"To achieve excellence by guiding individuals as they become professionals. . . "

Woodrow Wilson Teaching Fellowship Handbook
Table of Contents

Conceptual Framework................................................................. 2
  InTASC Model Core Teaching Standards: ........................................ 2
  Columbus State University Model of Appropriate Practice .................. 3
  Columbus State University Evaluation of Dispositions ........................ 3
Program Overview ........................................................................... 4
Program Requirements ..................................................................... 6
Program of Study ............................................................................ 8
Course Descriptions ....................................................................... 9
Clinical Experiences ....................................................................... 12
  Admission to Clinical Experience III ............................................... 13
  Exit from Clinical Experience III .................................................... 13
  Clinical Experience Assessments ................................................... 14
  Supervision of Clinical Experiences ............................................... 14
Registration and Payment ............................................................... 15
  Registration for Classes ................................................................. 15
  Payments .................................................................................... 16
  Financial Aid ................................................................................ 16
Student Complaints ....................................................................... 17
Academic Standing ....................................................................... 18
Residence and Time Limits .............................................................. 21
Graduation .................................................................................... 21
Requesting Transcripts ................................................................. 21
Certification .................................................................................. 21
APPENDICES .................................................................................. 23
  Appendix A: Model Of Appropriate Practice (MAP) Teacher Candidate Evaluation .................................................. 24
  Appendix B: Teacher Candidate Dispositions Assessment (2014) ................................................................. 28
  Appendix C: FBI Background Check Instructions ............................................. 32
  Appendix D: Application for Student Teaching (Clinical Experience III) ............................................................. 33
  Appendix E: Contact Information ................................................... 37
Conceptual Framework

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

Teaching, scholarship, and professionalism encompass the highest standards represented in the ten (10) principles approved in 2011 by the Interstate New Teacher Assessment and Support Consortium (InTASC). The College of Education and Health Professions has adopted these principles, which are listed below, as standards for beginning teachers.

InTASC Model Core Teaching Standards:

The Learner and Learning

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

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

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

Content

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

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

Instructional Practice

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

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

Professional Responsibility

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

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

Columbus State University Model of Appropriate Practice

During the 2000-2001 school year, the Educator Preparation Program (EPP) faculty created the Model of Appropriate Practice (MAP) for teacher candidates. The MAP puts into practice the principles of the College of Education and Health Professions Conceptual Framework. It recognizes that, with guidance from the Educator Preparation Program faculty, teacher candidates must undertake and manage the process of developing an understanding about teaching and learning for themselves. Through their coursework and clinical experiences, teacher candidates should gain competence in engaging students in constructing important knowledge. The MAP Observation Scoring Rubric specifies behaviors that should result in effective instruction. Faculty guidance of teacher candidates using the MAP Observation Scoring Rubric will include: instructing teacher candidates, mentoring teacher candidates, and assessing teacher candidates (see Appendix A for complete MAP).

Columbus State University Evaluation of Dispositions

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

The Georgia Woodrow Wilson Teaching Fellowship seeks to attract talented, committed individuals with backgrounds in the STEM fields — science, technology, engineering and mathematics — to teach in high-need Georgia secondary (grades 6-12) schools. STEM teacher preparation at Columbus State University (CSU) focuses on providing students with a rigorous, research-based, authentic experience as future STEM educators in the fields of biology, chemistry, earth and space science, or mathematics.

CSU professors establish and maintain close contact with students, and our classes — whether traditional, blended or online — make efficient use of contemporary technology and research-based methodology. The CSU Woodrow Wilson Teaching Fellowship also provides unique opportunities for hands-on teaching experiences in local schools and at our renowned outreach centers: Oxbow Meadows Environmental Learning Center, Coca Cola Space Science Center and Columbus Regional Mathematics Collaborative.

Georgia is the first state in the South to offer Woodrow Wilson Teaching Fellowships. CSU is one of five institutions in Georgia that serve as sites for the teaching fellowship programs. The teaching fellowship includes:

- Admission to the master's degree program at CSU
- Preparation for teacher certification in biology, chemistry, earth and space science, or mathematics
- Extensive preparation for teaching in a high-need urban or rural secondary school
- A $30,000 stipend for the first year of the program *(once Fellows are certified teachers at the end of the first year, they obtain salaried employment in high-need schools)*
- Support and mentoring throughout the three-year teaching commitment
- Support of a cohort of Woodrow Wilson Fellows passionate about science and math education
- Lifelong membership in a national network of Woodrow Wilson Fellows, who are often intellectual leaders

Upon completion of the 15-month, 36 credit hour program at CSU, Teaching Fellows receive a Master of Arts degree in Secondary Education with a concentration in biology, chemistry, earth and space science, or mathematics. After passing the appropriate state certification assessments, Fellows are recommended to the Georgia Professional Standards Commission for an induction certificate at the secondary level (i.e., certification in grades 6-12).

CSU’s 36-hour teaching fellowship program is aligned with the InTASC standards, which support four domains:

- The Learner and Learning
- Content
- Instructional Practice
- Professional Responsibility
Learning outcomes for the program are as follows:

Graduates will:

- demonstrate knowledge for teaching to include procedural fluency, conceptual understanding, mathematical/scientific reasoning and problem solving, and understanding of the nature and processes of science,
- demonstrate continual growth and proficiency in planning inquiry-based instruction built on standards and knowledge of students,
- demonstrate proficiency in using a wide range of instructional strategies and differentiating instruction to help all students learn,
- demonstrate the ability to create positive and academically rigorous learning environments by successfully implementing classroom management plans and using professional and academic language to foster effective communication,
- demonstrate proficiencies related to selecting and using curricula, technology, and other materials (e.g., manipulatives) to enhance the teaching and learning of mathematics and science,
- demonstrate proficiency in developing and using multiple forms of assessment to include diagnostic, formative, and summative assessments,
- demonstrate proficiency in analyzing student assessment data and using data to improve teaching and learning for all levels of learners,
- apply educational research related to the teaching and learning of mathematics and science and use research to justify instructional choices, display ongoing reflection and growth regarding values, commitments, dispositions, and habits associated with effective and professional teaching, including analysis of teaching effectiveness and impact on student learning.

Major themes threaded throughout the program include inquiry-based lesson design and instruction, knowledge of students, teaching diverse learners, assessment for learning, and content and pedagogical content knowledge. Fellows are introduced to these themes through coursework and clinical experiences during the first summer of the program. As Fellows progress through the program, they build on their foundational knowledge and skills as they develop proficiency in each of the areas. By the end of the program, Fellows are expected to demonstrate that they can meet the competencies or learning outcomes outlined above.

Clinical (school-based) experiences are required in grades 6-8 and grades 9-12 and must include experiences in diverse settings. Clinical settings include partner schools, community agencies, and our renowned outreach centers -- Oxbow Meadows Environmental Learning Center, Coca Cola Space Science Center and Columbus Regional Mathematics Collaborative. During the fall and spring, Fellows spend four or five full days each week in their assigned clinical setting. Fellows follow the school district calendar for clinical experiences, starting on the first day of school for teachers and ending on the last day of school for teachers.
Program Requirements

Teaching Fellows are initially admitted to a graduate program at Columbus State University (CSU) to begin coursework in the summer. Prior to the start of classes, Fellows must attend a one-day orientation in which they learn more about Columbus State and the CSU Woodrow Wilson Teaching Fellowship program.

During the first summer of the program, Fellows must meet all requirements for admission to the Teacher Education Program and submit an application for admission (download the "Masters Application" form available at http://safe.columbusstate.edu/forms.php). Requirements for admission are outlined below.

Requirements for Admission to Teacher Education

- Undergraduate or Graduate GPA 2.50 on all previous work attempted
- Satisfactory performance on all three parts of the GACE Program Admission Test or an exemption based upon satisfactory scores

**Exemption Scores**

- SAT – 1000 (combination of Verbal and Math scores) or;
- ACT – 43 (combination of English and Math scores) or;
- GRE – 1030 (combination of Verbal and Quantitative scores) on tests taken before August 1, 2011
- GRE – 297 (combination of Verbal and Quantitative scores) on tests taken after August 1, 2011

- Completion of a satisfactory FBI background check with fingerprints to ensure no criminal record or discharge from the armed services that would prevent recommendation for teacher certification. See Appendix C for FBI background check instructions.

- Completion of 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 www.gace.ets.org/ethics for information and instructions. Select number 7 as your reason for testing. **Please note: You must add Columbus State University as a score recipient in order for us to get your results!**

- Purchase of the Standard Edition of LiveText at www.livetext.com. Attach a receipt or print screen with current LiveText account information to your application. Note: Students may be required to update their LiveText membership to the Field Experience Module later in the program for an additional charge of $18.

- Has not been removed, withdrawn, or denied admission to a teacher education program or student teaching.
Georgia Assessment for the Certification of Educators

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://gace.ets.org/about/assessments.

By the end of fall semester, Fellows must take the GACE content assessments* in their intended field of certification. Passing scores on the GACE content assessments are required in order for a teacher candidate to be recommended to the Georgia Professional Standards Commission for a teacher induction certificate upon satisfactory completion of the program.

*Required GACE content exams:

<table>
<thead>
<tr>
<th>Certification Field</th>
<th>Required GACE Content Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Test I (026)</td>
</tr>
<tr>
<td></td>
<td>Test II (027)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Test I (028)</td>
</tr>
<tr>
<td></td>
<td>Test II (029)</td>
</tr>
<tr>
<td>Earth/Space Science</td>
<td>Test I (024)</td>
</tr>
<tr>
<td></td>
<td>Test II (025)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Test I (022)</td>
</tr>
<tr>
<td></td>
<td>Test II (023)</td>
</tr>
</tbody>
</table>

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.

LiveText Requirement

All students enrolled in the Woodrow Wilson Teaching Fellowship program will be required to purchase a LiveText account and will submit artifacts from their coursework and clinical experiences in LiveText. LiveText is used by the university to maintain our accreditation and to demonstrate the quality of our academic programs and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work and to create digital documents such as electronic portfolios or reflective journals which can be shared.

You can purchase your account online with a credit or debit card at www.livetext.com. LiveText will be a required resource throughout your program and you can use the same account for any course that requires it for up to five years; so you only need to purchase the account one time. After five years, you can extend your membership for your personal use. If you already have an active LiveText account, you do not need to purchase another one.
Program of Study

Classes are offered on a 15-month schedule. Fellows may enter the program in summer semester only. Clinical experiences in fall and spring semesters follow the school district calendar. Other courses follow a 15-week semester schedule for fall and spring and a modified schedule for summer semester.

Summer 1
EDCI 6227 Human Development, Motivation & Learning (2 hours)
EDCI 6796 Introduction to Teaching and Inquiry-Based Instruction (3 hours)
EDCI 6481 Clinical Experience I (2 hours)
EDSE 6165 Literacy in the Content Areas (2 hours)
SPED 6111 Introduction to Special Education (1 hour)

Fall Semester
EDSE 6137 Curriculum and Methods in Secondary Science OR EDSE 6156 Curriculum and Methods in Secondary Mathematics (3 hours)
EDCI 6482 Clinical Experience II (3 hours)
EDSE 6111 Assessment in Secondary Education I (1 hour)
SPED 6112 Teaching Exceptional Learners (2 hours)

Spring Semester
EDCI 6483 Clinical Experience III (8 hours)
EDSE 6755 Secondary Education Seminar (1 hour)

Summer 2
EDCI 6158 Trends and Issues in Middle and Secondary Education (2 hours)
EDSE 6212 Assessment in Secondary Education II (1 hour)
EDSE 6175 Program Evaluation Applied to the Educational Setting (2 hours)
MAED 6705 Mathematics Seminar for Teachers OR ISCI 5555 Contemporary Topics in Science (3 hours)
Course Descriptions

EDCI 6158 Trends and Issues in Middle and Secondary Education

EDCI 6227 Human Development, Motivation & Learning
*Prerequisite:* College Baccalaureate degree in an area certifiable by the Georgia Professional Standards Commission, or in a related field. The interrelationships between human development, teaching and learning, including stage theories of development and age characteristics of learners, understanding cultural diversity and socioeconomic differences, motivation and classroom management.

EDCI 6481 Clinical Experience I
Provides the teacher candidate an opportunity to apply learning in informal and/or formal educational settings. Includes experiences in observing, planning, and instructing. (Course fee required.)

EDCI 6482 Clinical Experience II
*Prerequisite:* Admission to Teacher Education. Provides the teacher candidate an opportunity to apply learning to real classroom situations in grades 6-12. Includes experiences in planning, instructing, evaluating, and performing other teaching-related duties. (Course fee required.)

EDCI 6483 Clinical Experience III
*Prerequisite:* EDCI 6482 and admission to Student Teaching or Teaching Internship. A continuation of EDCI 6482. An intensified learning experience consisting of observation, participation, instruction, and assessment in a school classroom in the student's major field. Cooperative supervision by selected classroom teachers and college faculty. (Course fee required.) (S/U grading)

EDCI 6796 Introduction to Teaching and Inquiry-Based Instruction
An introduction to the theory and practice that is necessary to design and deliver excellent instruction in grades 6-12.

EDSE 6111 Assessment in Secondary Education I
*Prerequisite:* Admission to Teacher Education. This course focuses on developing appropriate assessments to evaluate classroom instruction and using assessment data to improve teaching and learning in the secondary classroom.

EDSE 6137 Curriculum and Methods in Secondary Science
*Prerequisite:* Admission to Teacher Education. *Corequisite:* EDCI 6482 Clinical Experience II. Study of curriculum and instruction as related to current practices in
science education. Emphasis on methodology, material selection, and the investigative approach to teaching science.

EDSE 6156 Curriculum and Methods in Secondary Mathematics
*Prerequisite:* Admission to Teacher Education. *Corequisite:* EDCI 6482 Clinical Experience II. Curriculum and methods for teaching high school mathematics. Focus on teaching tools and strategies, lesson planning, assessment, and resources.

EDSE 6165 Literacy in the Content Areas
This course addresses reading and writing skill development in all populations including those with limited English abilities, problems in content reading assignments, and nonreaders. Special attention is given to developing strategies for teaching reading and writing to students at various skill levels across the curriculum.

EDSE 6175 Program Evaluation Applied to the Educational Setting
*Corequisite:* EDSE 6212. This course outlines the procedures used to evaluate programs in the educational setting, including practical guidelines for designing and conducting a program evaluation.

EDSE 6212 Assessment in Secondary Education II
*Prerequisite:* EDSE 6111. *Corequisite:* EDSE 6175. This course expands teachers’ knowledge and skills in assessment at the school level. Students will analyze high-stakes, large scale testing, and assessment data as part of a needs assessment to improve teaching and learning through data informed decision making.

EDSE 6755 Secondary Education Seminar
*Prerequisite:* Admission to Student Teaching or Teaching Internship. *Corequisite:* EDCI 6483. Discussion of common problems encountered in clinical practice conducted in a seminar setting. (S/U grading)

ISCI 5555 Contemporary Topics in Science
*Prerequisites:* ISCI 2001, ISCI 2002 with grades of C or better. This course is designed to engage students in the study of contemporary issues in science through examination of evidence and formulation of scientific argument. Through engagement in the habits of mind of scientific inquiry, students will develop content knowledge and understanding of the interrelationships of pure and applied sciences and technology.

MAED 6705 Mathematics Seminar for Teachers
Explorations designed to strengthen and expand students' knowledge of topics found in secondary mathematics. Topics of investigation may include function properties and patterns, complex numbers, parametric equations, polar equations, vectors, and exponential growth and decay. Emphasis on mathematics content knowledge and content connections, as well as applications of the mathematics topics covered.
SPED 6111 Introduction to Special Education
Laws influencing special education and Georgia’s guidelines for identification and alternative educational programs for exceptional children. Includes learning and behavioral characteristics of children with disabilities, gifts, and talents.

SPED 6112 Teaching Exceptional Learners
Prerequisite: SPED 6111 and admission to Teacher Education. Information and techniques for designing appropriate instructional strategies for learners with disabilities, gifts, and talents.
Clinical Experiences

Clinical experiences in math or science classrooms or outreach centers provide Fellows with opportunities to apply what they are learning in their coursework to authentic classroom settings. Fellows will also participate in a variety of non-classroom experiences (e.g., IEP meetings, school club meetings related to the discipline, department planning meetings, professional development meetings) as part of their clinical experiences.

Clinical (school-based) experiences are required in grades 6-8 and grades 9-12 and must include experiences in diverse settings. In the CSU Woodrow Wilson Teaching Fellowship, clinical settings include partner schools, community agencies, and our outreach centers -- Oxbow Meadows Environmental Learning Center, Coca Cola Space Science Center and Columbus Regional Mathematics Collaborative. Clinical experiences begin in the first summer of the program with an introduction to informal mathematics and science education at one or more of the outreach centers. Fellows assist with math or science summer camps for middle school students, observing and working with experienced teachers in planning and facilitating hands-on, inquiry-based math and science activities in these informal educational settings.

During fall semester, Fellows are placed in a high school classroom where they work with a cooperating teacher for a minimum of four full days each week, assisting with a variety of teaching duties including working with individuals and small groups, planning and co-teaching lessons with their mentor teacher, and assessing student learning. Clinical experiences begin on the first day that P-12 teachers return to school and are tied to modules and/or coursework completed during the fall semester.

Fellows continue their fall clinical experience by completing one full semester of student teaching (full days) in the spring, under the guidance of the same mentor teacher with whom they worked during fall semester. During spring semester, Fellows assume full responsibility for planning, teaching, and assessing student learning. They are required to complete edTPA (a national performance assessment required by the state of Georgia for certification) during this semester.

In the second summer of the program, Fellows complete their clinical experiences by working with data teams in partner schools as part of the course, EDSE 6212 Assessment in Secondary Education II. This experience provides Fellows with the opportunity to critically examine assessment data at the school level.

All fall and spring clinical experiences will be completed in a high-need school in one of Columbus State University’s partner school districts (Chattahoochee County, Marion County, or Muscogee County) unless otherwise approved by the Woodrow Wilson Teaching Fellowship Program Director. Cooperating teachers must hold a clear renewable teaching certificate in the candidate's intended field of certification and have three or more years of teaching experience.
Admission to Clinical Experience III

All candidates must complete a student teaching application (see Appendix D) and submit it to the Woodrow Wilson Teaching Fellowship Program Director for approval by September 15.

Candidates complete a yearlong clinical experience in which they are involved in full-time teaching activities under the supervision of a mentor teacher in a middle or secondary partner school. Guidelines for admission to student teaching are as follows:

- Candidates must apply for student teaching or Clinical Experience III by September 15.
- Candidates must be recommended by the Woodrow Wilson Teaching Fellowship Program Director before submitting their applications to the Office of Student Advising and Field Experiences.
- Candidates must be members in good standing in the Teacher Education Program prior to admission to student teaching or Clinical Experience III.
- Candidates must have ratings of emerging and above (no more than 10 components rated as emerging) on all components of the MAP and ratings of satisfactory or above on all components of the Dispositions evaluation on final evaluations prior to Clinical Experience III.
- Candidates must complete all coursework prior to Clinical Experience III with grades of C or better. A maximum of two courses (not to exceed eight semester credit hours) with a grade of C may apply to a master’s degree.
- Candidates must maintain an overall grade point average of 3.0 or better based on graduate hours attempted.
- Candidates may not hold outside employment during the semester of student teaching without permission from the Woodrow Wilson Teaching Fellowship Program Director and Director of Student Advising and Field Experiences.
- Candidates must hold current CPR/First Aid Certificates and provide the Office of the College of Education and Health Professions Student Advising and Field Experiences (SAFE) proof of liability insurance.
- Candidates who apply for student teaching or Clinical Experience III must not have previously withdrawn from, been denied admission to, and/or been removed from student teaching at CSU or another institution.

Exit from Clinical Experience III

To satisfactorily complete Clinical Experience III, candidates must have satisfactory ratings on all components of the final MAP and Dispositions evaluations. Candidates must also satisfactorily complete edTPA, a national teacher performance assessment. The edTPA portfolios will be sent to Pearson at the end of spring semester for external evaluation and scoring. Candidates must receive a passing score on edTPA in order to be eligible for a Georgia induction certificate.

In addition to the above requirements, candidates will be granted eligibility by CSU to complete the Program Exit level (360) of the Georgia Professional Standards Commission’s Georgia
Educator Ethics Assessment. The fee for this test is $30. Go to www.gace.ets.org/ethics for information and instructions. Select number 2 as your reason for testing.

Clinical Experience Assessments

Clinical faculty use the Model of Appropriate Practice (MAP) to assess the performance of Fellows during clinical experiences. The MAP Observation Scoring Rubric specifies behaviors that should result in effective instruction (see Appendix A for complete MAP). Faculty use the MAP to instruct, mentor, and assess teacher candidates as they acquire and refine the knowledge, skills, and dispositions needed for effective teaching and learning.

Fellows’ dispositions are also assessed during clinical experiences. Faculty use the Dispositions Rubric (see Appendix B) to evaluate dispositions and create in teacher candidates the expectations for the development of attitudes, values, and behaviors that are desirable in teachers (see Appendix B for Dispositions Rubric).

The clinical experience is graded on a satisfactory/unsatisfactory grading system. To receive a satisfactory grade, Fellows must demonstrate acceptable levels of performance on the MAP and Dispositions rubric as they progress through the program. To proceed to Clinical Experience III, Fellows must have ratings of emerging and above (no more than 10 components rated as emerging) on all components of the MAP, and ratings of satisfactory or above on all components of the Dispositions rubric for final evaluations prior to the start of Clinical Experience III. Satisfactory completion of Clinical Experience III requires ratings of satisfactory and above on all components of the MAP and Dispositions rubric for final evaluations at the completion of Clinical Experience III. Individual remediation plans are developed for Fellows who do not have acceptable ratings in all areas.

Supervision of Clinical Experiences

Clinical experiences will be supervised by a mentor teacher in a high school classroom and university personnel. All candidates in clinical experiences will be observed and evaluated by the university supervisor a minimum of three times each semester. Mentor teachers will also conduct a minimum of three formal observations/evaluations during Clinical Experience III.
Registration and Payment

Once you have been admitted to Columbus State University, you should receive an e-mail from the Admissions Office 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

Your CougarNet e-mail address is the official means of communication from CSU faculty.

To access CougarNet:*

- Visit the CSU homepage [http://www.columbusstate.edu/] and select the CougarNet link in the upper right section of the screen.
- To log into the CougarNet system for the first time, enter your username and PIN which is your 6-digit birth date using 2-digit year (MMDDYY).
- You should change your PIN to a password you can remember upon your first system log in.

*Trouble logging into or accessing your CougarNet E-mail Account? Contact the UITS Helpdesk (University Information Technology Services) 706-507-8199, or e-mail helpdesk@columbusstate.edu.

Registration for Classes

Students register/drop/withdraw for classes through the CougarNet system. All classes are listed in the CSU course schedule available online at [http://academics.columbusstate.edu/classes/index.php]. Follow the steps below to register:

- If you have never taken an online class at CSU, you must first complete the SmarterMeasure assessment before you can register for online classes. To take the SmarterMeasure assessment, go to [http://online.columbusstate.edu/smarter_measure.php] and follow the instructions provided.
- Log in to your CougarNet account and click on the enrollment services tab.
- Click on Drop/Add/Withdraw under the Registration Column.
- If you have already found your classes by using the course schedule, enter the CRN in the boxes at the bottom of the page and click submit. If not, click on "search for classes" select search options. Select your course by clicking the box. Click submit at the bottom of the screen.

If you have trouble registering, contact Stephanie Speer at sspeer@columbusstate.edu or 706-507-8834.
Payments

As a Woodrow Wilson Teaching Fellow, you will receive a waiver or scholarship for the full amount of tuition. Details about the waiver or scholarship will be provided by the Program Director. You will be responsible for paying fees each semester. For information on graduate tuition and fees, go to http://bursar.columbusstate.edu/ tuition-and-fees/graduate.php.

You will pay for your classes through CougarNet. Once logged into CougarNet, click on the Enrollment Services Tab and look under Tuition & Fees to view your information and pay online.

If you want to apply for Financial Aid check out the Financial Aid website at http://finaid.columbusstate.edu/ or call 706-507-8898. If you already applied for Financial Aid, you can look in CougarNet under the Enrollment Services Tab at the Financial Aid section. Students are responsible for ensuring financial aid coverage or making payment arrangements with the CSU Student Accounts Office.

Fee payment deadline for classes is the day registration closes for any term (see the CSU Academic Calendar at http://academics.columbusstate.edu/calendars/ for 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.

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

Financial Aid

Various types of financial aid are available to students including loans, scholarships, and grants. For more information, see the websites below.

Financial Aid website: http://finaid.columbusstate.edu/
Phone: (706) 507-8800

Education Scholarships: http://coehp.columbusstate.edu/scholarships.php

Students are responsible for ensuring financial aid coverage or making payment arrangements. The fee payment deadline for classes is the day registration closes for any term (see the CSU Academic Calendar at http://academics.columbusstate.edu/calendars/ for 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.
Transfer Policies

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. A candidate may transfer up to 9 hours of graduate coursework to CSU, if approved by the program advisor.

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 with the faculty member and department head. The formal mechanisms in place will be followed regarding candidate complaints that are course-related.

College of Education and Health Professions Student Complaint Procedures:
http://coehp.columbusstate.edu/complaints/

Columbus State University Student Complaint Procedures:
http://aa.columbusstate.edu/appeals/Complaints%20main.php

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

Students enrolled in the Woodrow Wilson Teaching Fellowship program must maintain a minimum graduate cumulative grade point average of 3.0. A maximum of two courses (not to exceed eight semester credit hours) with a grade of “C” may apply to a master’s 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

A student whose program grade point average falls below 3.0 after the completion of at least nine (9) hours of graduate work in their program begins the next term on academic probation. A student must earn a term GPA of 3.0 or higher each term while on Academic Probation.

One of three possible actions will be implemented for a student on Academic Probation at the end of each term of enrollment:

1. A student who earns a term GPA of 3.0 or higher and raises his or her program GPA to 3.0 or higher will return to Good Academic Standing.
2. A student whose term GPA is 3.0 or higher, but whose program GPA remains below 3.0, will remain on Academic Probation.
3. A student who earns a term GPA below 3.0 while on Academic Probation, regardless of the program GPA, will be excluded for one term.

Removal from Probation

Occurs when, at the end of a probationary term, a student’s graduate cumulative grade point average equals or exceeds 3.0.

Academic Exclusion

Occurs when a student on academic probation earns a term GPA below 3.0 regardless of the program GPA.

The length of exclusion will be a minimum of one term. One term is defined as the Fall, Spring, or Summer term. The Summer term includes all sessions; thus, an excluded student is required to sit out all sessions that comprise the Summer term. The student must apply to be reinstated by the program and college.
Reinstatement on Academic Probation

After the mandatory period of exclusion, a student on academic exclusion must apply for reinstatement by the appropriate program, either to a degree program or to non-degree status, in order to continue graduate study.

The student on Academic Exclusion is not guaranteed the opportunity to return to the University. The excluded student must apply for reinstatement to return to the University and program after the one term absence. Reinstatement criteria are established by the college or school which houses the student's graduate program.

If a student's request for reinstatement is approved by the program that excluded the student, the student returns to the University on Academic Probation. One of three possible actions will be implemented for a reinstated student on Academic Probation at the end of each term of enrollment:

1. A reinstated student who earns a term GPA of 3.0 or higher and raises his or her program GPA to 3.0 or higher will return to Good Academic Standing.
2. A reinstated student who earns a term GPA is 3.0 or higher, but whose program GPA remains below 3.0, will remain on Academic Probation.
3. A reinstated student who earns a term GPA below 3.0 while on Academic Probation, regardless of the program GPA, will be academically excluded from the University.

If a student seeks admission to and is reinstated by a program other than the program from which the student was excluded, the student returns to the University on Academic Probation. One of two possible actions will be implemented at the end of the next term of enrollment:

1. A reinstated student who earns a GPA of 3.0 or higher is removed from Academic Probation and returns to Good Academic Standing.
2. A reinstated student who earns a GPA below 3.0 will be academically excluded from the University.

Process for Applying for Readmission Following Exclusion

The student on Academic Exclusion is not guaranteed the opportunity to return to the University.

Steps to be followed for students seeking to be reinstated are:

1. Following the period of exclusion, the student must apply for readmission to the university. To file an appeal, the student must first download the Graduate Appeals Form at http://gradschool.columbusstate.edu/coehp/orientation/council.php or by using the link below:

   Download Graduate Appeals Form (docx)

2. The form must be completed and all materials supporting your appeal must be attached and
returned to the Director of Graduate Studies, Dr. Margie Yates, Jordan Hall 103, Columbus State University, 4225 University Avenue, Columbus, GA 31907. The application form must be signed by the Chair of the Department of Teacher Education.

3. The Graduate Council meets as needed to consider appeals. Once an appeal is considered, a decision will be mailed to the student. If the Graduate Council denies the appeal, the student may appeal directly to the Dean. If an appeal for reinstatement is denied at the college level, it may be appealed to the Office of the Provost.

4. With a positive recommendation by the Dean or Graduate Council, the student will be reinstated on probation and allowed to continue his or her coursework, subject to the prevailing course schedule and all provisions or conditions established by the Department Chair, Dean, or Graduate Council.

5. The student being reinstated must sign a statement indicating that he or she understands the conditions under which reinstatement is occurring as, the requirements for returning to Good Academic Standing, the consequences for obtaining a term GPA lower than 3.0, and the knowledge that students must be in Good Academic Standing to be eligible for graduation.
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 Columbus State University.

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.

Graduation

Applications should be submitted online via CougarNet through the Enrollment Services tab. Graduation Application Deadlines are posted each semester on the Academic Calendar. Applications are typically due on the last day of classes during the semester prior to the semester of degree completion.

A non-refundable graduation fee of $60 is required whether or not participating in the ceremony. Fee will be applied to student's account during the first month of their intended graduation term and must be paid by midterm. Students participating in the graduation ceremony are required to have the appropriate graduation regalia - i.e. cap, gown and hood.

Additional graduation information is available at http://graduation.columbusstate.edu/grad_list_graduates.php.

Requesting Transcripts

To request official transcripts from Columbus State University, complete the Academic Transcript request form available at http://registrar.columbusstate.edu/forms.php.

Certification

Upon successful completion of the Woodrow Wilson Teaching Fellowship program, the candidate will be eligible for a Georgia induction certificate in the specified concentration area (biology, chemistry, earth and space science, or mathematics). Candidates should go to http://safe.columbusstate.edu/certification.php for information about the application process for certification. The Georgia Profession Standards Commission (GaPSC) considers a Master of Arts
of Teaching (M.A.T.) to be certification level 5 (often referred to as Tier 5 or T-5). Additional information regarding certification levels can be found at http://www.gapsc.com/ProspectiveEducator/StepsToTeach/cert_lvls_degrees.aspx.
APPENDICES

Appendix A: Model of Appropriate Practice Teacher Candidate Evaluation
Appendix B: Teacher Candidate Disposition Evaluation
Appendix C: FBI Background Check Instructions
Appendix D: Application for Student Teaching (Clinical Experience III)
Appendix E: Contact Information
### 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>
<th>Unsatisfactory</th>
<th>Emerging</th>
<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 while reflecting an awareness of valuing differences, conveying high expectations of student achievement resulting in moderate 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>
<tr>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</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>
</tbody>
</table>

**Domain 3: Instruction**

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>Unsatisfactory</th>
<th>Emerging</th>
<th>Satisfactory</th>
<th>Accomplished Novice</th>
</tr>
</thead>
<tbody>
<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/explain 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’ failure to understand.</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 instruction.</td>
</tr>
<tr>
<td>INDICATOR</td>
<td>Un satisfactory</td>
<td>Emerging</td>
<td>Satisfactory</td>
<td>Accomplished Novice</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------</td>
<td>----------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4A. Reflecting on Teaching</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>4B. Maintaining Accurate Records</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>4C. Communicating with Families</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>4D. Contributing to the School</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>4E: Growing and Developing Professionally</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>4F. Showing Professionalism</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>
</tbody>
</table>
COLUMBUS STATE UNIVERSITY/ COEHP
MAP SUMMARY REPORT

Candidate: __________________________ Major: __________________________ Date: ___________ Evaluation # ___________

School: __________________________ Grade Level: ___________ Evaluator: __________________________

Directions: Using the rubric on the previous pages, circle or highlight the appropriate ratings for the teacher candidate’s performance. Then, using the Summary Report below, provide detailed comments highlighting strengths and weaknesses for each section. Finally, conduct a post-observation conference with the teacher candidate to discuss the ratings and areas for improvement.

<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 2: The Classroom Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 3: Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 4: Professional Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>
## Instructions

The following seven dispositional domains will be assessed by faculty, staff, and cooperating teachers at various points during the program. Example behaviors operationalize each dispositional domain. This list is meant to illustrate the domain, but it is not intended to be comprehensive. Example behaviors may or may not be weighted equally in the determination of the dispositional domain rating.

## Rubric

<table>
<thead>
<tr>
<th>Legal &amp; Ethical Conduct</th>
<th>Unacceptable</th>
<th>Needs Improvement</th>
<th>Proficient (Proficient is the expected level of performance)</th>
<th>Exemplary (In addition to meeting the requirements for Proficient...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not demonstrate a clear understanding of legal and moral obligations of the profession which includes integrity and honesty; AND/OR does not exhibit ethical conduct by meeting established standards; AND/OR does not maintain confidentiality of student records, parent communications, or private professional communications</td>
<td>Inconsistently demonstrates a clear understanding of legal and moral obligations of the profession which includes integrity and honesty; AND/OR inconsistently exhibits ethical conduct by meeting established standards; AND/OR inconsistently maintains confidentiality of student records, parent communications, or private professional communications</td>
<td>Adequately demonstrates a clear understanding of legal and moral obligations of the profession which includes integrity and honesty; AND adequately exhibits ethical conduct by meeting established standards; AND adequately maintains confidentiality of student records, parent communications, or private professional communications</td>
<td>Consistently demonstrates a clear understanding of legal and moral obligations of the profession which includes integrity and honesty; AND consistently exhibits ethical conduct by meeting established standards; AND consistently maintains confidentiality of student records, parent communications, and private professional communications</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interactions with Others</th>
<th>Unacceptable</th>
<th>Needs Improvement</th>
<th>Proficient (Proficient is the expected level of performance)</th>
<th>Exemplary (In addition to meeting the requirements for Proficient...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not interact or establish an effective rapport with others appropriately, respectfully, or professionally using appropriate language, voice, and tone; AND/OR does not acknowledge perspectives and/or</td>
<td>Inconsistently interacts and establishes an effective rapport with others appropriately, respectfully, or professionally using appropriate language, voice, and tone; AND/OR inconsistently acknowledges perspectives or</td>
<td>Adequately interacts and establishes an effective rapport with others appropriately, respectfully, and professionally using appropriate language, voice, and tone; AND adequately acknowledges perspectives and</td>
<td>Consistently interacts and establishes an effective rapport with others appropriately, respectfully, and professionally using appropriate language, voice, and tone; AND consistently acknowledges perspectives and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Needs Improvement</td>
<td>Proficient (Proficient is the expected level of performance)</td>
<td>Exemplary (In addition to meeting the requirements for Proficient...)</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Reliability</strong></td>
<td>seeks opportunities to collaboratively work/interact with all individuals with respect and consideration to achieve common goals</td>
<td>consistently seeks opportunities to collaboratively work/interact with all individuals with respect and consideration to achieve common goals</td>
<td>regularly seeks opportunities to collaboratively work/interact with all individuals with respect and consideration to achieve common goals</td>
<td>continuously seeks opportunities to collaboratively work/interact with all individuals with respect and consideration to achieve common goals</td>
</tr>
<tr>
<td></td>
<td>Does not meet or is not punctual for deadlines, professional activities, or requests; AND/OR</td>
<td>Inconsistently meets or is punctual for deadlines, professional activities, or requests; AND/OR</td>
<td>Adequately meets and is punctual for deadlines, professional activities, and requests; AND</td>
<td>Consistently meets and is punctual for deadlines, professional activities, and requests; AND</td>
</tr>
<tr>
<td></td>
<td>does not make prior arrangements with instructor/supervisor when absence is necessary; AND/OR</td>
<td>inconsistently makes prior arrangements with instructor/supervisor when absence is necessary; AND/OR</td>
<td>adequately makes prior arrangements with instructor/supervisor when absence is necessary; AND</td>
<td>consistently makes prior arrangements with instructor/supervisor when absence is necessary; AND</td>
</tr>
<tr>
<td></td>
<td>does not maintain active or focused participation; AND/OR</td>
<td>inconsistently maintains active or focused participation; AND/OR</td>
<td>adequately maintains active and focused participation; AND</td>
<td>consistently maintains active and focused participation; AND</td>
</tr>
<tr>
<td></td>
<td>does not ask proactive questions</td>
<td>inconsistently asks proactive questions</td>
<td>adequately asks proactive questions</td>
<td>consistently asks proactive questions</td>
</tr>
<tr>
<td><strong>Professional Appearance &amp; Demeanor</strong></td>
<td>Does not exhibit appropriate attire and hygiene; AND/OR</td>
<td>Inconsistently exhibits appropriate attire and hygiene; AND/OR</td>
<td>Adequately exhibits appropriate attire and hygiene; AND</td>
<td>Consistently exhibits appropriate attire and hygiene; AND</td>
</tr>
<tr>
<td></td>
<td>does not act in a mature, professional manner or maintains emotional control; AND/OR</td>
<td>inconsistently acts in a mature, professional manner or maintains emotional control; AND/OR</td>
<td>adequately acts in a mature, professional manner and maintains emotional control; AND</td>
<td>consistently acts in a mature, professional manner and maintains emotional control; AND</td>
</tr>
</tbody>
</table>
| Unacceptable | Needs Improvement | Proficient (Proficient is the expected level of performance) | Exemplary (In addition to meeting the requirements for Proficient…)
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>does not display confidence, composure, positive attitude or initiative</td>
<td>inconsistently displays confidence, composure, positive attitude or initiative</td>
<td>adequately displays confidence, composure, positive attitude and initiative</td>
<td>consistently displays confidence, composure, positive attitude and initiative</td>
</tr>
<tr>
<td><strong>Commitment to Student Learning</strong></td>
<td>Does not demonstrate and advocate the belief that all students can learn and does not adapt the instruction to meet various needs and abilities; AND/OR does not demonstrate accountability for student learning and development</td>
<td>Inconsistently demonstrates and advocates the belief that all students can learn while adapting the instruction to meet various needs and abilities; AND/OR inconsistently demonstrates accountability for student learning and development</td>
<td>Adequately demonstrates and advocates the belief that all students can learn while adapting the instruction to meet various needs and abilities; AND adequately demonstrates accountability for student learning and development</td>
</tr>
<tr>
<td><strong>Commitment to Improvement</strong></td>
<td>Does not listen to or use feedback from instructors, cooperating teachers, peers, or students to improve practice; AND/OR makes excuses, defenses, or justifications for deficiencies</td>
<td>Inconsistently listens to or uses feedback from instructors, cooperating teachers, peers, or students to improve practice; AND/OR at times makes excuses, defenses, or justifications for deficiencies</td>
<td>Adequately listens to and uses feedback from instructors, cooperating teachers, peers, and students to improve practice</td>
</tr>
<tr>
<td><strong>Commitment to the Profession</strong></td>
<td>Does not follow appropriate protocols when seeking solutions to problems; AND/OR does not value opportunities for networking with others in the field; AND/OR does not use appropriate language</td>
<td>Inconsistently follows appropriate protocols when seeking solutions to problems; AND/OR inconsistently values opportunities for networking with others in the field; AND/OR does not use appropriate language</td>
<td>Adequately follows appropriate protocols when seeking solutions to problems; AND adequately values opportunities for networking with others in the field; AND adequately uses appropriate language</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>Needs Improvement</td>
<td>Proficient (Proficient is the expected level of performance)</td>
<td>Exemplary (In addition to meeting the requirements for Proficient...)</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>conventions in communications both oral and written; AND/OR</td>
<td>inconsistently uses appropriate language conventions in communications both oral and written; AND/OR</td>
<td>language conventions in communications both oral and written; AND adequately demonstrates flexibility and responsiveness; AND adequately engages in appropriate use of personal electronic devices and social media</td>
<td>language conventions in communications both oral and written; AND adequately demonstrates flexibility and responsiveness; AND consistently engages in appropriate use of personal electronic devices and social media</td>
</tr>
<tr>
<td>does not demonstrate flexibility and responsiveness; AND/OR</td>
<td>inconsistently demonstrates flexibility and responsiveness; AND/OR</td>
<td>adequately demonstrates flexibility and responsiveness; AND adequately engages in appropriate use of personal electronic devices and social media</td>
<td>consistently demonstrates flexibility and responsiveness; AND consistently engages in appropriate use of personal electronic devices and social media</td>
</tr>
<tr>
<td>does not engage in appropriate use of personal electronic devices and social media; AND/OR</td>
<td>inconsistently engages in appropriate use of personal electronic devices and social media; AND/OR</td>
<td>adequately engages in appropriate use of personal electronic devices and social media</td>
<td></td>
</tr>
<tr>
<td>undermines colleagues</td>
<td>at times undermines colleagues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix C: FBI Background Check Instructions

NOTE: The instructions below are for students who are unable to come to the CSU campus to complete the FBI background check. For instructions on completing the background check at CSU, go to http://safe.columbusstate.edu/background_checks.php.

Please review and check the boxes below to ensure that you have included everything needed to process your request.

Step 1:
- Include a completed fingerprint card. Fingerprinting is available at your local Sheriff’s Department.
- A completed fingerprint card includes the following:
  1. Name
  2. Date of Birth
  3. Descriptive Data
  4. All 10 rolled fingerprint impressions.
  5. The plain impressions, including thumbs of both hands.
  6. Current fingerprint card—no older than 18 months.

Step 2:
- Include a cashier’s check* or money order payment for $18.00 per request. Note: This amount must be exact.
  If paying by cashier’s check or money order, make it payable to the Treasury of the United States. Include your contact information (for example, e-mail address, and telephone number) in case we need to contact you.

  * A cashier’s check is drawn by a bank on its own funds and signed by the bank’s cashier.
  NOTE: Cash or Personal/Business Checks are Not an Accepted Form of Payment.

Step 3:
- Mail the required items listed above—signed applicant information form available at http://www.fbi.gov/about-us/cjis/criminal-history-summary-checks/submitting-a-criminal-history-summary-request-to-the-fbi, fingerprint card, and payment of $18 U.S. dollars for each person or copy requested—to the following address:
  FBI CJIS Division – Record Request
  1000 Custer Hollow Road
  Clarksburg, WV 26306

Step 4:
- Have original background check results sent to your home. Mail a copy of the Federal Background Check results to the Office of COEHP Student Advising and Field Experiences (SAFE), Jordan Hall 107, Columbus State University, 4225 University Avenue, Columbus, GA 31907. Note: Background results cannot be faxed or emailed to the SAFE Office.
Appendix D: Application for Student Teaching (Clinical Experience III)

Woodrow Wilson Teaching Fellowship Application for Student Teaching (Clinical Experience III)

Woodrow Wilson Teaching Fellows will spend a full year in a secondary math or science classroom under the supervision of a cooperating teacher. Guidelines for admission to student teaching are as follows:

- Candidates must apply for student teaching by July 15.
- Candidates must be recommended by the Woodrow Wilson Teaching Fellowship Program Director before submitting their applications to the Office of Student Advising and Field Experiences.
- Candidates must be members in good standing in the Teacher Education Program prior to admission to student teaching or Clinical Experience III.
- Candidates must have ratings of emerging and above (*no more than 10 components rated as emerging*) on all components of the MAP and ratings of satisfactory or above on all components of the Dispositions evaluation on final evaluations prior to Clinical Experience III.
- Candidates must complete all coursework prior to Clinical Experience III with grades of C or better. A maximum of two courses (not to exceed eight semester credit hours) with a grade of C may apply to a master’s degree.
- Candidates must maintain an overall grade point average of 3.0 or better based on graduate hours attempted.
- Candidates may not hold outside employment during the semester of student teaching without permission from the Woodrow Wilson Teaching Fellowship Program Director and Director of Student Advising and Field Experiences.
- Candidates must hold current CPR/First Aid Certificates and provide the Office of the College of Education and Health Professions Student Advising and Field Experiences (SAFE) proof of liability insurance.
- Candidates who apply for student teaching must not have previously withdrawn from, been denied admission to, and/or been removed from student teaching at CSU or another institution.
Personal Information Sheet

Date: _____________________

Name: ________________________ CSU I.D. #: ________________________

Address: _____________________________________________________________________

Street Address City State Zip

County

Home Phone: ________________________ Cell: ________________________

Work Phone: ________________________ E-mail: ________________________

Intended area of certification (i.e., math, biology, chemistry, earth and space science, physics):

___________________________________________________________

When do you plan to student teach? Spring 201__ (Year)

EDUCATIONAL BACKGROUND

Elementary School: __________________________________________________________

Middle School: _____________________________________________________________

High School: ______________________________________________________________

Please list all schools where your children attend or where family members are employed.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
CLINICAL EXPERIENCE RECORD

Please provide complete information as in the example below:

<table>
<thead>
<tr>
<th>CSU Course (Name and Number)</th>
<th>Semester/Year</th>
<th>School or Outreach Center</th>
<th>Grade Level Subject(s) Taught</th>
<th>Cooperating Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: EDMS 6105 Transition to Teaching</td>
<td>Fall/2000</td>
<td>Fort Middle School</td>
<td>8th/7th Math</td>
<td>Mr. Roberts</td>
</tr>
<tr>
<td>EDCI 6481 Clinical Experience I</td>
<td>Summer 201_</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 6482 Clinical Experience II</td>
<td>Fall 201_</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I understand that I am a representative of Columbus State University while in the schools and will act and dress in a professional and ethical manner that is appropriate to the teaching profession.

_________________________________________________________________________________________________

Student’s Signature  Date
Please read and sign below:
The College of Education and Health Professions works collaboratively with the surrounding systems to place student teachers. Careful attention is given to place students in various settings (grade levels, diverse racial and ethnic groups, diverse socio-economic backgrounds, etc.) throughout their pre-service field experiences. For this reason, special requests are granted only when there are extenuating circumstances. If you believe your situation warrants special consideration, a letter to the Woodrow Wilson Teaching Fellowship Program Director must be submitted along with this application. Please understand that it is very unusual for a change of placement to occur after a school system has accepted a student teacher.

It is a policy of the College of Education and Health Professions that students will not be placed in schools where there is a personal connection (children/relatives presently attend/work or where the student has attended/worked). Requests of this manner will not be considered.

I have read the above and I understand the procedures and policies regarding student teacher placements.

____________________________________
Student’s Signature

Advisors/Program Coordinators: (Please Note: This form is to be submitted to the SAFE office ONLY if you are recommending this student for student teaching. Please return this form to the student if he/she should for student teaching at a later date.)

Student is applying for the following semester: Spring 201__

Student is approved to student teach in the above semester: _____ Yes _____No

If no, please state reason: _________________________________________________________________

Comments:

Woodrow Wilson Teaching Fellows will register for EDCI 6483 Clinical Experience III and EDSE 6795 Secondary Education Seminar during the student teaching semester. They will complete teacher certification requirements upon satisfactory completion of EDCI 6483 and EDSE 6795 but will have 8 hours of summer coursework remaining to complete the MAT degree.

____________________________________
Signature of Advisor or Program Director

Date

For SAFE Office Use Only:
Institutional GPA: ___________ Overall GPA: ________ Admitted to T.Ed.: ________

GACE/Exempted: ___________ Cleared Background Check: ___________

Computer Competency: ___________ SPED: ____________________________
Appendix E: Contact Information

**Program Faculty**

Dr. Deborah Gober  
Woodrow Wilson Teaching Fellowship Program Director  
gober_deborah@columbusstate.edu  
(706) 565-7800

Dr. Anna Wan  
Mathematics Education Program Coordinator  
wan_anna@columbusstate.edu  
(706) 507-8345

Dr. Deniz Peker  
Science Education Program Coordinator  
peker_deniz@columbusstate.edu  
(706) 569-2884

**Administration**

Dr. Jan Burcham  
Chair, Department of Teacher Education  
burcham_jan@columbusstate.edu  
(706) 507-8519  
Jordan Hall 303

Dr. Deirdre Greer  
Interim Dean, College of Education and Health Professions  
greer_deirdre@columbusstate.edu  
(706) 507-8500  
Jordan Hall 333

For program questions or additional information, contact Deborah Gober, Program Director, at (706) 565-7800, or send an e-mail to <gober_deborah@columbusstate.edu>. 