

Online Master of Arts in Teaching  
Secondary Mathematics and Science  
Handbook

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## Introduction

The Master of Arts in Teaching (M.A.T.) Secondary Mathematics and Science is an online degree offered cooperatively by five institutions: Columbus State University, Georgia Southern University, Kennesaw State University, University of West Georgia, and Valdosta State University, all fully accredited institutions in the University System of Georgia<sup>1</sup>. This program targets career changers who are interested in entering the teaching profession and who possess the prerequisite educational background in science, technology, engineering, mathematics, or a related field. Teacher certification options available through this degree include Mathematics, Biology, Chemistry, Physics, and Earth/Space Science at the secondary level (i.e., certification in grades 6-12).

This innovative degree program combines online coursework with practicum experiences in both middle and secondary schools and leads to initial certification at the T-5 level (i.e., *the letter “T” indicates that the certificate is in a teaching field and the number “5” indicates that the candidate’s highest degree is a master’s degree recognized by the Georgia Professional Standards Commission*). The 39-hour program is based on the Georgia Framework for Teaching which supports six domains:

- Content & curriculum
- Knowledge of students & their learning
- Learning environments
- Assessment
- Planning & instruction
- Professionalism.

The indicators in the framework serve as the program outcomes. These competencies are embedded in courses, and candidates are expected to demonstrate that they can meet the competencies primarily in two performance-based courses: Practicum and Student Teaching (see Appendix E for Alignment of M.A.T. Courses with Georgia Framework for Teaching).

All coursework and assignments are completed online. Some courses require 30-90 hours of field experience within the grades 6-12 setting. Candidates who are working full-time in a 6-12 classroom **will not** be able to complete all field experience hours in their own classrooms. Field experience is required in grades 6-8 **and** grades 9-12 and must include experiences in diverse settings. Student teaching is one full semester (15 weeks) and requires candidates to work full-time in a grades 6-12 classroom. Candidates must have access to Webcam software and hardware to enable remote classroom observation and conferencing.

Individuals choose the online M.A.T. in Secondary Mathematics and Science Education because of its accreditation, quality, and fit with their busy lifestyles. Classes are offered each Fall, Spring, and Summer semester, permitting students to complete the program in six consecutive semesters. Students may enter the program during fall semester only. The program follows a 15-week semester schedule for Spring and Fall Semester and a modified schedule for Summer Semester.

The online M.A.T. in Secondary Math and Science Education was approved by the Georgia Professional Standards Commission in March 2009.

<sup>1</sup> For a map of Georgia showing the location of the 35 colleges and universities of the University System of Georgia, see [Appendix L](#).

## Online Learning

Before starting an online program, you may want to see if distance education is a good fit for you and your learning style. In online courses, you will need to be able to perform basic computer functions such as creating, saving, and managing files on a computer; downloading files; attaching files to e-mail messages; opening files attached to incoming e-mail; and navigating the Internet. Furthermore, in an online course, it is important to be self-motivated and disciplined in your studies. You must set aside time each week to work on the activities and assignments for the course. In a typical three credit hour course, you should be online several times a week, checking on course information, participating in online discussions and group activities, and completing assignments for the week.

To help determine your suitability for online education, you may want to take one of the following online assessments.

The **READI** assessment (Readiness for Education At a Distance Indicator) is a web-based, diagnostic tool provided by Columbus State University that provides immediate feedback regarding your strengths and weaknesses as they relate to online learning. The READI assessment measures five areas of readiness:

- Individual Attributes
- Learning Styles
- On-Screen Reading Speed and Comprehension
- Typing Speed and Accuracy
- Technical Competency Skills

To take the READI assessment, click [here](#) and follow the instructions provided.

The Student Online Readiness Tool (**SORT**) is an assessment provided by the University System of Georgia. This assessment allows you to rate yourself in the following six areas related to success in the online learning environment.

- Technology Experience
- Access to Tools
- Study Habits
- My Lifestyle
- Goals and Purposes
- Learning Preference

Each section of SORT has a brief description followed by a questionnaire. Based on your responses to questions, feedback is provided on your personal readiness profile, along with suggested strategies for success and links to more information. After reviewing the feedback and strategies, you will be better able to make an informed decision about beginning online study. In addition, the information in the questionnaire and feedback will help you to know what to expect from an online course. To take the SORT assessment, click [here](#) and follow the instructions provided.

## Admission Requirements

Admission requires:

- a bachelor's degree in a related field as defined by Georgia Professional Standards Commission (PSC) (see [Appendix A](#) for list of related fields);
- minimum combined GPA of 2.5 on all undergraduate and graduate coursework;
- Passing score on the GACE<sup>1</sup> Basic Skills Tests<sup>2</sup> [Reading (200), Mathematics (201), Writing (202)] or exemption through SAT (1000 combined score), ACT (43 combined score), GRE (1030 combined score), or having a masters degree or above from a PSC-accepted accredited institution;
- Passing scores on the GACE content examinations<sup>3</sup> required in the intended teacher certification field;
- Criminal background check;
- Suitability for teaching as determined through the admissions process.

<sup>1</sup> The Georgia Assessment for the Certification of Educators (GACE) is the educator licensure assessment in Georgia. The purpose of the GACE is to help ensure that candidates have the knowledge and skills needed to perform the job of an educator in Georgia's public schools. All GACE assessments are aligned with the state standards for the P-12 curriculum, which are the [Georgia Performance Standards](#) (GPS), and with state and national content standards. Additional GACE Content examination information can be found at [http://www.gace.nesinc.com/GA3\\_testselection.asp](http://www.gace.nesinc.com/GA3_testselection.asp).

<sup>2</sup> If an individual passed all three parts of the Praxis I or posted a composite score of 526 on the three tests prior to March 5, 2007, he or she is exempt from the GACE Basic Skills Tests.

<sup>3</sup> Required GACE content exams:

Certification Field	Required GACE Content Tests
Biology	Test I (026) Test II (027)
Chemistry	Test I (028) Test II (029)
Earth/Space Science	Test I (024) Test II (025)
Mathematics	Test I (022) Test II (023)
Physics	Test I (030) Test II (031)

**Note:** Praxis II or TCT Tests passed prior to March 5, 2007, in certification content fields are valid and may be used in place of the GACE content tests. A candidate may not combine a Praxis test score with a GACE test score to meet the testing requirement in a content field. All tests within a GACE assessment (or Praxis, if taken before March 5, 2007) must be passed.

## Online Master of Arts in Teaching in Mathematics & Science

### Cooperative Degree

Columbus State University (CSU) – Georgia Southern University (GSO)

Kennesaw State University (KSU) – University of West Georgia (UWG)

Valdosta State University (VSU)

Course Requirements	Taught by	Course # and Title	Credit Hours	Field Exper. Hours**
<b>Area 1: Transitioning into Teaching (9 hours) – Required of students in all degree options.</b>				
Transition to Teaching Fall course	CSU	<a href="#">EDMS 6105</a> Transition to Teaching	3	60
Classroom Management Spring course	UWG	<a href="#">EDMS 6272</a> Classroom Management	3	60
Knowledge of Students Fall course	KSU	<a href="#">EDMS 6115</a> Knowledge of Students	3	60
<b>Area 2: Enhancing Student Learning (12 hours)</b>				
Content Methods ( <i>Courses in Area 1 should be completed prior to enrolling in methods course</i> ) – Select <u>one</u> Fall course	CSU	<a href="#">EDMT 6215</a> Methods in Teaching Secondary Mathematics	5	0
	KSU	<a href="#">EDSC 6215</a> Methods in Teaching Secondary Science		
Practicum Fall course	All	<a href="#">EDMS 6216</a> Teaching Practicum	2	90
Assessment Spring course	VSU	EDMS 6001 Assessment for Instruction	3	30
Technology as a Teaching and Learning Tool Summer course	UWG	<a href="#">EDMS 6474</a> Technology as a Teaching and Learning Tool	2	0
<b>Area 3: Emerging Teacher (9 Hours)</b>				
Student Teaching or Internship Fall or Spring course	All (Provided by home institution)	<a href="#">EDMS 6485</a> Student Teaching  <a href="#">EDMS 6698</a> Internship	9	600
<b>Area 4: Advanced Teacher (9 Hours) ***</b>				
Guided Elective – Approved by home institution Summer course	All	<a href="#">EDMS 6116</a> Research in Education (for students selecting CSU as the home institution)	3	0
Guided Elective – Approved by home institution Summer course	All	CSU requires an approved content course (math/science).	3	0
Becoming an Advanced Teacher Summer course	GSO	EDMS 6131 Becoming an Advanced Teacher	3	0
<b>Totals</b>			<b>39</b>	<b>900</b>

See [Appendix B](#) for course descriptions.

Updated May 2009

## Class Scheduling

Classes are offered each Fall, Spring, and Summer semester, permitting candidates to complete the program in six consecutive semesters. Beginning August 2009, candidates may enter the program in fall semester only. The program follows a 15-week semester schedule for Fall and Spring Semesters and a modified schedule for Summer Semester.

Below is a sample two-year schedule for a candidate entering the program in the fall.

### Fall, Year 1

EDMS 6105 Transition to Teaching (3) – 60 hour field experience  
EDMS 6115 Knowledge of Students (3) – 60 hour field experience

### Spring, Year 1

EDMS 6272 Classroom Management (3) – 60 hour field experience  
EDMS 6001 Assessment for Instruction (3) – 30 hour field experience

### Summer, Year 1

EDMS 6474 Technology as a Teaching and Learning Tool (2)  
Elective (3)

### Fall, Year 2

EDMS 6215 Math Methods or EDSC 6215 Science Methods (5)  
EDMS 6216 Teaching Practicum (2) – 90 hour field experience

**NOTE:** These courses may not be taken during the first semester of enrollment in the program. Area 1: Transition to Teaching coursework (EDMS 6105, EDMS 6115, and EDMS 6272) must be completed prior to enrolling in a methods course.

### Spring, Year 2

EDMS 6485 Student Teaching or EDMS 6698 Internship (9)

**NOTE:** All Area 1: Transitioning to Teaching and Area 2: Enhancing Student Learning coursework must be completed prior to enrolling in student teaching or internship.

### Summer, Year 2

EDMS 6131 Becoming an Advanced Teacher (3)  
Elective (3)

## Field Experiences

Some courses in the program require 30-90 hours of field experience within the grades 6-12 setting. Field experiences are, whenever possible, to be in math or science (the candidate's own certification field). Student teaching is one full semester (15 weeks) and requires candidates to work full-time in a grades 6-12 classroom in their certification field. Candidates must have access to Webcam software and hardware to enable remote classroom observation and conferencing. **Candidates who are working full-time in a 6-12 classroom will not be able to complete all field experience hours in their own classrooms.**

Field experience is required in grades 6-8 **and** grades 9-12 and must include experiences in diverse settings (*i.e., settings with exceptional populations and students from different ethnic, racial, gender, and socioeconomic groups*). **A minimum of 30 hours of field experience must be completed at each grade band level (grades 6-8 and 9-12) during the program.** In addition, candidates must complete field experiences in two different types of schools. Schools are classified as A, B, C, or D based on the number of students receiving free or reduced lunch. **Candidates must spend a minimum of 30 hours in an A or B school (i.e., 0-50% free or reduced lunch) and a minimum of 30 hours in a C or D school (i.e., 51-100% free or reduced lunch).**

For the Transition into Teaching courses (EDMS 6105, EDMS 6272, and EDMS 6115), candidates are required to complete 60 hours of field experience for each course. For example, if candidates take two of these courses (e.g., EDMS 6105 and EDMS 6272) in the same semester, they must complete a total of 120 hours of field experience. Field experiences are also required in EDMS 6216 Teaching Practicum (90 hours) and EDMS 6001 Assessment for Instruction (30 hours). These field experiences will be coordinated by the universities offering the courses. Instructors will provide information about related assignments and other field experience requirements. Candidates should contact the Field Placement Coordinator of the collaborative institution closest to them for assistance with school placements.<sup>2</sup> Contact information is provided in [Appendix C](#).

When planning schedules and registering for courses, candidates should take into consideration the number of field experience hours required for each course. Individuals who are already teaching will be responsible for working with their principals and making arrangements to be able to complete field experience hours outside of the schools in which they teach.

See the following page for descriptions of the field experiences required in this program.

<sup>2</sup> For a map of Georgia showing the location of the 35 colleges and universities of the University System of Georgia, see [Appendix L](#).

### Description of Field Experiences

Field experiences are, whenever possible, to be in math or science (the candidate's own certification field). A limited number of non-classroom experiences (e.g., IEP meetings, school club meetings related to the discipline, and department planning meetings) may, at the discretion of the instructor, also be applied to field experience hours.

Course	Clock Hours	Nature of Field Experience
EDMS 6105 Transition to Teaching	60	30 hours in a middle school <b>and</b> 30 hours in a high school observing, assisting, and tutoring.  Candidates who are already teaching must complete 60 hours <u>outside</u> of their own classrooms. Thirty of the 60 hours must be in another school at a different grade level (e.g., if teaching at the high school level, 30 hours must be spent in a middle school).
EDMS 6272 Classroom Management	60	60 hours in a middle or high school observing and assisting with classroom management.  Candidates who are already teaching may complete 45 of the 60 hours in their own classrooms. Fifteen hours must be spent outside of candidates' own classrooms observing classroom management strategies of other teachers.
EDMS 6115 Knowledge of Students	60	60 hours in a middle or high school observing, assisting, and tutoring. Placement must include a setting serving exceptional populations.  Candidates who are already teaching may complete the 60 hours in their own classrooms if they serve exceptional populations (e.g., candidate teaches at least one inclusion class).
EDMS 6216 Teaching Practicum	90	Candidate is assigned to a secondary mathematics or science teacher. Experiences include interviewing students about mathematics or science; observing teaching; planning and teaching activities, lessons, and units; assessing student learning; and performing other teaching-related duties.  Candidates who are already teaching may complete 75 of the 90 hours in their own classrooms. Fifteen hours must be spent observing in other teachers' classrooms and completing related assignments.
EDMS 6001 Assessment for Instruction	30	30 hours in a middle or high school observing, assisting, tutoring, and assessing students.  Candidates who are already teaching may complete the 30 hours in their own classrooms.
EDMS 6485 Student Teaching  <b>OR</b> EDMS 6698 Teaching Internship	600	Candidate is assigned to a secondary mathematics or science teacher in a school approved by the candidate's home institution and spends one full semester in full-time teaching activities. Candidates will also be assigned a university supervisor who will provide mentoring and observe and evaluate the candidate's teaching at least three times during the semester. The cooperating teacher will also evaluate the candidate's performance.  Candidates who are already teaching in their own classrooms complete one full semester of full-time teaching activities in their own classrooms. Candidates will be assigned a university supervisor who will provide mentoring and observe and evaluate the candidate's teaching at least three times during the semester.
<b>Total</b>	<b>900</b>	

## Supervision of Field Experiences and Student Teaching

Field experiences and student teaching will be supervised using one of the following models:

- *Traditional Model*—on-site supervision by university personnel or part-time faculty from teacher candidate's home institution
- *Courtesy Placement*—using home institution's assessment procedures and instruments, the collaborative institution located closest to the teacher candidate will supervise the field experiences
- *Combination Model*--A combination of on-site university faculty and technology assisted (*Live Classroom, Wimba, etc.*) supervision

All candidates in the practicum course or in student teaching will be observed and evaluated by the university supervisor a minimum of three times during the semester. Cooperating teachers will also conduct a minimum of three formal observations/evaluations during the student teaching semester.

## Admission to Student Teaching

Candidates must apply for admission to student teaching one semester prior to the semester in which the candidate plans to student teach. All courses in Area 1: Transitioning to Teaching and Area 2: Enhancing Student Learning must be completed with grades of C or better and a minimum graduate GPA of 3.0, prior to enrolling in student teaching. In addition, the candidate must have satisfactory ratings on all components of the Assessment of Teaching evaluations and Dispositions evaluations.

Candidates who do not have teaching jobs and need school placements for student teaching should contact the field experience coordinator at their home institution (*i.e., the institution to which they are admitted for the M.A.T. program*) by September 15 or January 15, during the semester prior to enrolling in student teaching. All candidates must complete a student teaching application.

Additional guidelines and requirements for student teaching will be provided by the candidate's home institution upon registration for student teaching.

## Registration

Once you are admitted to the online M.A.T. program, you will complete registration for classes via the [GeorgiaOnMyLine](#) (GOML) Course Registration System. This registration system supports University System of Georgia Collaborative Programs and is completely independent from the Banner Registration System used for other programs. It may take up to 5 business days for you to receive access to this system. If you have difficulty logging in, please check that you are using the correct information and allow up to 5 days to obtain system access.

### **Columbus State University Students**

Once you have been admitted to the online M.A.T. program, you should receive a quick admit e-mail verifying your admission. This e-mail will contain three very important pieces of information:

1. Your CSU CougarNet e-mail address
2. Academic advisor's name and contact information
3. Your CSU student identification number

To log into the GOML Course Registration system for the first time:

- Visit <https://register.georgiaonmyline.org/>
- Your log in information for the GOML System is
  - Username: CSU CougarNet e-mail address in its entirety:  
[lastname\\_firstname@colstate.edu](#)  
(Some emails are followed by digits - If you are not sure you can look yours up:  
CSU email Directory: <http://www.colstate.edu/resources/email.asp> )
  - Password: **8-digit birthday using 4-digit year (MMDDYYYY).**

During open registration, students use the above system to register for classes. After registration has closed, registration changes must be submitted in writing to [edge\\_celeste@colstate.edu](mailto:edge_celeste@colstate.edu). If you have trouble with the GOML Registration System, you may submit a help request to the [Georgia ONmyLine Support Center](#) .

If CSU is your home institution, you will pay for your GOML courses through CougarNet. Once logged into CougarNet, click on the Enrollment Services Tab and look under Tuition & Fees to view your information and pay online. Please allow 2 to 5 business days after you complete your GOML Course Registration for your course schedule and tuition due, to reflect in CougarNet.

## Financial Aid

Students are responsible for ensuring financial aid coverage or making payment arrangements with their home institution. The fee payment deadline for GOML classes is the day registration closes for any term (see [important dates](#)). Students whose fees are not paid or for whom arrangements have not been made by the fee payment deadline will be dropped from classes.

Various types of financial aid are available to students including loans, scholarships, and grants. Two types of aid available to individuals pursuing degrees in teaching are the HOPE Teacher Scholarship and the TEACH Grant, which are described below. For information about additional types of financial aid available at your home institution, see the list of resources and contact information in [Appendix D](#).

### HOPE Teacher Scholarship Program

- **Eligibility:** Legal residents of Georgia seeking advanced education degrees in critical fields. Committed to teach in a Georgia public school after earning an advanced degree.
- **Awards:** Up to \$125 per semester hour educational expenses.
- **Deadline/Renewable:** Varies/Yes Renewable. Funds are limited so apply early.
- **Contact:** Application available at [www.gacollege411.org](http://www.gacollege411.org)

### TEACH Grant:

The new Teacher Education Assistance for College and Higher Education (TEACH) Grant provides up to \$4000 per year to full-time undergraduate or graduate students enrolled in eligible CSU programs of study who intend to teach in an approved public or private elementary or secondary school serving low-income students. TEACH Grant recipients attending less than full-time will have their grant reduced. Students must agree to serve four academic years as a full-time teacher in a high-need field at an eligible school. To qualify for a TEACH Grant, students must meet and maintain academic requirements of a 3.25 GPA or score above the 75th percentile on a national college admissions test. The GPA requirements do not apply to graduate students who are current teachers or retirees. Failure to complete the service obligation will result in the TEACH Grant funds converting to a Federal Direct Unsubsidized Stafford Loan with interest charged from the date the grant was disbursed. For a full description of TEACH Grant eligibility requirements, please see <http://studentaid.ed.gov/PORTALSWebApp/students/english/TEACH.jsp>

To begin the TEACH Grant application process:

1. Complete a Free Application for Federal Student Aid (FAFSA) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and submit any requested documents.
2. Complete the “TEACH Grant initial and subsequent counseling” available online at <https://teach-ats.ed.gov/ats/studentHome.action>. Do not complete the Agreement to Serve until instructed by the Financial Aid Office.
3. If you scored above the 75th percentile on a national college admissions test, provide a copy of the admissions test results to the TEACH Grant coordinator in the Financial Aid Office.

Once these steps are completed, the Financial Aid Office will review your eligibility and advise of any additional actions needed.

## Accessing the E-Classroom

The GOML online courses use the GeorgiaVIEW WebCT Vista System (also known as WebCT or WebCT Vista). You will be able to log into your classes on the first day of class (see [GOML Academic Term Calendar](#)). Please note: the GeorgiaVIEW WebCT System for GOML programs can only be accessed using the link below. This system will serve as the hub for your GOML courses. Here you will attend class, correspond with your classmates and professors, check your grades and much more.

### **Columbus State University Students**

To log into your online courses:

- Access the system at <https://goml.view.usg.edu>
- Log into the system using:
  - Username: CSU CougarNet e-mail address in its entirety:  
[lastname\\_firstname@colstate.edu](mailto:lastname_firstname@colstate.edu)  
(Some emails are followed by digits - If you are not sure you can look yours up:  
CSU email Directory: <http://www.colstate.edu/resources/email.asp> )
  - Password: **8-digit birthday using 4-digit year (MMDDYYYY)**.

The log-in information for the GOML Registration System & the GeorgiaVIEW system is the same; however, these are separate systems. You will need to use your Birthday Password on your first log in, into each system.

### **Need Help?**

Click above if you encounter technical problems- [HelpDesk Resources](#) are available for your needs!

For dates of terms for GOML classes, see <http://academics.colstate.edu/goml/Dates.asp>

## Faculty

Top graduate faculty from each school advise candidates and teach courses in the online M.A.T. program.

### **Columbus State University**

Program coordinators are Ms. Gayle Herrington (mathematics) and Dr. Bonita Flournoy (science).

Gayle Herrington  
[herrington\\_gayle@colstate.edu](mailto:herrington_gayle@colstate.edu)  
(706) 568-5391

Dr. Flournoy  
[flournoy\\_bonita@colstate.edu](mailto:flournoy_bonita@colstate.edu)  
(706) 569-2884

For additional information about the program and admission at CSU, contact Dr. Tom Hackett at (706) 565-7824. Additional information about the program may also be found on the **Georgia ONmyLINE** website or the **CSU Teacher** website. For information regarding login details for online portals and registration, go to the **CSU Georgia ONmyLINE** website.

## Transfer Policies

Prospective students should inquire about the current transfer policy at their home institution. To transfer courses, candidates must present the syllabus of the course they wish to substitute along with the course description from the relevant university catalog. The candidate's advisor and/or the program coordinator must review the course syllabus to determine if: 1) the course is recent enough (within five years) to ensure that the candidate has a current knowledge base; 2) the course is comparable to the program course or can serve as an elective; 3) the candidate earned a B or better; 4) the course was offered by an accredited institution. If the course is acceptable, the candidate is notified and the department sends a course substitution form to the Registrar's office for verification.

## Student Complaints

Students should attempt to resolve concerns and complaints at the level at which they arise. For example, complaints related to courses should be addressed at the institution offering the course with that institution's faculty members and department head. The formal mechanisms in place at each originating institution will be followed regarding candidate complaints that are course-related. The dean of each institution involved in a course-related complaint will maintain records of those complaints and their resolution. The dean of the institution at which the formal complaint is lodged will share this information (formal course-level complaints and resolutions) with the dean of the candidate's home institution.

### **Timeliness of Grievance**

Grievances should be addressed in a timely fashion. Academic grievances should be initiated within the semester/term the problem occurs or within the first ten (10) university working days of the next semester/term. The Grievance Review Board may consider extenuating circumstances for any exception to this time limitation. Those circumstances must be beyond the control of the student such as hospitalization or military assignment.

## Academic Standing

### **Required Academic Standing**

Candidates enrolled in the online M.A.T. program must maintain a minimum graduate cumulative grade point average of 3.0 and have earned a grade of “C” or below in no more than one graduate course. A maximum of two courses (not to exceed eight semester credit hours) with a grade of “C” may apply to a masters degree. Courses earned with grades of “D” may not be used toward a graduate degree or certificate, but will be calculated in the overall grade point average. Courses with earned grades of “C” or below may not be transferred from another institution for credit toward a graduate degree.

### **Academic Probation**

Occurs when a candidate enrolled in a degree program earns a grade of "C" or below in two graduate courses or the cumulative grade point average falls below 3.0.

### **Removal from Probation**

Occurs when, at the end of a probationary term, a candidate’s graduate cumulative grade point average equals or exceeds 3.0. A candidate enrolled in a degree program with a grade of “C” or below in two graduate courses will continue on probation.

### **Academic Exclusion**

Occurs when a candidate enrolled in a degree program earns a grade of "C" or below in more than two graduate courses or after nine graduate semester hours have been attempted while on probation and without attaining a 3.0 graduate cumulative grade point average. The length of exclusion will be a minimum of two terms.

### **Reinstatement on Academic Probation**

After the mandatory period of exclusion, a candidate on academic exclusion must submit an appeal for reinstatement in a graduate program. In order for the candidate to continue graduate study, the appeal must be approved by the appropriate program director and the College of Education and Health Professions (COEHP) [Graduate Council](#). Candidates enrolled in the online M.A.T. program who earn a grade of "C" or below in a graduate course after reinstatement, will be placed on exclusion, and must meet with the appropriate program director to determine eligibility for continued enrollment.

## Residence and Time Limits

### Residence requirement

A minimum of 75 percent of the graduate credit hours required for a master's degree must be taken through the five collaborative institutions offering the online M.A.T. degree.

Asynchronous (online) and distance learning courses administered through the five institutions constitute courses taken in residence.

### Time Limits

All work credited toward a graduate degree must be completed **within seven years**. Extension of time may be granted only on conditions beyond the control of the candidate. In each instance a formal statement outlining the conditions upon which the extension of time is requested should be addressed to the candidate's advisor at his/her home institution.

## Graduation

Applications for graduation should be submitted through the candidate's home institution one semester prior to the anticipated semester of completion. Candidates should check with their home institutions for application deadlines and graduation requirements.

Graduation information for **Columbus State University students** is available at <http://registrar.colstate.edu/graduation.htm> .

## Certification

Upon successful completion of the online Master of Arts in Teaching program, the candidate will be eligible for a clear renewable T-5 Georgia teaching certificate in the specified concentration area (e.g., math, biology, chemistry, earth science, or physics). Candidates should contact the certification official at their home institution for information about the application process for certification.

## APPENDICES

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## Appendix A: PSC “Related Fields” for Mathematics and Science

MAJOR FIELD OF STUDY	ALLOWABLE CERTIFICATION FIELD
<b>BIOLOGY</b>	
Agronomy	Biology (6-12)
Anatomy	Biology (6-12)
Animal and Dairy Science	Biology (6-12)
Animal Health	Biology (6-12)
Animal Nutrition	Biology (6-12)
Animal Science	Biology (6-12)
Athletic Training	Biology (6-12)
Avian Medicine	Biology (6-12)
Biochemistry	Biology (6-12)
Biological Engineering	Biology (6-12)
Biological Sciences	Biology (6-12)
Biology	Biology (6-12)
Biophysics	Biology (6-12)
Botany	Biology (6-12)
Cell Biology	Biology (6-12)
Community Health	Biology (6-12)
Conservation Ecology	Biology (6-12)
Crop Science	Biology (6-12)
Dairy Science	Biology (6-12)
Ecological Sciences	Biology (6-12)
Ecology	Biology (6-12)
Entomology	Biology (6-12)
Environmental Economics	Biology (6-12)
Environmental Economics & Management	Biology (6-12)
Environmental Health	Biology (6-12)
Exercise & Sports Science	Biology (6-12)
Exercise Science	Biology (6-12)
Fisheries and Aquaculture	Biology (6-12)
Genetics	Biology (6-12)
Health	Biology (6-12)
Health & Physical Education	Biology (6-12)
Health Promotion & Behavior	Biology (6-12)
Health Promotion & Education	Biology (6-12)
Horticulture	Biology (6-12)
Marine Science	Biology (6-12)
Medical Microbiology	Biology (6-12)
Medicine	Biology (6-12)
Microbiology	Biology (6-12)
Molecular Biology	Biology (6-12)
Neuroscience	Biology (6-12)
Nursing	Biology (6-12)
Pharmacology	Biology (6-12)
Pharmacy	Biology (6-12)
Physical Therapy	Biology (6-12)
Physiology	Biology (6-12)
Plant Pathology	Biology (6-12)

MAJOR FIELD OF STUDY	ALLOWABLE CERTIFICATION FIELD
<b>BIOLOGY</b>	
Plant Protection & Pest Management	Biology (6-12)
Public Health	Biology (6-12)
Science Education	Biology (6-12)
Science Education/Biology	Biology (6-12)
Sports Medicine	Biology (6-12)
Veterinary Medicine	Biology (6-12)
Veterinary Pathology	Biology (6-12)
Wildlife	Biology (6-12)
Zoology	Biology (6-12)

MAJOR FIELD OF STUDY	ALLOWABLE CERTIFICATION FIELD
<b>CHEMISTRY</b>	
Anatomy	Chemistry (6-12)
Biochemistry	Chemistry (6-12)
Biological Engineering	Chemistry (6-12)
Biological Sciences	Chemistry (6-12)
Biology	Chemistry (6-12)
Biophysics	Chemistry (6-12)
Botany	Chemistry (6-12)
Cell Biology	Chemistry (6-12)
Ceramic Science (or Engineering)	Chemistry (6-12)
Chemical Engineering	Chemistry (6-12)
Chemistry	Chemistry (6-12)
Clothing and Textiles	Chemistry (6-12)
Dairy Science	Chemistry (6-12)
Industrial Chemistry	Chemistry (6-12)
Marine Science	Chemistry (6-12)
Mechanical Engineering	Chemistry (6-12)
Medical Microbiology	Chemistry (6-12)
Medicine	Chemistry (6-12)
Microbiology	Chemistry (6-12)
Molecular Biology	Chemistry (6-12)
Neuroscience	Chemistry (6-12)
Nursing	Chemistry (6-12)
Pharmacology	Chemistry (6-12)
Pharmacy	Chemistry (6-12)
Physical Science	Chemistry (6-12)
Physiology	Chemistry (6-12)
Science Education	Chemistry (6-12)
Science Education/Chemistry	Chemistry (6-12)
Textile Sciences	Chemistry (6-12)
Veterinary Medicine	Chemistry (6-12)
Veterinary Pathology	Chemistry (6-12)

<b>MAJOR FIELD OF STUDY</b>	<b>ALLOWABLE CERTIFICATION FIELD</b>
<b>EARTH/SPACE SCIENCE</b>	
Aerospace Studies	Earth/Space Science (6-12)
Astronomy	Earth/Space Science (6-12)
Earth/Space Science	Earth/Space Science (6-12)
Environmental Soil Science	Earth/Space Science (6-12)
Geography	Earth/Space Science (6-12)
Geology	Earth/Space Science (6-12)
History of Science	Earth/Space Science (6-12)
Marine Science	Earth/Space Science (6-12)
Meteorology	Earth/Space Science (6-12)
Natural Science	Earth/Space Science (6-12)
Philosophy of Science	Earth/Space Science (6-12)
Physical Science	Earth/Space Science (6-12)
Physics	Earth/Space Science (6-12)
Physics & Astronomy	Earth/Space Science (6-12)
Science Education	Earth/Space Science (6-12)

<b>MAJOR FIELD OF STUDY</b>	<b>ALLOWABLE CERTIFICATION FIELD</b>
<b>PHYSICS</b>	
Aeronautical Studies	Physics (6-12)
Aerospace Studies	Physics (6-12)
Applied Mathematical Sciences	Physics (6-12)
Architecture	Physics (6-12)
Artificial Intelligence	Physics (6-12)
Astronomy	Physics (6-12)
Biophysics	Physics (6-12)
Ceramic Science (or Engineering)	Physics (6-12)
Civil Engineering	Physics (6-12)
Civil Engineering	Physics (6-12)
Mechanical Engineering	Physics (6-12)
Physical Science	Physics (6-12)
Physics	Physics (6-12)
Physics & Astronomy	Physics (6-12)
Science Education	Physics (6-12)

<b>MAJOR FIELD OF STUDY</b>	<b>ALLOWABLE CERTIFICATION FIELD</b>
<b>MATHEMATICS 6-12</b>	
Accounting	Mathematics (6-12)
Actuarial Science	Mathematics (6-12)
Agricultural Engineering	Mathematics (6-12)
Applied Mathematical Sciences	Mathematics (6-12)
Architecture	Mathematics (6-12)
Artificial Intelligence	Mathematics (6-12)
Ceramic Science (or Engineering)	Mathematics (6-12)
Chemical Engineering	Mathematics (6-12)
Chemistry	Mathematics (6-12)
Civil Engineering	Mathematics (6-12)
Computer Based Information Systems	Mathematics (6-12)
Computer Science	Mathematics (6-12)
Computer Science & Mathematics	Mathematics (6-12)
Educational Measurements	Mathematics (6-12)
Electrical Engineering	Mathematics (6-12)
Engineering	Mathematics (6-12)
Finance	Mathematics (6-12)
Industrial Chemistry	Mathematics (6-12)
Information Systems	Mathematics (6-12)
Management Information Systems	Mathematics (6-12)
Mathematics	Mathematics (6-12)
Mathematics Education	Mathematics (6-12)
Mechanical Engineering	Mathematics (6-12)
Research Design	Mathematics (6-12)
Statistics	Mathematics (6-12)

## Appendix B: Course Descriptions

**EDMS 6105. Transition into Teaching (3-1-3)** This course is part of the on-line MAT in Math & Sciences. This course will present teaching from a reflective point of view to aide students to transition into teaching from careers other than education, to reflect on personal goals and cognitive attributes and the demands of the teaching profession. Students will become familiar with the world of public education, and in doing so will spend 30 hours in a classroom setting in their content area and grade level in a local area school in order to observe and study study.

**EDMS 6115. Knowledge of Students (2-2-3).** Interrelationships between human development, teaching, and learning, including stages theories of development and age characteristics of learners, and understanding diversity and socioeconomic differences. Meets PSC requirement for teaching children with special needs. Requires 60 hours of field experience

**EDMS 6116. Research in Education (3-0-3)** This course is part of the on-line MAT in Math & Sciences. This course is part of the on-line MAT in Math & Sciences. This course will provide the student with the opportunity to acquire skills, knowledge, and strategies necessary to perform action or educational research.

**EDMS 6216. Teaching Practicum (0-6-2)** *Prerequisite:* Admission to Teacher Education. *Corequisite:* EDMT 6215 Methods in Teaching Secondary Mathematics or EDMS 6216 Methods in Teaching Secondary Science. This course is part of the on-line MAT in Math & Sciences. Provides the teacher candidate an opportunity to apply learning to real classroom situations. Includes experiences in planning, instructing, evaluating, and performing other teaching-related duties. Helps to prepare the teacher candidate for student teaching and to identify areas of strength and areas in which additional work is needed. (S/U grading)

**EDMS 6272 Classroom Management (2-2-3).** Students will examine major theoretical and empirical approaches to establish learning environments that encourage positive social interaction and active engagement in learning as well as promote self-motivation. Students will learn to create a productive learning environment; study research related to classroom management and review the work of experts in the field to inform instructional practice; explore a plethora of activities and techniques that encourage prosocial behavior and promote collaboration, teamwork, and positive teacher-student and peer relationships in classrooms; and practice strategies for managing student work, teaching to student strengths, and using technology in the classroom. This course will continually challenge students to examine and modify current instructional practices to serve all students successfully. Field experiences are included in this course.

**EDMS 6474 Technology as a Teaching and Learning Tool (2-0-2).** This course will provide students with an in-depth opportunity to develop deep content and knowledge in math, science and how to support understanding with technology. Standards based instructional methods and design will be used to model for teachers their curriculum related to math and science. Technology training that helps students and teachers make connections will be taught.

**EDMS 6485. Student Teaching (0-40-9)** *Prerequisite:* Admission to Teacher Education and Student Teaching. This course is part of the on-line MAT in Math & Sciences. Observation, participation, and instruction in a school classroom in the student's major field. Cooperative supervision by selected classroom teachers and college faculty. (S/U grading)

**EDMS 6698. Internship (0-40-9)** *Prerequisite:* Admission to Internship Program. An internship for working teachers in the online M.A.T. program establishing credit for initial certification in Georgia. Outcomes-based assessment and portfolio development. (S/U grading)

**EDMT 6215. Methods in Teaching Secondary Mathematics (5-0-5)** *Prerequisite:* Admission to Teacher Education. *Corequisite:* EDMS 6216 Teaching Practicum. This course is part of the on-line MAT in Math & Sciences. An examination of secondary mathematics curriculum, teaching strategies, assessment techniques, and resources. Emphasis on methods of teaching that promote conceptual understanding of mathematics.

**EDSC 6215. Methods of Teaching Secondary Science (5-0-5)** *Corequisite* for this course is EDMS 6216. This course provides learning experiences in instructional strategies, models and methods that facilitate learning science at the secondary level. Instruction based on standards and research will be the focus of the course. Concepts and themes addressed include: understanding science inquiry, planning for instruction in science, assessment practices, diversity and special needs in the science classroom, and technology applications.

## Appendix C: Field Placement Coordinators

### **Columbus State University**

Lisa Shaw

E-mail: [shaw\\_lisa@colstate.edu](mailto:shaw_lisa@colstate.edu)

Phone: (706) 568-2191

### **Georgia Southern University**

Pat Parsons

E-mail: [pparsons@georgiasouthern.edu](mailto:pparsons@georgiasouthern.edu)

### **Kennesaw State University**

Janice Traylor

E-mail: [jtraylo2@kennesaw.edu](mailto:jtraylo2@kennesaw.edu)

### **University of West Georgia**

Helen Chambers

E-mail: [hchamber@westga.edu](mailto:hchamber@westga.edu)

Phone: (678) 839-6102

### **Valdosta State University**

## Appendix D: Financial Aid Resources

### **Columbus State University**

Financial Aid website: <http://www.colstate.edu/future/cost/pay.asp>

Phone: (706) 507-8898

Education Scholarships: <http://coe.colstate.edu/scholarships.asp>

CSU Student Accounts Office

Phone: (706) 507-8897

*\*\*Trouble paying your fees or notice a problem with the fees assessed? Contact Student Accounts (706) 507-8897.*





Basic Level Indicators	Transition into Teaching	Classroom Management	Knowledge of Students	Methods in Teaching Math/Science	Teaching Practicum	Assessment	Technology for Teaching & Learning	Student Teaching
nonverbal, and media communication techniques to foster supportive learning-based interactions in the classroom.		X			X			X
<b>Domain 4: Assessment</b>								
4.1.1 Have a basic understanding of assessment and measurement theory.	X	X				X		X
4.2.1 Collect and use pre-assessment data to select student learning goals.						X	X	X
4.3.1 Use formative and summative assessments at appropriate points in the learning process.						X	X	X
4.5.1 Develop and implement consistent, fair, and accurate grading procedures.						X	X	X
4.6.1 Report student progress to students, families, and administrators using required procedures.						X	X	X
4.7.1 Use required resources to keep accurate and up-to-date records and reports of student work and behavior.						X	X	X
4.8.1 Examine ways to identify student strengths and weaknesses through various assessment processes and methods.						X		X
<b>Domain 5: Planning and Instruction</b>								
5.1.1 Locate, comprehend, and build rationales from curriculum guides, other applicable documents, and experienced colleagues.	X			X	X			X
5.2.1 Plan and carry out instruction based on state and local				X	X		X	X

Basic Level Indicators	Transition into Teaching	Classroom Management	Knowledge of Students	Methods in Teaching Math/Science	Teaching Practicum	Assessment	Technology for Teaching & Learning	Student Teaching
performance standards.								
5.3.1 Select and vary instructional strategies, assessing their impact on student engagement and learning				X	X		X	X
5.4.1 Observe students closely and begin to discover how adjustments in teaching can impact learning.				X	X			X
5.5.1 Explore teaching roles to discover appropriate approaches for assigned students.				X	X			X
5.6.1 Assess individual learners' needs and seek resources to improve instruction and learning.				X	X			X
5.7.1 Learn to work and plan productively as part of a team, grade level, and/or department group.				X	X			X
<b>Domain 6: Professionalism</b>								
6.1.1 Learn basic information about the history, ethics, organization, and practices of education.	X							X
6.2.1 Learn about, locate resources for, and follow laws related to rights and responsibilities of students, educators, and families.								X
6.3.1 Adhere to state and local Codes of Ethics, including school and district policies, in both professional and personal settings, and model ethical behavior for students.					X			X
6.4.1 Reflect on teaching practice and begin to examine the connections to					X			X

Basic Level Indicators	Transition into Teaching	Classroom Management	Knowledge of Students	Methods in Teaching Math/Science	Teaching Practicum	Assessment	Technology for Teaching & Learning	Student Teaching
student learning 6.5.1 Self-assess teaching strengths and areas of improvement, seeking and using guidance from mentors and instructional leaders in order to improve in key areas.					<b>X</b>			<b>X</b>
6.6.1 Work through appropriate channels to seek answers to questions, voice concerns, explore ideas, and speak out about issues that matter to them and their students					<b>X</b>			<b>X</b>
6.7.1 Accept entry-level leadership roles (e.g., clubs, special topics, coaching) with support of identified mentors, administrators, coaches, and facilitators.								<b>X</b>

## Appendix F: Planning Instrument

### Online MAT in Secondary Math and Secondary Science Education

**Student Teacher or Intern:**

**Home Institution:**

**Grade Level of Plan:**

**Subject:**

**Please check the column that best describes the candidate’s performance on the following scale:**

- 3 = Exceeds Expectations/ Excellence Demonstrated**
- 2 = Meets Expectations/Satisfactory Performance Demonstrated**
- 1 = Does Not Meet Expectations/Needs Further Development**

The student/ teacher candidate:	3 Exceeds Expectations/ Excellence Demonstrated	2 Meets Expectations/ Satisfactory Performance Demonstrated	1 Does Not Meet Expectations/ Needs Further Development	Comments to Support Rating/Evidence
5.2.1 Plans instruction based on state and local performance standards.	Lesson plan and instruction consistently reflect findings from scientifically based research; appropriate organization and sequencing; appropriate pacing; lesson integrates multiple, appropriate GPS	Lesson plan and instruction are logically organized and sequenced; pacing appropriate; instruction extends students’ understanding of concepts and/or content; all components of the lesson plan are aligned; lesson appropriately aligned with primary GPS	Lesson plan and instruction lack clear organization and sequence; inefficient pacing of lesson; instruction does not extend most students’ understanding of concepts and/or content; components of the lesson plan are not aligned; GPS not identified or aligned	

The student/ teacher candidate:	3 Exceeds Expectations/ Excellence Demonstrated	2 Meets Expectations/ Satisfactory Performance Demonstrated	1 Does Not Meet Expectations/ Needs Further Development	Comments to Support Rating/Evidence
5.3.1 Selects and varies instructional strategies.	Consistently plans for and uses various strategies that engage and support diverse learners; provides multiple perspectives on key concepts, problems, and areas of knowledge; Uses a variety of research-based instructional practices to ensure student learning (modeling, guided and independent practice, cooperative or partner learning, etc); practices are developmentally appropriate and maximally engaging for all students; meets a variety of learning needs	Plans for and uses appropriate strategies that engage and support student learning; strategies appropriately matched to subject matter; strategies used appropriately; Effectively uses at least 2 instructional strategies to help students achieve desired outcomes; Uses one research-based instructional practice to ensure student learning; practice is developmentally appropriate; practice is engaging for most students	Inappropriate or no instructional strategies are used to engage and support learning; strategies inappropriately matched to subject matter; strategies used inappropriately; Ineffective implementation of appropriate instructional strategy(ies); Does not use research-based instructional practices to ensure student learning; practice is not developmentally appropriate; practice is not engaging for most students	

<p><b>PLANNING STRENGTHS:</b></p>    
<p><b>PLANNING AREAS FOR IMPROVEMENT:</b></p>    

## Appendix G: Assessment of Teaching (Candidate Self-Evaluation) Online MAT in Secondary Math and Secondary Science Education

**Student Teacher or Intern:**

**Home Institution:**

**School Site:**

**Grade/Subject:**

**Date of Evaluation:**

**University Supervisor:**

**Please check the column that best describes your performance on the following scale:**

- 3 = Exceeds Expectations/ Excellence Demonstrated**
- 2 = Meets Expectations/Satisfactory Performance Demonstrated**
- 1 = Does Not Meet Expectations/Needs Further Development**

During this lesson, I:	3 Exceeds Expectations/ Excellence Demonstrated	2 Meets Expectations/ Satisfactory Performance Demonstrated	1 Does Not Meet Expectations/ Needs Further Development	Comments to Support Rating/Evidence
<b>Content &amp; Curriculum</b>				
1.1.1 Demonstrate knowledge of major concepts in my assigned content area(s).	Presents accurate content of extensive depth and breadth; corrects student errors and checks for student understanding; Accurate content/concept knowledge; consistently helps students recognize and correct errors	Presents accurate content of sufficient depth and breadth; corrects student errors; Shows knowledge of content/concepts; corrects teacher and student errors	Presents minimal amount of accurate content; several errors in presentation; does not correct student errors; Uncorrected teacher content/concept errors; uncorrected student errors	
1.2.1 Adapt content and teaching to meet observed learner needs.	Content and strategies are differentiated to meet individual needs of all students	Content and strategies are differentiated to meet individual needs of most students	Differentiation of content and/or strategies is not apparent	

During this lesson, I:	3 Exceeds Expectations/ Excellence Demonstrated	2 Meets Expectations/ Satisfactory Performance Demonstrated	1 Does Not Meet Expectations/ Needs Further Development	Comments to Support Rating/Evidence
1.4.1 Relate content to everyday lives of students.	Consistently connects content to other subject areas; consistently makes content relevant to students' everyday lives; affords students opportunities to make their own connections	Connects content to other subject areas and makes content relevant to students' everyday lives	Little or no evidence of making connections to other subject areas; little or no evidence of making content relevant to students' everyday lives	
<b>Knowledge Of Students</b>				
2.3.1 Communicate respect for, and develop rapport with, all students.	Consistently sensitive, alert, and responsive to the specific intellectual, social, physical, and personal developmental needs of all students	Responsive to the intellectual, social, physical, and personal developmental needs of all students	Not responsive to the intellectual, social, physical, and personal developmental needs of all students	
<b>Learning Environments</b>				
3.2.1 Organize and manage time, space, activities, technology, software, and other resources necessary for providing learning activities for students.	Outstanding management of time, space, and learning resources for diverse students' learning; all students consistently actively engaged	Appropriate management of time, space, and learning resources for diverse students' learning; students actively engaged	Inefficient management of time, space, and learning resources for diverse students' learning; students not productively engaged	
3.3.1 Successfully implements a functional plan for classroom management.	Designs and implements classroom management plan; aware of student behavior; appropriate responses to student behavior; corrects misbehavior with minimal loss of instructional time; consistently uses preventive techniques; proactive classroom management style; subtle/preventative monitoring; fair, respectful responses to student behavior; students monitor/adjust own behavior when appropriate	Follows classroom management plan; aware of student behavior; appropriate responses to student behavior; corrects misbehavior with minimal loss of instructional time; use of preventive techniques is evident	Little or no evidence of a management plan; reactive classroom management style; behavior not monitored ; inconsistent/inappropriate responses to student behavior	

During this lesson, I:	3 Exceeds Expectations/ Excellence Demonstrated	2 Meets Expectations/ Satisfactory Performance Demonstrated	1 Does Not Meet Expectations/ Needs Further Development	Comments to Support Rating/Evidence
3.7.1 Demonstrate appropriate verbal, nonverbal, and media communication techniques to foster supportive learning- based interactions in the classroom.	Error free spoken/written language; supportive and effective nonverbal communication; directions are consistently clear; effective questioning and discussion strategies used throughout the lesson	Error free spoken/written language; effective nonverbal communication; directions are clear or quickly clarified after initial student confusion; effective questioning and discussion strategies	Errors in spoken/written language; ineffective nonverbal communication; unclear directions; does not use effective questioning skills	
<b>Assessment</b>				
4.3.1 Use formative and summative assessments at appropriate points in the learning process.	Assessments are effective, varied in form and occur throughout lesson; appropriate and effective assessments engage all students; Consistently uses a variety of authentic and traditional assessments that align with instructional objectives/outcomes/essential questions and lesson procedures; assessments are used to modify learning goals for individuals and groups	Assessments are appropriate for the content; appropriate assessments occur throughout lesson; assessments engage most students ; Uses appropriate assessments that align with the instructional objectives/outcomes/essential questions and lesson procedures	Assessments are inappropriate for the content; assessments are poorly designed or do not engage all students; assessments are ineffective	
<b>Planning and Instruction</b>				
5.2.1 Plan and carry out instruction based on state and local performance standards.	Lesson plan and instruction consistently reflect findings from scientifically based research; appropriate organization and sequencing; appropriate pacing; lesson integrates multiple, appropriate GPS	Lesson plan and instruction are logically organized and sequenced; pacing appropriate; instruction extends students' understanding of concepts and/or content; all components of the lesson plan are aligned; lesson appropriately aligned with primary GPS	Lesson plan and instruction lack clear organization and sequence; inefficient pacing of lesson; instruction does not extend most students' understanding of concepts and/or content; components of the lesson plan are not aligned; GPS not identified or aligned	

During this lesson, I:	3 Exceeds Expectations/ Excellence Demonstrated	2 Meets Expectations/ Satisfactory Performance Demonstrated	1 Does Not Meet Expectations/ Needs Further Development	Comments to Support Rating/Evidence
5.3.1 Select and vary instructional strategies, assessing their impact on student engagement and learning.	Consistently plans for and uses various strategies that engage and support diverse learners; provides multiple perspectives on key concepts, problems, and areas of knowledge; Uses a variety of research-based instructional practices to ensure student learning (modeling, guided and independent practice, cooperative or partner learning, etc); practices are developmentally appropriate and maximally engaging for all students; meets a variety of learning needs	Plans for and uses appropriate strategies that engage and support student learning; strategies appropriately matched to subject matter; strategies used appropriately; Effectively uses at least 2 instructional strategies to help students achieve desired outcomes; Uses one research-based instructional practice to ensure student learning; practice is developmentally appropriate; practice is engaging for most students	Inappropriate or no instructional strategies are used to engage and support learning; strategies inappropriately matched to subject matter; strategies used inappropriately; Ineffective implementation of appropriate instructional strategy(ies); Does not use research-based instructional practices to ensure student learning; practice is not developmentally appropriate; practice is not engaging for most students	
5.6.1 Assess individual learners' needs and seek resources to improve instruction and learning.	Makes appropriate decisions about using resources and technology; skillfully uses resources and advanced technology in the lesson	Makes appropriate decisions about resources and the use of technology; uses resources and technology effectively during the lesson ; Uses a variety of appropriate materials and resources; resources enhance instruction for diverse learners; uses technology effectively	Does not use appropriate resources for teaching; uses technology in lesson with difficulty; does not refer to technology at all during instruction ; Little evidence of using resources and materials other than assigned textbook and/or worksheets; technology is used superficially and does not enhance instruction	
<b>Professionalism</b>				
6.4.1 Reflect on my teaching practice and begin to examine the connections to student learning.	Initiates examination of own teaching; suggests modifications that would lead to improved teaching practices and student achievement	Examines own teaching when prompted; suggests modifications that would lead to improved teaching practices and student achievement	Does not examine teaching; unable to suggest modifications that would lead to improved teaching practices and student achievement	

Teacher Candidate's Name:

Phone Number:

E-mail:

Signature:

Date:

I have reviewed this evaluation and received a copy:

Cooperating Teacher Signature:

Date:

University Supervisor Signature:

Date

## Appendix H: Assessment of Teaching (Cooperating Teacher Evaluation) Online MAT in Secondary Math and Secondary Science Education

**Student Teacher or Intern:**

**Home Institution:**

**School Site:**

**Grade/Subject:**

**Date of Evaluation:**

**University Supervisor:**

**Please check the column that best describes the candidate’s performance on the following scale:**

- 3 = Exceeds Expectations/ Excellence Demonstrated**
- 2 = Meets Expectations/Satisfactory Performance Demonstrated**
- 1 = Does Not Meet Expectations/Needs Further Development**

The student teacher/intern:	3 Exceeds Expectations/ Excellence Demonstrated	2 Meets Expectations/ Satisfactory Performance Demonstrated	1 Does Not Meet Expectations/ Needs Further Development	Comments to Support Rating/Evidence
<b>Content &amp; Curriculum</b>				
1.1.1 Demonstrates knowledge of major concepts in assigned content area(s).	Presents accurate content of extensive depth and breadth; corrects student errors and checks for student understanding; Accurate content/concept knowledge; consistently helps students recognize and correct errors	Presents accurate content of sufficient depth and breadth; corrects student errors; Shows knowledge of content/concepts; corrects teacher and student errors	Presents minimal amount of accurate content; several errors in presentation; does not correct student errors; Uncorrected teacher content/concept errors; uncorrected student errors	
1.2.1 Adapts content and teaching to meet observed learner needs.	Content and strategies are differentiated to meet individual needs of all students	Content and strategies are differentiated to meet individual needs of most students	Differentiation of content and/or strategies is not apparent	

The student teacher/intern:	3 Exceeds Expectations/ Excellence Demonstrated	2 Meets Expectations/ Satisfactory Performance Demonstrated	1 Does Not Meet Expectations/ Needs Further Development	Comments to Support Rating/Evidence
1.4.1 Relates content to everyday lives of students.	Consistently connects content to other subject areas; consistently makes content relevant to students' everyday lives; affords students opportunities to make their own connections	Connects content to other subject areas and makes content relevant to students' everyday lives	Little or no evidence of making connections to other subject areas; little or no evidence of making content relevant to students' everyday lives	
<b>Knowledge Of Students</b>				
2.3.1 Communicates respect for, and develops rapport with, all students.	Consistently sensitive, alert, and responsive to the specific intellectual, social, physical, and personal developmental needs of all students	Responsive to the intellectual, social, physical, and personal developmental needs of all students	Not responsive to the intellectual, social, physical, and personal developmental needs of all students	
<b>Learning Environments</b>				
3.2.1 Organizes and manages time, space, activities, technology, software, and other resources necessary for providing learning activities for students.	Outstanding management of time, space, and learning resources for diverse students' learning; all students consistently actively engaged	Appropriate management of time, space, and learning resources for diverse students' learning; students actively engaged	Inefficient management of time, space, and learning resources for diverse students' learning; students not productively engaged	
3.3.1 Successfully implements a functional plan for classroom management.	Designs and implements classroom management plan; aware of student behavior; appropriate responses to student behavior; corrects misbehavior with minimal loss of instructional time; consistently uses preventive techniques; proactive classroom management style; subtle/preventative monitoring; fair, respectful responses to student behavior; students monitor/adjust own behavior when appropriate	Follows classroom management plan; aware of student behavior; appropriate responses to student behavior; corrects misbehavior with minimal loss of instructional time; use of preventive techniques is evident	Little or no evidence of a management plan; reactive classroom management style; behavior not monitored ; inconsistent/inappropriate responses to student behavior	

The student teacher/intern:	3 Exceeds Expectations/ Excellence Demonstrated	2 Meets Expectations/ Satisfactory Performance Demonstrated	1 Does Not Meet Expectations/ Needs Further Development	Comments to Support Rating/Evidence
3.7.1 Demonstrates appropriate verbal, nonverbal, and media communication techniques to foster supportive learning- based interactions in the classroom.	Error free spoken/written language; supportive and effective nonverbal communication; directions are consistently clear; effective questioning and discussion strategies used throughout the lesson	Error free spoken/written language; effective nonverbal communication; directions are clear or quickly clarified after initial student confusion; effective questioning and discussion strategies	Errors in spoken/written language; ineffective nonverbal communication; unclear directions; does not use effective questioning skills	
<b>Assessment</b>				
4.3.1 Uses formative and summative assessments at appropriate points in the learning process.	Assessments are effective, varied in form and occur throughout lesson; appropriate and effective assessments engage all students; Consistently uses a variety of authentic and traditional assessments that align with instructional objectives/outcomes/essential questions and lesson procedures; assessments are used to modify learning goals for individuals and groups	Assessments are appropriate for the content; appropriate assessments occur throughout lesson; assessments engage most students ; Uses appropriate assessments that align with the instructional objectives/outcomes/essential questions and lesson procedures	Assessments are inappropriate for the content; assessments are poorly designed or do not engage all students; assessments are ineffective	
<b>Planning and Instruction</b>				
5.2.1 Plans instruction based on state and local performance standards.	Lesson plan and instruction consistently reflect findings from scientifically based research; appropriate organization and sequencing; appropriate pacing; lesson integrates multiple, appropriate GPS	Lesson plan and instruction are logically organized and sequenced; pacing appropriate; instruction extends students' understanding of concepts and/or content; all components of the lesson plan are aligned; lesson appropriately aligned with primary GPS	Lesson plan and instruction lack clear organization and sequence; inefficient pacing of lesson; instruction does not extend most students' understanding of concepts and/or content; components of the lesson plan are not aligned; GPS not identified or aligned	

The student teacher/intern:	3 Exceeds Expectations/ Excellence Demonstrated	2 Meets Expectations/ Satisfactory Performance Demonstrated	1 Does Not Meet Expectations/ Needs Further Development	Comments to Support Rating/Evidence
5.3.1 Selects and varies instructional strategies, assessing their impact on student engagement and learning.	Consistently plans for and uses various strategies that engage and support diverse learners; provides multiple perspectives on key concepts, problems, and areas of knowledge; Uses a variety of research-based instructional practices to ensure student learning (modeling, guided and independent practice, cooperative or partner learning, etc); practices are developmentally appropriate and maximally engaging for all students; meets a variety of learning needs	Plans for and uses appropriate strategies that engage and support student learning; strategies appropriately matched to subject matter; strategies used appropriately; Effectively uses at least 2 instructional strategies to help students achieve desired outcomes; Uses one research-based instructional practice to ensure student learning; practice is developmentally appropriate; practice is engaging for most students	Inappropriate or no instructional strategies are used to engage and support learning; strategies inappropriately matched to subject matter; strategies used inappropriately; Ineffective implementation of appropriate instructional strategy(ies); Does not use research-based instructional practices to ensure student learning; practice is not developmentally appropriate; practice is not engaging for most students	
5.6.1 Assesses individual learners' needs and seek resources to improve instruction and learning.	Makes appropriate decisions about using resources and technology; skillfully uses resources and advanced technology in the lesson	Makes appropriate decisions about resources and the use of technology; uses resources and technology effectively during the lesson ; Uses a variety of appropriate materials and resources; resources enhance instruction for diverse learners; uses technology effectively	Does not use appropriate resources for teaching; uses technology in lesson with difficulty; does not refer to technology at all during instruction ; Little evidence of using resources and materials other than assigned textbook and/or worksheets; technology is used superficially and does not enhance instruction	
<b>Professionalism</b>				
6.4.1 Reflects on teaching practice and begins to examine the connections to student learning.	Initiates examination of own teaching; suggests modifications that would lead to improved teaching practices and student achievement	Examines own teaching when prompted; suggests modifications that would lead to improved teaching practices and student achievement	Does not examine teaching; unable to suggest modifications that would lead to improved teaching practices and student achievement	

Cooperating Teacher's Name:

School Phone Number:

E-mail:

Signature:

Date:

I have reviewed this evaluation and received a copy:

Student Teacher/Intern Signature:

Date:

University Supervisor Signature:

Date

## Appendix I: Assessment of Teaching (University Supervisor Evaluation)

### Online MAT in Secondary Math and Secondary Science Education

**Student Teacher or Intern:**

**Home Institution:**

**School Site:**

**Grade/Subject:**

**Date of Evaluation:**

**Cooperating Teacher:**

**Please check the column that best describes the candidate’s performance on the following scale:**

- 3 = Exceeds Expectations/ Excellence Demonstrated**
- 2 = Meets Expectations/Satisfactory Performance Demonstrated**
- 1 = Does Not Meet Expectations/Needs Further Development**

The student teacher/intern:	3 Exceeds Expectations/ Excellence Demonstrated	2 Meets Expectations/ Satisfactory Performance Demonstrated	1 Does Not Meet Expectations/ Needs Further Development	Comments to Support Rating/Evidence
<b>Content &amp; Curriculum</b>				
1.1.1 Demonstrates knowledge of major concepts in assigned content area(s).	Presents accurate content of extensive depth and breadth; corrects student errors and checks for student understanding; Accurate content/concept knowledge; consistently helps students recognize and correct errors	Presents accurate content of sufficient depth and breadth; corrects student errors; Shows knowledge of content/concepts; corrects teacher and student errors	Presents minimal amount of accurate content; several errors in presentation; does not correct student errors; Uncorrected teacher content/concept errors; uncorrected student errors	
1.2.1 Adapts content and teaching to meet observed learner needs.	Content and strategies are differentiated to meet individual needs of all students	Content and strategies are differentiated to meet individual needs of most students	Differentiation of content and/or strategies is not apparent	

The student teacher/intern:	3 Exceeds Expectations/ Excellence Demonstrated	2 Meets Expectations/ Satisfactory Performance Demonstrated	1 Does Not Meet Expectations/ Needs Further Development	Comments to Support Rating/Evidence
1.4.1 Relates content to everyday lives of students.	Consistently connects content to other subject areas; consistently makes content relevant to students' everyday lives; affords students opportunities to make their own connections	Connects content to other subject areas and makes content relevant to students' everyday lives	Little or no evidence of making connections to other subject areas; little or no evidence of making content relevant to students' everyday lives	
<b>Knowledge Of Students</b>				
2.3.1 Communicates respect for, and develops rapport with, all students.	Consistently sensitive, alert, and responsive to the specific intellectual, social, physical, and personal developmental needs of all students	Responsive to the intellectual, social, physical, and personal developmental needs of all students	Not responsive to the intellectual, social, physical, and personal developmental needs of all students	
<b>Learning Environments</b>				
3.2.1 Organizes and manages time, space, activities, technology, software, and other resources necessary for providing learning activities for students.	Outstanding management of time, space, and learning resources for diverse students' learning; all students consistently actively engaged	Appropriate management of time, space, and learning resources for diverse students' learning; students actively engaged	Inefficient management of time, space, and learning resources for diverse students' learning; students not productively engaged	
3.3.1 Successfully implements a functional plan for classroom management.	Designs and implements classroom management plan; aware of student behavior; appropriate responses to student behavior; corrects misbehavior with minimal loss of instructional time; consistently uses preventive techniques; proactive classroom management style; subtle/preventative monitoring; fair, respectful responses to student behavior; students monitor/adjust own behavior when appropriate	Follows classroom management plan; aware of student behavior; appropriate responses to student behavior; corrects misbehavior with minimal loss of instructional time; use of preventive techniques is evident	Little or no evidence of a management plan; reactive classroom management style; behavior not monitored ; inconsistent/inappropriate responses to student behavior	

The student teacher/intern:	3 Exceeds Expectations/ Excellence Demonstrated	2 Meets Expectations/ Satisfactory Performance Demonstrated	1 Does Not Meet Expectations/ Needs Further Development	Comments to Support Rating/Evidence
3.7.1 Demonstrates appropriate verbal, nonverbal, and media communication techniques to foster supportive learning- based interactions in the classroom.	Error free spoken/written language; supportive and effective nonverbal communication; directions are consistently clear; effective questioning and discussion strategies used throughout the lesson	Error free spoken/written language; effective nonverbal communication; directions are clear or quickly clarified after initial student confusion; effective questioning and discussion strategies	Errors in spoken/written language; ineffective nonverbal communication; unclear directions; does not use effective questioning skills	
<b>Assessment</b>				
4.3.1 Uses formative and summative assessments at appropriate points in the learning process.	Assessments are effective, varied in form and occur throughout lesson; appropriate and effective assessments engage all students; Consistently uses a variety of authentic and traditional assessments that align with instructional objectives/outcomes/essential questions and lesson procedures; assessments are used to modify learning goals for individuals and groups	Assessments are appropriate for the content; appropriate assessments occur throughout lesson; assessments engage most students ; Uses appropriate assessments that align with the instructional objectives/outcomes/essential questions and lesson procedures	Assessments are inappropriate for the content; assessments are poorly designed or do not engage all students; assessments are ineffective	
<b>Planning and Instruction</b>				
5.2.1 Plans instruction based on state and local performance standards.	Lesson plan and instruction consistently reflect findings from scientifically based research; appropriate organization and sequencing; appropriate pacing; lesson integrates multiple, appropriate GPS	Lesson plan and instruction are logically organized and sequenced; pacing appropriate; instruction extends students' understanding of concepts and/or content; all components of the lesson plan are aligned; lesson appropriately aligned with primary GPS	Lesson plan and instruction lack clear organization and sequence; inefficient pacing of lesson; instruction does not extend most students' understanding of concepts and/or content; components of the lesson plan are not aligned; GPS not identified or aligned	

The student teacher/intern:	3 Exceeds Expectations/ Excellence Demonstrated	2 Meets Expectations/ Satisfactory Performance Demonstrated	1 Does Not Meet Expectations/ Needs Further Development	Comments to Support Rating/Evidence
5.3.1 Selects and varies instructional strategies, assessing their impact on student engagement and learning.	Consistently plans for and uses various strategies that engage and support diverse learners; provides multiple perspectives on key concepts, problems, and areas of knowledge; Uses a variety of research-based instructional practices to ensure student learning (modeling, guided and independent practice, cooperative or partner learning, etc); practices are developmentally appropriate and maximally engaging for all students; meets a variety of learning needs	Plans for and uses appropriate strategies that engage and support student learning; strategies appropriately matched to subject matter; strategies used appropriately; Effectively uses at least 2 instructional strategies to help students achieve desired outcomes; Uses one research-based instructional practice to ensure student learning; practice is developmentally appropriate; practice is engaging for most students	Inappropriate or no instructional strategies are used to engage and support learning; strategies inappropriately matched to subject matter; strategies used inappropriately; Ineffective implementation of appropriate instructional strategy(ies); Does not use research-based instructional practices to ensure student learning; practice is not developmentally appropriate; practice is not engaging for most students	
5.6.1 Assesses individual learners' needs and seek resources to improve instruction and learning.	Makes appropriate decisions about using resources and technology; skillfully uses resources and advanced technology in the lesson	Makes appropriate decisions about resources and the use of technology; uses resources and technology effectively during the lesson ; Uses a variety of appropriate materials and resources; resources enhance instruction for diverse learners; uses technology effectively	Does not use appropriate resources for teaching; uses technology in lesson with difficulty; does not refer to technology at all during instruction ; Little evidence of using resources and materials other than assigned textbook and/or worksheets; technology is used superficially and does not enhance instruction	
<b>Professionalism</b>				
6.4.1 Reflects on teaching practice and begins to examine the connections to student learning.	Initiates examination of own teaching; suggests modifications that would lead to improved teaching practices and student achievement	Examines own teaching when prompted; suggests modifications that would lead to improved teaching practices and student achievement	Does not examine teaching; unable to suggest modifications that would lead to improved teaching practices and student achievement	

University Supervisor's Name:

Phone Number:

E-mail:

Signature:

Date:

I have reviewed this evaluation and received a copy:

Student Teacher/Intern Signature:

Date:

Cooperating Teacher Signature:

Date

## Appendix J: Student Learning Assessment

### Assessment

Candidates must show they are having an impact in the classroom and can positively impact the learning of all students. This is done through the use of evidence-based practices associated with assessing student learning; implementing instruction that incorporates knowledge of students' skills, concepts, ability levels, and prior experiences; and integrating assessment for learning strategies into instruction.

### Performance Assessment

	Exemplary (3 pts)	Satisfactory (2 pts)	Unsatisfactory (1 pt)
<b>Assessment of student learning</b>	The candidate presented documentation that provided exemplary evidence of his/her ability to effectively assess student learning.	The candidate presented documentation that provided adequate evidence of his/her ability to effectively assess student learning.	The candidate presented documentation that provided insufficient evidence of his/her ability to effectively assess student learning.
<b>Planning and instruction</b>	The candidate presented documentation that provided exemplary evidence of his/her ability to plan and implement instruction incorporating knowledge of students' skills, concepts, ability levels and prior experiences.	The candidate presented documentation that provided adequate evidence of his/her ability to plan and implement instruction incorporating knowledge of students' skill, concept, ability levels and prior experiences.	The candidate presented documentation that provided insufficient evidence of his/her ability to plan and implement instruction incorporating knowledge of students' skill, concept, ability levels and prior experiences.
<b>Use of assessment for learning strategies</b>	The candidate presented documentation that provided exemplary evidence of his/her ability to effectively integrate assessment for learning strategies into instruction.	The candidate presented documentation that provided adequate evidence of his/her ability to integrate assessment for learning strategies into instruction.	The candidate presented documentation that provided insufficient evidence of his/her ability to integrate assessment for learning strategies into instruction.
<b>Evidence-based practices; Impact on P-12 learning</b>	The candidate presented documentation that provided exemplary evidence of his/her ability to use evidence-based practices. The candidate provided clear evidence of positive impact on the learning of all students	The candidate presented documentation that provided adequate evidence of his/her ability to use evidence-based practices.	The candidate presented documentation that provided insufficient evidence of his/her ability to use evidence-based practices

**Overall Performance Assessment**

	<b>Exemplary (3 pts)</b>	<b>Satisfactory (2 pts)</b>	<b>Unsatisfactory (1 pt)</b>
<b>Impact on P-12 Learners</b>	<p>The candidate presented documentation that provided exemplary evidence of his/her ability to: effectively assess student learning; plan and implement instruction incorporating knowledge of students' skills, concepts, ability levels and prior experiences; integrate assessment for learning strategies into instruction; use evidence-based practices; have a positive impact on the learning of all students.</p>	<p>The candidate presented documentation that provided adequate evidence of his/her ability to: effectively assess student learning; plan and implement instruction incorporating knowledge of students' skill, concept, ability levels and prior experiences; to integrate assessment for learning strategies into instruction; use evidence-based practices.</p>	<p>The candidate presented documentation that provided insufficient evidence of his/her ability to: effectively assess student learning; plan and implement instruction incorporating knowledge of students' skill, concept, ability levels and prior experiences.</p>

**Appendix K: Disposition Evaluation Instrument  
Online MAT in Secondary Math and Secondary Science Education**

Student/Teacher Candidate:  
Home Institution:  
Evaluator and Role:  
Date of Evaluation:

Please check the column that best describes the candidate’s performance on the following scale:

- 3 = Exceeds Expectations/ Excellence Demonstrated
- 2 = Meets Expectations/Satisfactory Performance Demonstrated
- 1 = Does Not Meet Expectations/Needs Further Development

The Teacher Candidate	3 Exceeds Expectations/ Excellence Demonstrated	2 Meets Expectations/ Satisfactory Performance Demonstrated	1 Does Not Meet Expectations/ Needs Further Development	Comments to Support Rating/Evidence
Demonstrates high expectations (Belief that all students can learn)	Candidate’s language and lesson plans reflect high expectations for students; scaffolds support to ensure students meet those expectations; differentiates instruction to meet the needs of <b>all learners</b>	Candidate’s language and lesson plans reflect high expectations for students; Candidate differentiates instruction to meet the needs of <b>learners with IEPs and/or 504 plans</b>	Candidate’s language and lesson plans reflect minimal expectations for students; Candidate does not differentiate instruction; teaches all students using same content, strategies, and processes	
Meets the educational needs of all students in a caring, non-discriminatory, and equitable manner	Candidate treats all students equitably; consistently meets each individual student’s needs; Candidate treats all students fairly regardless of their ethnicity, cultural background, socioeconomic status, or ability level.	Candidate treats all students equitably; makes concerted efforts to meet each individual student’s needs; Candidate attempts to treat all students fairly, recognizes when he/she does not and immediately modifies behavior.	Candidate displays systematic bias; minimal efforts to meet individual needs of students are demonstrated	

<p>Reflects on his/her practice</p>	<p>Candidate initiates examination of own practice; suggests modifications that would lead to improved practice</p>	<p>Candidate examines own practice when prompted; suggests modifications that would lead to improved practice</p>	<p>Candidate does not examine practices; unable to suggest modifications that would lead to improved practice</p>	
<p>Demonstrates professional behaviors; Adheres to state and local Codes of Ethics, including school and district policies, in both professional and personal settings, and models ethical behavior for students.</p>	<p>Candidate demonstrates integrity when interacting with university faculty, teachers, students, and peers; demonstrates a strong work ethic which is self-directed. Candidate sets high standards for performance and is an excellent role model for students. Candidate avoids unprofessional or other inappropriate comments when interacting with university faculty, teachers, students, and peers. Candidate never makes unprofessional or inappropriate comments when around faculty, teachers, students, or peers. Respects confidentiality of student records and information. Candidate demonstrates sensitivity when discussing confidential student information. Understands the implications of keeping test data, family background, disability and/or medical issues private.</p>	<p>Candidate’s work ethic is largely governed by conformity to “follow the rules.” Candidate is generally a good role model for students. Candidate has been observed to make what has been perceived as an unprofessional or inappropriate comment but recognized his/her error and, on his/her own initiative, made amends. Candidate’s behavior demonstrates awareness of confidentiality issues and generally follows the rules. Candidate may occasionally need reminders to be sensitive about privacy issues.</p>	<p>Candidate focuses on satisfying his/her own needs; candidate demonstrates poor judgment and unethical behavior. He/she has violated the <i>PSC Code of Ethics for Educators</i>. Candidate uses unprofessional or inappropriate language within the context of everyday conversation. Candidate does not keep personal student information confidential.</p>	

I have read and understand the *Georgia Code of Ethics for Educators*:

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Date

I have read and understand the *Principles of Professionalism for Science Educators* (NSTA) or *A Professional Oath for Mathematics Teachers* (NCTM)

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Date

I have reviewed this evaluation and received a copy:

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Date

### Appendix L: Map of USG Institutions

For links to additional information about USG institutions, go to <http://www.usg.edu/inst/map/> and click on the institution name.

