses a variety of questioning techniques to probe student thinking and understanding to facilitate student-centered discussions. Most students are engaged in meaningful discussions.</td>
<td>Uses a variety of questioning techniques to probe student thinking and understanding to facilitate student-centered discussions. All students are engaged in meaningful discussions that challenge/expand their perspectives.</td>
</tr>
<tr>
<td>3C. Engaging Students in Learning</td>
<td>Uses inappropriate instructional strategies/pacing/technology which results in a lack of engagement and little learning for students throughout lesson.</td>
<td>Attempts to use a variety of instructional strategies/pacing/technology which results in sporadic engagement and learning for students throughout lesson.</td>
<td>Uses a variety of instructional strategies/pacing/technology which results in engagement and learning for students throughout much of lesson.</td>
<td>Understands and consistently uses a variety of instructional strategies/pacing/technology which results in engagement and learning for students throughout lesson.</td>
</tr>
<tr>
<td>3D. Providing Feedback to Students</td>
<td>Feedback to students is very general in nature, and/or is not given in a timely manner. The quantity, frequency, and duration of feedback do not facilitate ongoing improvement.</td>
<td>Feedback to students is given intermittently and/or is often too general to provide students with meaningful, targeted information that encourages ongoing improvement.</td>
<td>Feedback to students is generally timely and is mostly targeted to specific components of work and is given frequently with consideration of ongoing improvement.</td>
<td>Feedback is always timely, relevant, targets specific aspects of students’ academic work, and is provided with a professional and supportive demeanor that encourages ongoing improvement.</td>
</tr>
<tr>
<td>3E. Demonstrating Flexibility and Responsiveness</td>
<td>Adheres to the instructional plan in spite of poor student understanding or of students’ lack of interest. Fails to appropriately respond to student questions. Assumes no responsibility for students’ feedback.</td>
<td>Attempts to modify the instructional plan as a result of some student misunderstanding or of students’ lack of interest. Is inconsistent in responding to student questions. Assumes some responsibility for students’ failure to understand.</td>
<td>Makes spontaneous adjustments as needed to instructional plan with adequate effectiveness by responding to students’ interest and questions and assumes responsibility for students’ failure to understand.</td>
<td>Makes effective spontaneous adjustments as needed to instructional plan and responds to student interests and questions and assumes responsibility for students’ failure to understand and uses reflection to make changes in</td>
</tr>
</tbody>
</table>
## Domain 4: Professional Responsibilities

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>Unsatisfactory</th>
<th>Emerging</th>
<th>Satisfactory</th>
<th>Accomplished Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4A. Reflecting on Teaching</strong></td>
<td>Reflection is not evident or limited to a summary of the lesson with no examples of how it can be improved. Effectiveness is based on impression of how well the objectives were achieved. Examples to improve future lessons are not provided.</td>
<td>Reflection is limited to general characteristics of the lesson and examples of how it can be improved. Effectiveness is based on impressions of how well the objectives were achieved. Examples to improve future lessons are subjective or not provided.</td>
<td>Reflection includes characteristics of the lesson and examples of how it can be improved. Improvements are general but are based on the effectiveness of the lesson and supported by evidence on how well the objectives of the lesson were achieved. General examples to improve future lessons are provided.</td>
<td>Reflection includes characteristics of the lesson and specific examples on how it can be improved. Improvements are based on the effectiveness supported by evidence on how well the objectives were achieved. Specific examples to improve future lessons are provided.</td>
</tr>
<tr>
<td><strong>4B. Maintaining Accurate Records</strong></td>
<td>System for maintaining information on student completion of assignments, progress in learning, and non-instructional activities is ineffective or non-existent.</td>
<td>Attempts to begin using a system for maintaining information on student completion of assignments, progress in learning, and/or non-instructional activities.</td>
<td>System for maintaining information on student completion of assignments, progress in learning, and non-instructional activities is usually effective.</td>
<td>System for maintaining information on student completion of assignments, progress in learning, and non-instructional activities is effective and efficient.</td>
</tr>
<tr>
<td><strong>4C. Communicating with Families</strong></td>
<td>Evidence of providing information to families or attempts to involve them in the instructional program is not provided.</td>
<td>Evidence of compliance with school procedures for communicating with families and efforts to minimally involve families in the instructional program are provided.</td>
<td>Evidence of regular communication with all families and successful involvement of most families in supporting the instructional program is provided.</td>
<td>Evidence of regular communication with all families in various ways, successful involvement in supporting the instructional program, and including them as resource persons within the curriculum is provided. Provides families with information on how to support the instructional program.</td>
</tr>
<tr>
<td><strong>4D. Contributing to the School</strong></td>
<td>Evidence of collaboration with others is not found or is insufficient and avoids involvement in school related activities.</td>
<td>Evidence of some collaboration with others is present and participates in some appropriate school related activities.</td>
<td>Evidence of consistent collaboration with others is present and participates in appropriate school related activities.</td>
<td>Evidence of actively seeking opportunities for collaboration is present and actively participates in appropriate school related activities.</td>
</tr>
<tr>
<td><strong>4E: Growing and Developing Professionally</strong></td>
<td>Evidence of participation in professional development activities is not present or is insufficient. No attempt is made to seek or use feedback to improve instructional skills.</td>
<td>Evidence of limited participation in professional development activities is present. Attempts to improve instructional skills based on feedback.</td>
<td>Evidence of participation in professional development activities is present. Improves instructional skills based on feedback.</td>
<td>Evidence of actively seeking opportunities for professional development activities is present. Uses feedback and self-reflection leading to continuous improvement in instructional skills.</td>
</tr>
<tr>
<td><strong>4F. Showing Professionalism</strong></td>
<td>Evidence of unprofessional behavior in regard to appearance and hygiene, punctuality in meeting teaching responsibilities, self-control, exhibiting sound judgment, ethical conduct, adhering to guidelines, professional relationships, seeking solutions to problems.</td>
<td>Evidence of inconsistent professional behavior in regard to appearance and hygiene, punctuality in meeting teaching responsibilities, self-control, exhibiting sound judgment, ethical conduct, adhering to guidelines, professional relationships, seeking solutions to problems.</td>
<td>Evidence of consistent professional behavior in regard to appearance and hygiene, punctuality in meeting teaching responsibilities, self-control, exhibiting sound judgment, ethical conduct, adhering to guidelines, professional relationships, seeking solutions to problems.</td>
<td>Evidence of role awareness as a professional and as a leader in the school and community</td>
</tr>
<tr>
<td>Disposition</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td></td>
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<tr>
<td>----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Exhibits sound judgment and moral reasoning, especially in relating to and safe-guarding students</td>
<td>Uses objectionable language; relates to P-12 students as peers; leaves the classroom without a qualified person in charge.</td>
<td>Uses no objectionable language; relates to P-12 students in an adult and professional manner; never leaves the classroom without a qualified adult in charge.</td>
<td>Always models language that is exemplary and deals individually with P-12 students who exhibit inappropriate language; maintains a warm but professional attitude with students; maintains control and assumes responsibility for classroom environment at all times.</td>
<td></td>
</tr>
<tr>
<td>Interacts appropriately and positively with others</td>
<td>Interactions with peers, colleagues, or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate.</td>
<td>Interactions with peers, colleagues, or authority figures are appropriate and positive.</td>
<td>Interactions with peers, colleagues, or authority figures are appropriate, positive, and respectful of differing opinions.</td>
<td></td>
</tr>
<tr>
<td>Treats others with courtesy, respect and open-mindedness</td>
<td>At times treats others rudely and with disrespect. Words or actions are insulting or show contempt for others.</td>
<td>Treats others with courtesy and respect. Words and actions are polite and professional.</td>
<td>Treats others with courtesy, respect and open-mindedness. Listens to and shows interest in the ideas and opinions of others.</td>
<td></td>
</tr>
<tr>
<td>Displays the ability to work with diverse individuals</td>
<td>Communicates an inability or unwillingness to work with some students, other teacher candidates, or teachers.</td>
<td>Works harmoniously and effectively with diverse individuals.</td>
<td>Displays the ability to work with diverse individuals and may seek opportunities to include or show appreciation for those excluded.</td>
<td></td>
</tr>
<tr>
<td>Displays maturity and independence by following appropriate protocol when seeking solutions to problems</td>
<td>Enlists participation of family members or other individuals to seek solutions on his/her behalf; fails to identify the appropriate personnel with whom to address the problem; focuses on blaming others rather than seeking solutions.</td>
<td>If unable to resolve problem independently, enlists the help of faculty or staff in identifying the appropriate person to assist; follows through with that person to seek a resolution; uses discretion in discussing the problem; focuses on seeking solutions rather than assigning blame.</td>
<td>Seeks solutions independently and/or identifies the faculty or staff member who can assist; addresses the problem with the appropriate person and is prepared with any necessary documentation; uses discretion in discussing the problem; focuses on seeking solutions rather than assigning blame.</td>
<td></td>
</tr>
<tr>
<td>Accepts and uses</td>
<td>Is not receptive to</td>
<td>Is receptive to</td>
<td>Is receptive to constructive</td>
<td></td>
</tr>
<tr>
<td>constructive criticism (feedback)</td>
<td>constructive comments and shows no sign of implementing change.</td>
<td>constructive comments and implements changes.</td>
<td>comments, implements changes, and seeks feedback from others.</td>
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<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrates enthusiasm, confidence, and initiative</strong></td>
<td>Lacks enthusiasm and confidence in teaching and does not take initiative.</td>
<td>Exhibits enthusiasm and confidence in teaching and takes initiative.</td>
<td>Is enthusiastic, confident, and takes initiative beyond what is expected.</td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrates appropriate self-monitoring and control of emotions and behavior</strong></td>
<td>At times visibly demonstrates a lack of emotional control; may become upset, use put-downs or display anger.</td>
<td>Models appropriate emotional and behavioral responses.</td>
<td>Models appropriate emotional and behavioral responses in difficult situations.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrates acceptable professional appearance and uses appropriate hygiene</strong></td>
<td>Appearance, attire and/or hygiene are often inappropriate.</td>
<td>Appearance, attire, and hygiene are appropriate.</td>
<td>Is a role model of professionalism through personal appearance, attire, and hygiene.</td>
</tr>
<tr>
<td><strong>Maintains confidentiality of records, correspondence and conversations</strong></td>
<td>Does not maintain confidentiality of records; participates in gossip about P-12 students, faculty, other teacher candidates, or school personnel; does not respect confidentiality of professional correspondence or conversations.</td>
<td>Maintains confidentiality of P-12 student records and of professional correspondence and conversations; refrains from gossiping.</td>
<td>Maintains confidentiality of P-12 student records and of professional correspondence and conversations, and does not tolerate gossiping or abuses of confidentiality by others.</td>
</tr>
<tr>
<td><strong>Prepares thoroughly and consistently</strong></td>
<td>Seldom displays a thorough preparation of academic materials.</td>
<td>Consistently displays a thorough preparation of academic materials.</td>
<td>Always displays a thorough preparation of academic materials and goes beyond required criteria.</td>
</tr>
<tr>
<td><strong>Meets deadlines</strong></td>
<td>Does not consistently abide by deadlines for assignments, including projects and presentations.</td>
<td>Consistently abides by deadlines for assignments, including projects and presentations.</td>
<td>Always abides by deadlines for assignments including projects and presentations.</td>
</tr>
<tr>
<td><strong>Exhibits a strict code of honesty related to tests and assignments</strong></td>
<td>Has knowingly plagiarized, cheated on a test, copied another’s work or allowed someone to copy.</td>
<td>Consistently demonstrates behaviors that exemplify honesty and integrity. Documents thoroughly.</td>
<td>Always demonstrates behaviors that exemplify honesty and integrity. Documents thoroughly.</td>
</tr>
</tbody>
</table>
Comments:

Clinical Faculty Signature: ____________________________ Date: ________________

Cooperating Teacher Signature: ____________________________ Date: ____________
Student’s Assessments of the Field Experiences and the CQTL Office

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

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

NAME: 

MAJOR: 

COURSE NAME AND NUMBER: 

CSU INSTRUCTOR: 

COOPERATING/ASSIGNED TEACHER: 

ASSIGNED SCHOOL: 

PLEASE RESPOND TO THE FOLLOWING ITEMS REGARDING YOUR FIELD EXPERIENCE THIS SEMESTER BASED ON THE COLLEGE OF EDUCATION AND HEALTH PROFESSIONS CONCEPTUAL FRAMEWORK. THIS FRAMEWORK REPRESENTS THE CONTINUAL PROCESS OF ACQUIRING, INTEGRATING, REFINING, AND MODELING EXCELLENCE IN TEACHING, SCHOLARSHIP, AND PROFESSIONALISM.

PLEASE EVALUATE THE COOPERATING TEACHER IN THE FOLLOWING AREAS:

<table>
<thead>
<tr>
<th>TEACHING</th>
<th>AGREE</th>
<th>NEUTRAL</th>
<th>DISAGREE</th>
<th>NOT APPLICABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Teacher created a positive learning environment in which individuals from diverse backgrounds could feel welcome and accepted.</td>
<td></td>
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</tr>
<tr>
<td>2. The Teacher modeled a variety of teaching strategies to accommodate the learning styles of diverse learners.</td>
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</tr>
<tr>
<td>3. The Teacher employed the use of technology to deliver lessons and engage the students in learning activities.</td>
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</tr>
<tr>
<td>4. The Teacher encouraged and allowed me to be creative and implement a variety of teaching strategies.</td>
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<td></td>
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</tr>
</tbody>
</table>

PROFESSIONALISM

<table>
<thead>
<tr>
<th>PROFESSIONALISM</th>
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<th>NEUTRAL</th>
<th>DISAGREE</th>
<th>NOT APPLICABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. The Teacher was accessible to me during the field experience.</td>
<td></td>
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<tr>
<td>6. The Teacher shared appropriate information with me regarding the students in the classroom.</td>
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<tr>
<td>7. The Teacher demonstrated respect for other faculty, students and administration.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The Teacher provided me with adequate feedback regarding my professionalism and participation in the classroom.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The Teacher demonstrated appropriate knowledge of the content (s) he was teaching</td>
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<tr>
<td>10. The Teacher collaborated with other teachers or sought other resources to expand content knowledge.</td>
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<tr>
<td>11. The Teacher encouraged me to expand my content knowledge throughout this</td>
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</tbody>
</table>
12. The teacher provided adequate feedback regarding the accuracy of my content knowledge.

Please evaluate yourself in the following areas:

<table>
<thead>
<tr>
<th>TEACHING</th>
<th>AGREE</th>
<th>NEUTRAL</th>
<th>DISAGREE</th>
<th>NOT APPLICABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I observed and/or modeled a variety of teaching strategies.</td>
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<tr>
<td>2. I used technology in the lesson plans I taught.</td>
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<tr>
<td>3. I requested feedback regarding my teaching skills from my instructor, CSU classmates, and the cooperating teacher.</td>
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**Professionalism**

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<tr>
<td>4. I adhered to the guidelines of the field experience.</td>
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<tr>
<td>5. I demonstrated professionalism in my appearance, attitude, and actions.</td>
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<tr>
<td>6. I interacted positively with a diverse population of students, faculty, and staff.</td>
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<tr>
<td>7. I demonstrated respect for all students.</td>
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**Scholarship**

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<tbody>
<tr>
<td>8. I collaborated with others to increase my content knowledge.</td>
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<tr>
<td>9. I enhanced my understanding of the content area(s).</td>
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<tr>
<td>10. I understand the need to be a lifelong learner.</td>
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</tbody>
</table>

Please add any other comments regarding your field experience for this course:
COOPERATING TEACHER STUDENT TEACHING EXPERIENCE EVALUATION FORM

SCHOOL: ____________________________________________

I served as a Cooperating Teacher for ____ CSU students during the following terms:

_____ Fall  _____ Spring

Please evaluate your experiences with CSU students involved in student teaching based on the College of Education and Health Professions Conceptual Framework. This framework represents the continual process of acquiring, integrating, refining, and modeling excellence in Teaching, Scholarship, and Professionalism. Place the appropriate number 4, 3, 2, 1 in the appropriate box.

<table>
<thead>
<tr>
<th>TEACHING</th>
<th>Agree (4)</th>
<th>No Opinion (3)</th>
<th>Disagree (2)</th>
<th>Not Applicable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CSU student teachers are able to plan developmentally appropriate lessons or activities.</td>
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<tr>
<td>2. CSU student teachers are able to complete the requirements as stated in their instructor’s syllabus.</td>
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<tr>
<td>3. CSU student teachers assist in creating an effective classroom environment.</td>
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<tr>
<td>4. CSU student teachers display the ability to work with diverse individuals.</td>
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<tr>
<td>5. CSU student teachers are able to integrate technology into the learning experience.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONALISM</th>
<th>Agree (4)</th>
<th>No Opinion (3)</th>
<th>Disagree (2)</th>
<th>Not Applicable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. CSU student teachers are reliable (they are present and contact their teacher when absent).</td>
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<tr>
<td>7. CSU student teachers demonstrate acceptable professional appearance (dress appropriately).</td>
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<tr>
<td>8. CSU student teachers interact and positively with others.</td>
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<tr>
<td>9. CSU student teachers are able to use constructive criticism (effective feedback).</td>
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<tr>
<td>10. CSU student teachers demonstrate appropriate knowledge of the content in relationship to their field experience.</td>
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<tr>
<td>11. CSU student teachers exhibit a willingness to collaborate with other peers and teachers to increase content</td>
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</tbody>
</table>
KNOWLEDGE AND EXPAND RESOURCES.

12. CSU STUDENT TEACHERS ARE ABLE TO APPLY NEWLY ACQUIRED KNOWLEDGE TO APPROPRIATE LEARNING SITUATIONS.

WHAT SERVICES OR RESOURCES COULD CSU PROVIDE TO ASSIST YOU AS A COOPERATING TEACHER?

_________________________________________________________________________________

_________________________________________________________________________________

SUGGESTIONS FOR MODIFICATION OF THE STUDENT TEACHING EXPERIENCE:

PLEASE ADD ANY OTHER COMMENTS REGARDING THE OVERALL STUDENT TEACHING EXPERIENCE:

_________________________________________________________________________________

_________________________________________________________________________________
Policies and Expectations for Student Teaching/Internship
Please follow this link for information on student teaching and internship

CQTLstudentteachingandclinicalexperienceIIhandbook.pdf

Graduation Information

How do I apply for graduation?

Applying for graduation is done online in MyCSU. Applications for the intended term of graduation must be complete by the last day of class the previous semester/term (i.e. fall graduation must be complete by the last day of class for the summer term, spring graduation-last day of class for the fall and summer term-last day of class for the spring semester).

How can I obtain a replacement diploma?

Submit your request in writing for a replacement diploma to:

The Registrar’s Office
Columbus State University
4225 University Avenue
Columbus, GA  31907

Include:
Your Full Name
Social Security Number
Date of Graduation
Degree Received
Your Signature
$25.00 Undergraduate
$40.00 Masters/Eds

For more information go to http://registrar.columbusstate.edu/
505-6-.01 THE CODE OF ETHICS FOR EDUCATORS

(1) Introduction.
The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

(2) Definitions
(a) “Certificate” refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.
(b) “Educator” is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, “educator” also refers to paraprofessionals, aides, and substitute teachers.
I “Student” is any individual enrolled in the state’s public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics and Standards of Professional Conduct for Educators, the enrollment period for a graduating student ends on August 31 of the year of graduation.
(d) “Complaint” is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A “complaint” will be deemed a request to investigate.
(e) “Revocation” is the invalidation of any certificate held by the educator.
(f) “Denial” is the refusal to grant initial certification to an applicant for a certificate.
(g) “Suspension” is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.
(h) “Reprimand” admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.
(i) “Warning” warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.
(j) “Monitoring” is the quarterly appraisal of the educator’s conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.
(k) “No Probable Cause” is a determination by the Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.

(3) Standards
(a) Standard 1: Legal Compliance – An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.
(b) **Standard 2: Conduct with Students** – An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. committing any act of child abuse, including physical and verbal abuse;
2. committing any act of cruelty to children or any act of child endangerment;
3. committing any sexual act with a student or soliciting such from a student;
4. engaging in or permitting harassment of or misconduct toward a student that would violate a state or federal law;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or
7. failing to prevent the use of alcohol or illegal or unauthorized drugs by students who are under the educator’s supervision (including but not limited to at the educator’s residence or any other private setting).

I **Standard 3: Alcohol or Drugs** – An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

1. being on school premises or at a school-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. being on school premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).

(d) **Standard 4: Honesty** – An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting or omitting:

1. professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
2. information submitted to federal, state, local school districts and other governmental agencies;
3. information regarding the evaluation of students and/or personnel;
4. reasons for absences or leaves;
5. information submitted in the course of an official inquiry/investigation; and
6. information submitted in the course of professional practice.

(e) **Standard 5: Public Funds and Property** – An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school property without the approval of the local board of education/governing board or authorized designee.

(f) **Standard 6: Remunerative Conduct** – An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;
2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and
4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator’s school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

(g) **Standard 7: Confidential Information** – An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. unethical conduct includes but is not limited to:
   1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
   2. sharing of confidential information restricted by state or federal law;
   3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and
   4. violation of other confidentiality agreements required by state or local policy.

(h) **Standard 8: Abandonment of Contract** – An educator shall fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:
   1. abandoning the contract for professional services without prior release from the contract by the employer, and
   2. willfully refusing to perform the services required by a contract.

(i) **Standard 9: Required Reports** – An educator shall file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:
   1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;
   2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and
   3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

(j) **Standard 10: Professional Conduct** – An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the teaching profession. Unethical conduct includes but is not limited to any conduct that impairs and/or diminishes the certificate holder’s ability to function professionally in his or her employment position, or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

(k) **Standard 11: Testing** – An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:
   1. committing any act that breaches Test Security; and
   2. compromising the integrity of the assessment.

(4) Reporting
(a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with
the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.).
(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) Disciplinary Action
(a) The Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator’s conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:
1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);
4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
5. suspension or revocation of any professional license or certificate;
6. violation of any other laws and rules applicable to the profession; and
7. any other good and sufficient cause that renders an educator unfit for employment as an educator.
(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the superintendent’s designee for certification shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent’s designee must hold GaPSC certification.
Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5
Obtaining a Georgia Teaching Certificate

Upon completion of your program, the CQTL Office will assist you in receiving your teaching certificate. Once you complete your application and submit all needed documents, the CQTL Office will attach a copy of your transcripts and complete a verification, sending it all to PSC in Atlanta. You will receive your certificate in approximately six weeks from the PSC. Below explains the traditional route to certification from the PSC website.

Traditional Route to Certification

1. COLLEGE / EDUCATOR PREPARATION PROGRAMS
   A. EARN DEGREE AND CERTIFICATE
      Enroll in a state-approved college program for the degree and certificate field you desire. Complete all program requirements, earn degree and obtain recommendation form from the college. Appropriate content assessment must be completed prior to receiving a certificate.

      ![Flowchart](chart1)

   B. EARN CERTIFICATE ONLY (NO NEW DEGREE)
      Must already have minimum of bachelor’s degree. Enroll in a state-approved college program for certificate only (commonly called a post-bac program). Complete all program requirements and obtain recommendation form from the college. Appropriate content assessment must be completed prior to receiving a certificate.

      ![Flowchart](chart2)
How to Upgrade the Level of your Georgia Certificate

If your employing school system submits your application online for you ... 

We will need the following documentation to upgrade the level of your certificate.
1. **Official Transcript**  showing the title and complete award date of your new degree which supports your upgrade request. Your school system will submit this to the PSC
2. **No Fee**  An ‘upgrade’ online application by a Georgia school system on your behalf requires no fee.

If you submit a paper application ...

We will need the following documentation from you when you apply to upgrade the level of your certificate.

1. **Application Form**  Download the form from GaPSC web site. [https://www.gapsc.com/Home.aspx](https://www.gapsc.com/Home.aspx)
2. **Official Transcript**  showing the title and complete award date of your new degree which supports your upgrade request.
3. **$20 Fee**  If you are employed by a Georgia public school system, you **may** avoid the $20 fee with an Employers Assurance Form from your system’s certification official. If you are not employed by a Georgia school system, the fee will be required.

Fees are payable by money order or cashier’s check made payable to the State of Georgia, or by online credit card payment at [MyPSC](https://www.gapsc.com/MyPSC)
How to Add a Field to your Georgia Certificate

If your school system submits your application online for you ...

The online ‘add a field’ application procedure assures that you are employed by a Georgia school system, and no fee will be required for that transaction. **Exception:** If you have not passed Georgia’s required subject area content test in the field to be added, your new field will be classified as ‘nonrenewable’ and the fee for adding it will be $20. Fees are payable by money order or cashier’s check made payable to the State of Georgia, or by online fee payment at [www.TeachGeorgia.org](http://www.TeachGeorgia.org).

Your school system may need some or all of the following types of documents in order to apply to add a field to your certificate.

1. **Official Transcripts**
   - Submit transcripts for any college and staff development work taken in support of your new field.

2. **Recommendation Form**
   - The form must be signed and completed by the certification official at the college or other provider where you completed the program for your new field.

   **Note:** A recommendation form is not necessary if you have passed the subject area content test in the field to be added, if the new field is a teaching field and if you currently hold a clear renewable certificate in a teaching field. Applicants without teaching fields already established on a Georgia certificate may NOT add a teaching field based solely on passing a test in the new teaching field. Furthermore, non-teaching fields may not be added on the basis of a test alone.

3. **Subject Area Content Test Results**
   - Submit a copy of your subject area content test results if a test is required for your new field, and if we do not have it on file already. Use the [Certification Status web page](http://www.TeachGeorgia.org) to see if we have recorded your content test results. Click here to see the subject area content test(s) required for your field(s).

If you submit a paper application ...

We will need the following documentation from you when you apply to add a field to your certificate.

1. **Application Form**
   - Download the form from the GaPSC web site. Complete all the relevant parts of the application form, including the ethics affirmation.

2. **Official Transcripts**
   - Submit transcripts for any college and staff development work taken in support of your new field.

3. **Recommendation Form**
   - The form must be completed by the certification official at the college or other provider where you completed the program for your new field.

   **Note:** A recommendation form is not necessary if you have passed the subject area content test in the field to be added, if the new field is a teaching field and if you currently hold a clear renewable certificate in a teaching field. Applicants without teaching fields already established on a Georgia certificate may NOT add a teaching field based solely on passing a test in the new teaching field. Furthermore, non-teaching fields may not be added on the basis of a test alone.
4. **Subject Area Content Test Results**

Submit a copy of your subject area content test results if a test is required for your new field, and if we do not have it on file already. Click here to see the subject area content test(s) required for your field(s).

5. **$20 Fee**

If you are employed by a Georgia public school system, you may avoid the $20 fee with an Employers Assurance Form from your system’s certification official. If you are not employed by a Georgia school system, the fee will be required.

The fee will also be required if you have not passed the required subject area content test in the field to be added, regardless of your employment status. Fees are payable by money order or cashier’s check made payable to the State of Georgia, or by online fee payment at www.Tea.org. If you submit a money order or cashier’s check, please write your social security number on the submitted fee document.

Certificates must be updated every five years from the initial date of certification. Teachers may submit to the PSC either 6 hours of college courses or 10 Professional Learning Units.

For more information go to https://www.gapsc.com/Home.aspx
Welcome to the CQTL Office!
Center of Quality Teaching and Learning

Here’s our 411…

Location: Frank Brown Hall, Rm. 2068
Phone Number: 706.565.1433.

Web page: https://cqtl.columbusstate.edu/index.php

SAFE Services…

Admission to Teacher Education Certification
Field Placements Scholarships
Student Teaching

Terms and Acronyms of the Teacher Education Program

**COEHP** – College of Education and Health Professions

**GACE** – Georgia Assessments for the Certification of Educators

**GAPSC** – Georgia Professional Standards Commission

**MAP** = Model of Appropriate Practice

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

**PSN** – Partner School Network

**CQTL Office** – Center for Quality Teaching and Learning

**DAP** – Dispositions, Attributes & Proficiencies
Teacher Education Candidate “To Do” List

☐ By the end of the sophomore year, meet all of the requirements for admission into the Teacher Education Program.

☐ During the semester prior to student teaching (either by January 15th or September 15th), submit the student teaching application to the SAFE Office.

☐ During the semester prior to graduation, submit the application for graduation on-line.
Additional Resources for COEHP Students

COEHP Scholarships can be accessed at
http://coehp.columbusstate.edu/scholarships.php

COEHP Departments and Centers can be accessed at
https://coehp.columbusstate.edu/departments/departments.php

COEHP Graduate Programs can be accessed at
https://gradschool.columbusstate.edu/index.php

Building Extraordinary Skills Together (B.E.S.T.) -
http://te.columbusstate.edu/organizations.php
The mission of the Building Extra Ordinary Skills Together Organization (B.E.S.T) at Columbus State University is to provide pre-service teachers with opportunities for professional development within the area of education. Students may network with their peers and other educational personnel, participate in a peer-mentoring program, or volunteer in various educational settings. Through B.E.S.T., pre-service teachers may gain knowledge and experience related to the field of education. In addition to the opportunities afforded members, B.E.S.T. is also considered a service organization whose desire it is to service the community and its people of which we are a part.

Council for Exceptional Children, Student Chapter #148
The Council for Exceptional Children (CEC), the professional organization for special educators, offers exciting opportunities to new and continuing professionals in the field of special education. The College of Education and Health Professions' student chapter of the Council for Exceptional Children is a student-led organization for those interested in providing appropriate educational opportunities for students with special needs.

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

Kappa Delta Pi - An honor society in education
http://te.columbusstate.edu/organizations.php
Kappa Delta Pi is a national honor society in education, which encourages excellence in scholarship, high personal standards, improvement in teacher preparation, and contributions to education. Membership is by invitation to all undergraduate education majors who have been admitted to teacher education, have completed at least 60 semester hours, and have maintained at least a 3.5 grade point average. Graduate education majors who have completed at least 20 graduate hours and have maintained at least a 3.96 grade point average are also eligible.
The material in this guide has been prepared for information purposes and does not constitute a contract between the student and the university. The university reserves the right to make changes in policies, regulations, and programs without notice.