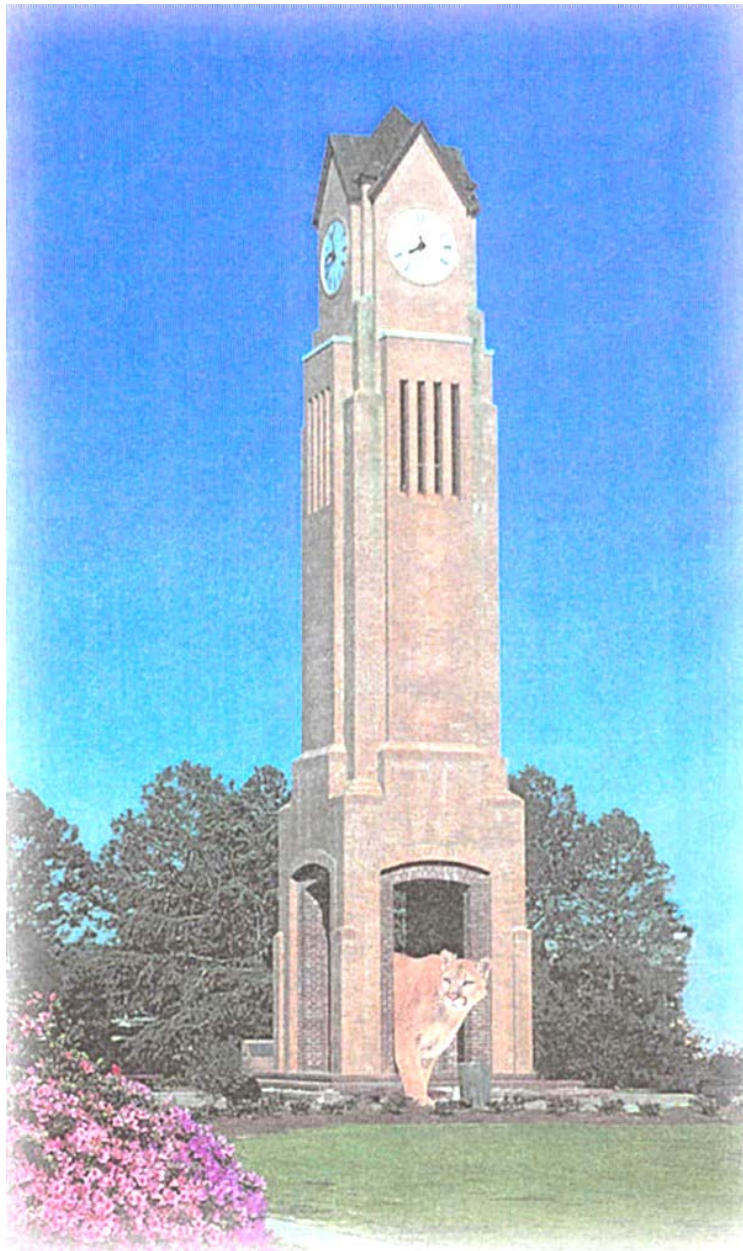


Teaching Internship

(For Provisionally Certified Teachers)

COLUMBUS STATE UNIVERSITY COLLEGE OF EDUCATION

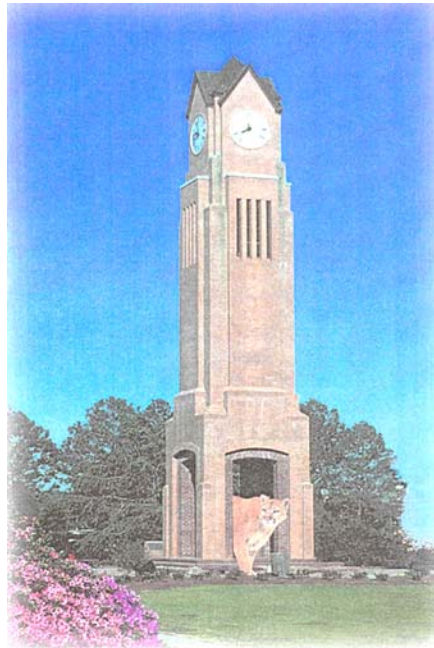


Teaching Internship

(For Provisionally Certified Teachers)

COLUMBUS STATE UNIVERSITY

COLLEGE OF EDUCATION



ADA Compliance Statement

If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 933-112, Section 504) and American Disabilities ACT (ADA) and would like to request academic and/or physical accommodations, please contact Joy Norman at the Office of Disability Services in the Center for Academic Support and Student Retention, Tucker Hall (706.568.2330). Course requirements will not be waived but reasonable accommodations may be provided as appropriate.

Retention of Records

All internship program files and materials will be kept in the Office of College of Education Services and Field Experiences for a period of five years. The intern is encouraged to retain copies of all pertinent information associated with his/her internship program.

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

Revised 4/06

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The College of Education



The College of Education Mission:

"To Achieve Excellence by Guiding Individuals as They Develop the Proficiency, Expertise and Leadership Consistent With Their Professional Roles."

The College of Education 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. COE faculty guide individuals in this developmental process (See complete Conceptual Framework at: <http://coe.colstate.edu/Conceptual%20Framework.htm>).

Program Overview

EDCI 6698: Teaching Internship is taken by students as an alternative to student teaching in a Teacher Certification Program of study. The student is a fully employed beginning teacher in an accredited school within the service area that has been determined by the College of Education (COE). The student enrolls in the Teaching Internship for 3-semester hours each semester for 2 consecutive terms. In most cases, the Intern holds a degree in the academic subject being taught or in a closely related area as defined by 25 or more semester hours in that field. For some students, additional prerequisite coursework may be required to enable the Intern to meet certification requirements of the Georgia Professional Standards Commission.

Program Goals

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

Program Objectives

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

Program Description

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

Performance-based assessment instruments are used to specify, document, and verify proficiency in classroom performance. Objective assessment instruments are used to assist the Intern progress toward mastery of expected performance skills. These include, but are not limited to, the GTOI and the MAP. During the Teaching Internship, the Intern is visited a minimum of three times each semester by the University Supervisor, who consults and coordinates observations with the On-site School Administrator and/or the School System Mentor.

All candidates desiring eligibility for a clear renewable teaching certificate in the COE, regardless of their certification major, specific program, or degree level, are assessed using the Model of Appropriate Practice (MAP). Based on the work of Charlotte Danielson and COE's Conceptual Framework, MAP clearly stipulates the performance skills and dispositions considered appropriate for teachers. Generally, the University Supervisor reviews the contents of the MAP with the Intern and conducts a complete formative assessment to prepare the Intern for the culminating evaluation. This often serves as preparation for the entire comprehensive process and assists the Intern in identifying instructional competencies in need of remediation.

Near the end of the second semester, the University Supervisor concludes the Teaching Internship with a summative assessment using the MAP. Successful performance on this assessment instrument coupled with satisfactory completion of all Teaching Internship requirements result in the completion of the Internship Program.

In addition, an Individualized Plan, based on the teaching field and level, is developed for each Intern. The Individualized Plan is customized to foster and assess the Intern's competency in instructional planning and preparation, classroom management, and professional responsibilities.

Interns are expected to act in a professional and ethical manner appropriate to the teaching profession and abide by the Georgia Code of Ethics for Educators. In addition, Interns are assessed using the College of Education Evaluation of Student Dispositions. This evaluation is submitted to the Coordinator of Student Teaching at the end of each semester by both the on-site administrator and the university supervisor.

If the Intern's performance evaluations (MAP and/or GTOI, and Dispositions) do not demonstrate satisfactory growth and progress, a Needs Assessment will be conducted to identify additional activities and strategies that will contribute to the Intern's development. The conference will include members of the Support Team, as appropriate. In some cases, the Intern will be assigned the grade of "Incomplete" until documentation is provided which verifies successful completion of the additional requirements as outlined in the Needs Assessment.

Eligibility

To qualify for a Teaching Internship, the applicant must:

- Hold (or be eligible for) a Georgia Provisional, Georgia Non-Renewable, or an Alabama equivalent certificate.
- Be employed in an accredited school within the service area that has been determined by the College of Education.
- Be admitted to Teacher Education Program in the College of Education prior to submitting an application for a Teaching Internship.
- With the exception of student teaching, satisfactorily complete all, or nearly all, coursework in the program of study.
- Meet requirements of the Student Teacher Program, including coursework in Learning and Behavioral Characteristics of Children with Disabilities, Gifts, and Talents; Classroom Management; and Integrating Technology (InTech), unless comparable experiences are verified.

Support Team

Members of the Support Team monitor and facilitate the progress and provide professional consultation and assistance as needed to new teachers in Teaching Internships. The Support Team consists of some or all of the following professionals:

- System Mentor/Teacher Support Specialist (TSS)
- On-site School Administrator
- On-site, In-Field, Mentor/Teacher Support Specialist (TSS)
- University Supervisor
- University Coordinator of Student Teaching
- Intern Teacher

System Mentor/ Teacher Support Specialist (TSS)

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

- Schedule the Support Team meetings.
- In collaboration with the University Supervisor, develop the Individualized Teaching Internship requirements in accordance with both university and school system guidelines.
- Monitor the Intern's progress.
- Arrange for the Intern to visit the In-Field, Mentor's (TSS) classroom if another school is involved.
- Observe the Intern in the classroom a minimum of three times each semester for two consecutive semesters and provide feedback using the GTOI (and/or other teacher evaluations in use at that time).
- Meet with the Intern to offer assistance with instructional planning, classroom management, and other areas as needed.
- Meet with the On-site, In-field, Mentor (TSS) to monitor the Teaching Internship.

On-site School Administrator (or Designee)

The On-Site School Administrator or Designee will:

- Support the efforts of the Intern; the On-site, In-Field, Mentor (TSS); and the System Mentor (TSS).
- Observe the Intern in the classroom a minimum of two times each semester for two consecutive semesters and provide feedback using the GTOI (and/or other teacher evaluations in use at that time).
- Attend all Support Team conferences.

On-site, In-Field, Mentor/ Teacher Support Specialist (TSS)

The On-Site, In-Field Mentor/Teacher Support Specialist (TSS) will:

- Meet regularly, including formally and informally, with the Intern and provide guidance through the daily operations of the school.
- Provide assistance with instructional planning.
- Observe the Intern in the classroom a minimum of two times each semester for two consecutive semesters and provide constructive assistance as needed and as appropriate.
- Be observed in the classroom by the Intern by implementing lessons that demonstrate a variety of instructional strategies and/or arrange an observation of another master teacher when appropriate.
- Conference and offer feedback regarding observations.
- Attend Support Team meetings.

University Supervisor

The University Supervisor will:

- Facilitate the Support Team meetings.
- In collaboration with the System Mentor, supervise the Individualized Teaching Internship requirements in accordance with both university and school system guidelines.
- Explain the Teaching Internship requirements to the Intern; the On-site School Administrator; and to the On-site, In-Field, Mentor (TSS).
- Support the efforts of the Intern; System Mentor; On-site School Administrator; and the On-site, In-Field, Mentor (TSS).

- Observe the Intern in the classroom a minimum of three times each semester for two consecutive semesters using the MAP formative and summative assessment instruments and provide constructive assistance as needed and as appropriate.
- Meet with the System Mentor (TSS) regarding the status of the Intern's overall performance during the Teaching Internship.
- Submit appropriate documentation of the completed Teaching Internship to the University Coordinator of Student Teaching.

University Coordinator of Student Teaching

The University Coordinator of Student Teaching will:

- Meet with all members of the Support Team if/as needed.
- Review the supplied documentation of the completed Teaching Internship.
- Document completion of the Internship Program or collaborate with members of the Support Team to develop a remedial plan.
- Based on the recommendation of the university supervisor, assign CSU final grade.

Individualized Plan

The Individualized Plan fosters and assesses teaching skills and competencies in instructional planning and preparation, classroom management, and school policies and procedures. Interns are expected to work toward mastery of all teaching tasks outlined in both the MAP and the system evaluation forms and to meet all Program requirements by the conclusion of the second semester of the Internship Program.

Minimum components include the following:

■ **Portfolio Development**

Interns are expected to create a professional portfolio. **This portfolio must be assessable at all times for Support Team members to review and all components must be completed by the deadline dates.** This portfolio will contain artifacts which are collected during the Internship Program. The portfolio should be organized in a manner that parallels the four domains of the MAP.* Sections of the portfolio should be indexed to include (but not be limited to) the following:

- Introduction**
- Interns' Philosophy of Teaching**
- Resume** Personal Information, Education, Work History, Community Service, Honors/Awards, References
- **Domain 1: Planning and Preparation****
Please include a class profile for one class period that you teach. A class profile is a description that analyzes such information as students' standardized test scores, ages, socioeconomic backgrounds, sex, race, student interests, exceptionalities, etc. and explains their relationships to performance in class.
- **Domain 2: Classroom Environment****
Please include your written classroom management plan including general classroom routines and procedures as well as your assessment plan.
- **Domain 3: Instruction****
Please include a unit of instruction (minimum of 7 days) **per semester** that includes: daily plans using a format that includes behavioral objectives correlated to current standards and/or county benchmarks, and/or curriculum guides, student groupings (both large and small), procedures, materials, and evaluations. Be sure to include at least 10 different teaching strategies that provide for different students' learning styles and abilities. Teaching strategies may include, but are not limited to:

- Evidence of Brain-based Strategies
- Role Playing or Dramatization
- Recitation
- Projects
- Research Methodology
- Programmed/Individualized Instruction
- Cooperative Learning in a variety of ways from pairs to triads to groups of four or more
- Lecture
- Demonstrations by teacher/class members
- Oral Reports
- Short Debates
- Field Trips
- Comparative Analysis
- Audio/Visual
- Use of Technology
- Performance Tasks/Options

Objectives for the unit(s) should be written on at least 3 Levels of Bloom's Taxonomy. You should also include both a traditional as well as an alternative evaluation instrument.

Documenting P-12 Student Learning forms (**one set per semester**):

Interns will assess students by collecting data for units they design and teach in the classroom. This data will be used to provide evidence that the intern is bringing P-12 students to higher levels of learning and achievement.

- **Domain 4: Professional Responsibilities****

Please include summaries of two professional journal articles **per semester** related to teaching strategies or methodology as well as specific ways you intend to implement those strategies in your classroom. (Be sure to include a copy of the article reviewed.)

- Additional county requirements (if applicable)

- Supplemental Requirements

Supplemental activities may be stipulated by support team members as a result of the Internship Needs Assessment or to assist the intern in completing all standardized requirements, activities, or objectives.

- Required Forms (Individualized Plan, Professional Activities/Staff Development Record, Record of Observations, Copy of the MAP Summative Evaluation)

- Conclusion

For complete MAP, please see: <http://ci.colstate.edu/map/map.htm>.

** These items must be included in your portfolio by the end of the first semester. Your university supervisor will review your portfolio at the end of the first semester and, again, at the end of the second semester before recommending your course grade to the Coordinator of Student Teaching.

■ **Professional Activities/Staff Development Participation**

Interns are expected to participate in any and all workshops or courses provided within the school system that are designed specifically for new teachers and are approved by the System Mentor (TSS). Interns are required to record a minimum of 150 hours on the Professional Activities/Staff Development Record.

■ **Classroom Observations**

Mandatory observations by the University Supervisor, System Mentor (TSS), and On-site School Administrator will offer guidance tailored to the specific Intern in order to assist in the development of instructional competencies within the unique culture of the school system and classroom.

Final Grades

Grades will be assigned after each semester of the Internship Program. Students will receive a course grade of S (Satisfactory), U (Unsatisfactory) or a score of IP (In Progress). The IP grade denotes that there are outstanding assignments and/or internship-related courses that have not been satisfied. In order to earn a grade of *Satisfactory*, the Intern must:

- Earn a score of 3 or higher on each domain in the Summative MAP evaluation for the semester (end of second semester)
- Receive overall satisfactory ratings on all Internship Program Observation Reports
- Submit observation log documenting professional observations
- Earn an average score of 3 or higher on the Dispositions evaluation(s)
- Complete all elements of the “Documenting Student Learning Project”
- Participate in all meetings with the University Supervisor
- Submit log documenting attendance in professional development activities
- Earn satisfactory performance on evaluations conducted by the employing school system
- Earn a satisfactory rating on the Portfolio assignment

If an intern is terminated or non-renewed due to poor performance in any area, s/he will earn an Unsatisfactory grade for the course and may be terminated from the program.

- Please note: (1) If a student receives a grade of IP after the first semester, he/she may not proceed to the second semester of the internship program until all first semester requirements have been fulfilled and the grade is converted to Satisfactory. If the student has already registered for the second semester, he/she will be administratively dropped from the course. (2) Students will be assigned a grade of IP after the second semester if all internship-related courses (Learning and Behavioral Characteristics of Children with Disabilities, Gifts, and Talents; Classroom Management; and Integrating Technology) have not been satisfied. The grade of IP will be changed to Satisfactory when documentation is provided which indicates that the outstanding requirements have been met.

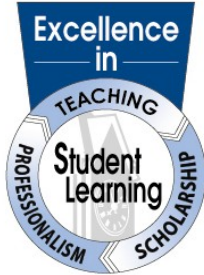
Certification Procedures

- Each Intern is responsible for filing the appropriate certification paperwork with the employing school district and the Office of College of Education Services (Jordan Hall, Room 107).
- The Program Coordinator will verify that the Intern has completed all courses in the individual's program of study and the Coordinator of Student Teaching will verify the Intern's completion of all Teaching Internship requirements.

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

Course Syllabus

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

Course:	EDCI 6698: Teaching Internship		Semester:	Fall and Spring
Instructor on record:	Cynthia Benator		Time:	
Location	Jordan Hall, Room 107		Day(s):	
Phone:	(706) 568-2191		Location:	
Fax:	(706) 568-2231			
E-mail	benator_cynthia@colstate.edu			

The College of Education 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. COE faculty guide individuals in this developmental process.

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

INTASC Principles:

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

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

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

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

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

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

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

Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

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

ADA STATEMENT:

If you have a documented disability as described by the **Rehabilitation Act of 1973** (P.L. 933-112 **Section 504**) and **Americans with Disabilities Act (ADA)** and would like to request academic and/or physical accommodations please contact the **Office of Disability Services** in the Center for Academic Support and Student Retention, Tucker Hall (706) 568-2330, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.

COURSE GOALS AND OBJECTIVES

The Intern will:

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

COURSE REQUIREMENTS FOR EACH TERM:

The Intern will:

- Demonstrate proficiency in Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities through a minimum of 3 observations of the University Supervisor using the MAP Evaluation form.
- Demonstrate satisfactory performance on the summative MAP Evaluation to be compiled at the end of the second term.
- Maintain a log of all observations by the University Supervisor, School Administrator, Mentor Teacher and other applicable School Personnel.
- Demonstrate satisfactory dispositions through observations and evaluations by the University Supervisor. A formal Disposition Evaluation form will be completed at the end of each term.
- Complete the "Documenting Student Learning Project".

- Participate in and document all professional development activities and faculty meetings required by the school and school system.
- Participate in any scheduled meetings with the University Supervisor.
- Demonstrate satisfactory performance on evaluations conducted by appropriate personnel in the employing school system.
- Complete the Portfolio assignment.

GRADES:

Grades will be assigned after each semester of the Internship Program. Students will receive a course grade of S (Satisfactory), U (Unsatisfactory) or a score of IP (In Progress). In order to earn a “Satisfactory” grade for the term, the Intern must:

- Earn a score of 3 or higher on each domain in the Summative MAP Evaluation for the semester.
- Submit observation log documenting professional observations.
- Earn an average score of 3 or higher on the Dispositions Evaluation.
- Complete all elements of the “Documenting Student Learning Project.”
- Participate in all meetings with the University Supervisor.
- Submit log documenting attendance in professional development activities.
- Earn satisfactory performance on evaluations conducted by the employing school system.
- Earn a satisfactory rating on the Portfolio assignment.

If an intern is terminated or non-renewed due to poor performance in any area, s/he will earn an “Unsatisfactory” grade for the course and may be terminated from the program.

TEXTBOOK: Teaching Internship Handbook (2004-2005). Columbus State University.

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

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

ATTENDANCE POLICY: Regular attendance is a student obligation.

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

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

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

APPENDICES

A. Program Evaluations

- ◆ Intern Observation Report
- ◆ MAP Summative Evaluation
- ◆ Disposition Evaluation
- ◆ Disposition Evaluation Rubric

B. The Code of Ethics for Educators

C. Program Forms

- ◆ Components of the Individualized Plan
- ◆ Professional Activities/Staff Development Record
- ◆ Record of Classroom Observations
- ◆ Needs Assessment

D. Documenting Student Learning

E. Certification of Completion

F. Intern Checklist and University Supervisor Checklist

APPENDIX A:

Program Evaluations



COLUMBUS STATE UNIVERSITY
 COLLEGE OF EDUCATION
 Internship Program Observation Report

Intern's Name _____ System _____ School _____

Date of Observation _____ Observation # _____ Evaluator _____

Instructions: For each competency, circle the number that describes the intern's level of performance. Please refer to the **Model of Appropriate Practice (MAP)** for specific elements for each level of performance. The following descriptors apply:

1 - Below Expectations 3 - Meets Expectations 5 - Exceeds Expectations

DOMAIN I: PLANNING AND PREPARATION	1 2 3 4 5

DOMAIN II: CLASSROOM ENVIRONMENT	1 2 3 4 5

DOMAIN III: INSTRUCTION	1 2 3 4 5

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES	1 2 3 4 5

Evaluator: _____ Date: _____

Position _____
 (If needed, please attach a separate sheet of paper with additional comments.)

Intern: _____ Date: _____
 (Signature acknowledges receipt of form not necessarily concurrence.)



COLUMBUS STATE UNIVERSITY
COLLEGE OF EDUCATION
MAP Summative Evaluation
(for Provisionally Certified Intern)

Intern: _____ Date: _____
School: _____ Evaluator: _____

Instructions: For each competency, circle the number that describes the intern's level of performance. Please refer to the **Model of Appropriate Practice (MAP)** for specific elements for each level of performance. The following descriptors apply:

1 - Below Expectations 3 - Meets Expectations 5 - Exceeds Expectations

DOMAIN	RATING				
	1	2	3	4	5
I: Planning and Preparation					
1a: Demonstrates knowledge of content and pedagogy	1	2	3	4	5
1b: Demonstrates knowledge of students	1	2	3	4	5
1c: Selects instructional goals	1	2	3	4	5
1d: Demonstrates knowledge of resources	1	2	3	4	5
1e: Designs coherent instruction	1	2	3	4	5
1f: Assesses student learning	1	2	3	4	5
II: The Classroom Environment					
2a: Creates an environment of respect and rapport	1	2	3	4	5
2b: Establishes a culture for learning	1	2	3	4	5
2c: Manages classroom procedures	1	2	3	4	5
2d: Manages student behavior	1	2	3	4	5
2e: Organizes physical space	1	2	3	4	5
III: Instruction					
3a: Communicates clearly and accurately	1	2	3	4	5
3b: Uses questions and discussion techniques to enhance student learning	1	2	3	4	5
3c: Engages students in learning	1	2	3	4	5
3d: Provides feedback to students	1	2	3	4	5
3e: Demonstrates flexibility and responsiveness	1	2	3	4	5
IV: Professional Responsibilities					
4a: Reflects on teaching	1	2	3	4	5
4b: Maintains accurate records	1	2	3	4	5
4c: Communicates with families	1	2	3	4	5
4d: Contributes to school and district	1	2	3	4	5
4e: Grows and develops professionally	1	2	3	4	5
4f: Shows professionalism	1	2	3	4	5

PLEASE COMPLETE OTHER SIDE OF EVALUATION FORM.

Domain I: Planning and Preparation

Comments:

Domain II: Classroom Environment

Comments:

Domain III: Instruction

Comments:

Domain IV: Professional Responsibilities

Comments:

Signatures:

Observer: _____ Date: _____

Intern: _____ Date: _____

(Signature acknowledges receipt of form not necessarily concurrence.)



COLUMBUS STATE UNIVERSITY
COLLEGE OF EDUCATION
Teacher Candidate **Disposition** Evaluation

“To achieve excellence by guiding individuals as they become professionals...”

Intern: _____ Major: _____ Evaluator: _____

Date: _____ Course: _____ # Absences: _____ #Tardies: _____

Is a conference needed? ___ Yes ___ No If yes, who should be involved: _____

Instructions: For each competency, circle the number that describes the teacher candidate’s level of performance. Please refer to the **Rubric for the Evaluation of Dispositions** for specific elements for each level of performance. The following descriptors apply:

1 - Below Expectations 3 - Meets Expectations 5 – Exceeds Expectations NA – Not applicable at this time

DISPOSITION	RATING					
Exhibits sound judgment and moral reasoning, especially in relating to and safe-guarding students	1	2	3	4	5	NA
Interacts appropriately and positively with others	1	2	3	4	5	NA
Treats others with courtesy, respect and open-mindedness	1	2	3	4	5	NA
Displays the ability to work with diverse individuals	1	2	3	4	5	NA
Displays maturity and independence by following appropriate protocol when seeking solutions to problems	1	2	3	4	5	NA
Accepts and uses constructive criticism (feedback)	1	2	3	4	5	NA
Demonstrates enthusiasm, confidence, and initiative	1	2	3	4	5	NA
Demonstrates appropriate self-monitoring and control of emotions and behavior	1	2	3	4	5	NA
Demonstrates acceptable professional appearance and uses appropriate hygiene	1	2	3	4	5	NA
Maintains confidentiality of records, correspondence and conversations	1	2	3	4	5	NA
Prepares thoroughly and consistently	1	2	3	4	5	NA
Meets deadlines	1	2	3	4	5	NA
Exhibits a strict code of honesty related to tests and assignments	1	2	3	4	5	NA

Comments: (Required for any dispositions rated lower than “3”)

Evaluator Signature

Date

Intern Signature

Date

(Signature acknowledges review of form, not necessarily concurrence)

College of Education

Rubric for the Evaluation of Dispositions

Disposition	Below Expectations	Meets Expectations	Exceeds Expectations
Exhibits sound judgment and moral reasoning, especially in relating to and safe-guarding students	Uses objectionable language; relates to P-12 students as peers; leaves the classroom without a qualified person in charge.	Uses no objectionable language; relates to P-12 students in an adult and professional manner; never leaves the classroom without a qualified adult in charge.	Always models language that is exemplary and deals individually with P-12 students who exhibit inappropriate language; maintains a warm but professional attitude with students; maintains control and assumes responsibility for classroom environment at all times.
Interacts appropriately and positively with others	Interactions with peers, colleagues, or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate.	Interactions with peers, colleagues, or authority figures are appropriate and positive.	Interactions with peers, colleagues, or authority figures are appropriate, positive, and respectful of differing opinions.
Treats others with courtesy, respect and open-mindedness	At times treats others rudely and with disrespect. Words or actions are insulting or show contempt for others	Treats others with courtesy and respect. Words and actions are polite and professional.	Treats others with courtesy, respect and open-mindedness. Listens to and shows interest in the ideas and opinions of others.
Displays the ability to work with diverse individuals	Communicates an inability or unwillingness to work with some students, other teacher candidates, or teachers.	Works harmoniously and effectively with diverse individuals.	Displays the ability to work with diverse individuals and may seek opportunities to include or show appreciation for those excluded.
Displays maturity and independence by following appropriate protocol when seeking solutions to problems	Enlists participation of family members or other individuals to seek solutions on his/her behalf; fails to identify the appropriate personnel with whom to address the problem; focuses on blaming others rather than seeking solutions.	If unable to resolve problem independently, enlists the help of faculty or staff in identifying the appropriate person to assist; follows through with that person to seek a resolution; uses discretion in discussing the problem; focuses on seeking solutions rather than assigning blame.	Seeks solutions independently and/or identifies the faculty or staff member who can assist; addresses the problem with the appropriate person and is prepared with any necessary documentation; uses discretion in discussing the problem; focuses on seeking solutions rather than assigning blame.
Accepts and uses constructive criticism (feedback)	Is not receptive to constructive comments and shows no sign of implementing change.	Is receptive to constructive comments and implements changes.	Is receptive to constructive comments, implements changes, and seeks feedback from others.
Demonstrates enthusiasm, confidence, and initiative	Lacks enthusiasm and confidence in teaching and does not take initiative.	Exhibits enthusiasm and confidence in teaching and takes initiative.	Is enthusiastic, confident, and takes initiative beyond what is expected.
Demonstrates appropriate self-monitoring and control of emotions and behavior	At times visibly demonstrates a lack of emotional control; may become upset, use put-downs or display anger.	Models appropriate emotional and behavioral responses.	Models appropriate emotional and behavioral responses in difficult situations.
Demonstrates acceptable professional appearance and uses appropriate hygiene	Appearance, attire and/or hygiene are often inappropriate.	Appearance, attire, and hygiene are appropriate.	Is a role model of professionalism through personal appearance, attire, and hygiene.
Maintains confidentiality of records, correspondence and conversations	Does not maintain confidentiality of records; participates in gossip about P-12 students, faculty, other teacher candidates, or school personnel; does not respect confidentiality of professional correspondence or conversations.	Maintains confidentiality of P-12 student records and of professional correspondence and conversations; refrains from gossiping.	Maintains confidentiality of P-12 student records and of professional correspondence and conversations, and does not tolerate gossiping or abuses of confidentiality by others.
Prepares thoroughly and consistently	Seldom displays a thorough preparation of academic materials.	Consistently displays a thorough preparation of academic materials.	Always displays a thorough preparation of academic materials and goes beyond required criteria.
Meets deadlines	Does not consistently abide by deadlines for assignments, including projects and presentations.	Consistently abides by deadlines for assignments, including projects and presentations.	Always abides by deadlines for assignments including projects and presentations.
Exhibits a strict code of honesty related to tests and assignments	Has knowingly plagiarized, cheated on a test, copied another's work or allowed someone to copy.	Consistently demonstrates behaviors that exemplify honesty and integrity. Documents thoroughly.	Always demonstrates behaviors that exemplify honesty and integrity. Documents thoroughly.

APPENDIX B:
The Code of Ethics for Educators

F. D. Toth, Executive Secretary Gary Walker, Director

Georgia Professional Standards Commission Educator Ethics Division

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THE CODE OF ETHICS FOR EDUCATORS

Effective August 15, 2005

Introduction.

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

Definitions

“Certificate” refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.

“Educator” is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, “educator” also refers to paraprofessionals, aides, and substitute teachers.

“Student” is any individual enrolled in the state’s public or private schools from preschool through grade 12 or any individual between and including the ages of 3 and 17.

“Complaint” is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A “complaint” will be deemed a request to investigate.

“Revocation” is the invalidation of any certificate held by the educator.

“Denial” is the refusal to grant initial certification to an applicant for a certificate.

“Suspension” is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.

“Reprimand” admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.

“Warning” warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

“Monitoring” is the quarterly appraisal of the educator’s conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be

required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.

Standards

Standard 1: Criminal Acts - An educator should abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

Standard 2: Abuse of Students - An educator should always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. committing any act of child abuse, including physical and verbal abuse;
2. committing any act of cruelty to children or any act of child endangerment;
3. committing or soliciting any unlawful sexual act;
4. engaging in harassing behavior on the basis of race, gender, sex, national origin, religion or disability;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student; and
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol, or illegal/unauthorized drugs.

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

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

Standard 4: Misrepresentation or Falsification - An educator should exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to:

1. falsifying, misrepresenting, omitting or erroneously reporting professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history when applying for employment and/or certification or when recommending an individual for employment, promotion, or certification;
2. falsifying, misrepresenting, omitting or erroneously reporting information submitted to federal, state, and other governmental agencies;
3. falsifying, misrepresenting, omitting or erroneously reporting information regarding the evaluation of students and/or personnel;
4. falsifying, misrepresenting, omitting or erroneously reporting reasons for absences or leaves; and
5. falsifying, misrepresenting, omitting or erroneously reporting information submitted in the course of an official inquiry/investigation.

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

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

Standard 6: Improper Remunerative Conduct - An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

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

Standard 7: Confidential Information - An educator should comply with state and federal laws and local school board/governing board policies relating to the confidentiality of student and personnel records, standardized test material and other information covered by confidentiality agreements. Unethical conduct includes but is not limited to:

1. sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, and assessment/testing results. unless disclosure is required or permitted by law;
2. sharing of confidential information restricted by state or federal law;
3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.;
4. violation of other confidentiality agreements required by state or local policy.

Standard 8: Abandonment of Contract - An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:

1. abandoning the contract for professional services without prior release from the contract by the employer, and
2. willfully refusing to perform the services required by a contract.

Standard 9: Failure to Make a Required Report - An educator should file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission.
2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner.
3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

Standard 10: Professional Conduct - An educator should demonstrate conduct that follows generally recognized professional standards. Unethical conduct is any conduct that impairs the certificate holder's ability to function professionally in his or her employment position or a pattern of behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

Reporting

Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach

unless the law or local procedures require reporting sooner. Educators should be aware of local policies and procedures and/or the chain of command for reporting unethical conduct. Complaints filed with the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.). The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

Disciplinary Action

The Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);
4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
5. suspension or revocation of any professional license or certificate
6. violation of any other laws and rules applicable to the profession (O.C.G.A. §16-13-111); and
7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics.

APPENDIX C:

Program Forms

Components of the Individualized Plan

Intern's Name:	School:
Teaching Assignment:	Date:

Verification of satisfactory completion of each requirement must be initialed by the designated member of the Support Team. The completed Individualized Plan must be submitted to the University Supervisor.

General Requirements: Verification required by the On-site School Administrator

The Intern has:

_____ Attended all school system and school orientation meetings.

_____ Received overall satisfactory ratings on the GTOI (and/or other teacher assessment instruments in use in the school or school system).

_____ Read and understood the school's and school system's handbooks on policies, procedures, and responsibilities.

_____ Read and understood the procedures for referring students with special needs or problems to appropriate school personnel.

Portfolio Requirements: Verification required by the University Supervisor

The Intern has:

_____ satisfactorily developed a professional Portfolio (see Checklist pgs. 9-10).

Record of Classroom Observations

(Please sign and date.)

School Administrator

On-site, In-Field, Mentor/ Teacher Support Specialist

System Mentor/Teacher Support Specialist

University Supervisor

Intern's Observations of Mentor/Master Teacher

- Comments:

APPENDIX D:
Documenting Student Learning



COLUMBUS STATE
UNIVERSITY

Columbus State University College of Education

Documenting Student Learning

“Teacher Candidates are accomplished in bringing P-12 students from diverse groups to high levels of learning and achievement at point of initial recommendation for certification.”

(Board of Regents Principle: IIIA)

Teacher Candidate _____ Date: _____

School: _____ Grade Level: _____

Unit Title: _____

Instructions to the Teacher Candidate: Include with your unit plan evidence that this unit produced gains in learning for all your students. You should design and give a pre-test and a post-test, analyzing student scores to see what learning occurred, to what levels, and by which students (analyze by gender, ethnicity, special needs, language, and socioeconomic groups). You can use the data collected in the *Learning Environment Profile* as the basis for this analysis. **Student teachers who choose to document student learning in alternate ways must review their plans with their university supervisors before implementation. Please remember to use students’ initials when recording information.**

(Please Note: The following forms must be collected by the university supervisors and submitted to the Office of College of Education Services and Field Experiences upon completion of this assignment.)

Student Achievement Data

Teacher Candidate: _____ Date: _____

School: _____ Grade Level: _____

Date: _____ Unit Title: _____

Number of items in Pre-Test _____ Number of items in Post-Test _____

Was the same test used for both the pre-test and the post-test? YES NO

Please attach a copy of your test(s) to this report.

	Total Number of Students	Pre-Test (Average Percentage)	Post-Test (Average Percentage)	Average Percentage Gain/Loss
Total Class:				
Gender				
Male:				
Female:				
Race/Ethnicity				
African-American:				
Asian-American:				
Caucasian:				
Hispanic:				
Socio-Economic Status				
Full:				
Reduced:				
Free:				
Special Needs				
LD:				
BD:				
Gifted:				
Language				
English:				
ESOL:				
Non-English:				
Race/Ethnicity X Gender				
African-American Females:				
African-American Males:				
Asian-American Females:				
Asian-American Males:				
Caucasian Females:				
Caucasian Males:				
Hispanic Females:				
Hispanic Males:				

**Columbus State University
College of Education**

Documenting Student Learning

Teacher Candidate _____ Date: _____

School: _____ Grade Level: _____

Analysis of Data:

Describe the trends that are evident based on the data collected.

Give specific examples of how you will use this data to improve your teaching of this unit in the future.

Remediation Plan(s)

If there are students who do not show gains, you must design and implement individualized plans for remediation followed by the re-testing of those students. Individual remediation plans, documentation of their implementation and the results of the post-tests should be attached to this report.

APPENDIX E:
Certification of Completion

Certification of Completion

(Please complete this form at the end of the intern's second semester and submit it to the Coordinator of Student Teaching at Columbus State University.)

Columbus State University College of Education

Teaching Internship (for Provisionally Certified Teachers)

Intern:	School System:
Teaching Assignment:	School:
Teaching Field:	Date of Completion:

Based on my observations of classroom performance, professional dispositions, and stated Internship Program requirements, the above student has met all of the components of the Internship Program which are outlined in this handbook.

Signature of Director of Staff Development
(If applicable)

Date

Signature of District Mentor

Date

Signature of On-site School Administrator

Date

Signature of University Supervisor

Date

Attached:

- ___ Professional Activities/Staff Development Record
- ___ Record of Observations
- ___ MAP summative evaluation
- ___ Dispositions Evaluation
- ___ Documenting Student Learning Forms
- ___ University Supervisor Checklist

APPENDIX F:
Intern Checklist
And
University Supervisor Checklist

INTERN CHECKLIST

Individualized Plan

General Requirements

- Attended all school system/orientation meetings
- Received overall satisfactory ratings on all evaluation instruments
- Read and understood the school's and system's handbooks on policies, procedures, and responsibilities
- Read and understood the procedures for referring students with special needs or problems to appropriate school personnel
- Completed a Needs Assessment Form (if applicable)

Completed Portfolio

- Class Profile
- Management Plan
- Detailed Unit Plan (one per semester)
- Documenting Student Learning Forms (one per semester)
- Two Journal Articles per semester
- Professional Activities Log
- Required Forms (Copies of: Professional Activities/Staff Development Record, Record of all Observations, MAP Summative Evaluation, Dispositions Evaluation)
- Additional Materials

Classroom Observations

- 2 observations per semester of on-site mentor/designee

First Semester Due Date _____

Second Semester Due Date _____

UNIVERSITY SUPERVISOR CHECKLIST

Items with one line must be included in the first semester section of the portfolio. Two lines indicate an additional requirement for second semester.

Term I	Term II
_____	Introduction
_____	Philosophy of Teaching
_____	Resume
_____	Domain 1: Class Profile
	Domain 1: Additional Items _____
_____	Domain 2: Management Plan to include general routines, procedures, and assessment plan
	Domain 2: Additional Items _____
_____	Domain 3: Minimum of a 7 Day Unit Plan
_____	Daily Plans with a format that includes objectives correlated to QCCs, benchmarks, etc., student groupings, procedures, materials, evaluation as well as all handouts
_____	Utilization of at least 10 different teaching strategies that provide for different students' learning styles and abilities
_____	Inclusion of at least three (per unit) objectives based on the higher levels of Bloom's Taxonomy.
_____	Traditional Evaluation Instrument
_____	Alternative Evaluation/Assessment Instrument
_____	Documenting Student Learning Forms
	Domain 3: Additional Items _____
_____	Domain 4: Journal Articles (2) per semester including article, summary, and classroom application (include copies of articles)
_____	Professional Activities/Staff Development Record (150 hours total for the year)
	Domain 4: Additional Items _____
_____	Additional County/Supplemental Requirements
_____	Required Forms (Individualized Plan, Professional Activities/Staff Development Record, Record of all Observations, MAP Summative Evaluation, Dispositions Evaluation, Documenting Student Learning Forms)
_____	Conclusion