

Field Experiences Handbook



**Kennesaw State University
Bagwell College of Education
Educator Preparation Program
Center for Education Placements and Partnerships**

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FOREWARD

Field experiences are an integral component of the Educator Preparation Program's theme: *Collaborative Development of Expertise in Teaching and Learning*. With a field-based model, Kennesaw State University (KSU) teacher education students are placed in field experiences from their earliest entry into studies throughout their teacher education program, culminating in the final internship. When students are in the field, they are asked to synthesize information from KSU coursework and the real world of the classroom, putting theory and knowledge into practice. Student teaching is considered the pivotal component of a teacher education program. The practicum or student teaching is when theory meets practice and idealism meets reality. Field experiences are perhaps the most vital element in the education of student teachers. Through their practicum, student teachers learn and reflect upon the roles and responsibilities of being a teacher.

The *Field Experiences Handbook* is designed to provide an overview of field experiences in the KSU teacher education programs, along with general and specific requirements for students, and responsibilities of collaborating teachers, developmental supervisors, and the Center for Education Placements and Partnerships (CEPP). Information is also provided about the Bagwell College of Education (BCOE), the Educator Preparation Program (EPP), and our model for preparing teachers. The handbook was prepared with the guidance and input of the Field Experience Committee, made up of representatives of each of the teacher education programs at KSU, and was reviewed by all members of the EPP.

We hope this handbook will be a valuable resource for our KSU students, candidates and all who work with KSU teacher education students.

Sincerely,



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CONCEPTUAL FRAMEWORK FOR PREPARING TEACHERS

Introduction

The quality of education depends largely upon the quality of the teacher. The EPP, BCOE, and local school districts share this responsibility. Collaboration between the University and the public schools determines the effectiveness of education in the years ahead.

The collaborative task of the University and the public schools is to help each preservice teacher develop his/her professional competencies. The common denominator that characterizes students and teachers is the role of learner. Field experiences are designed to provide opportunities for KSU teacher preparation candidates to learn to become effective teachers through observation and practice in the public school setting. These experiences should augment the knowledge, skills, and dispositions gained in the university classroom.

The primary purpose of the teacher education programs at KSU is to provide candidates with an understanding of subject matter and pedagogic knowledge, the ability to apply this knowledge to planning, implementing and evaluating an instructional program that facilitates the learning of all students, and a commitment to the profession of teaching. A key to the successful preparation of the teacher candidate is experience in the classroom setting.

The EPP has worked closely with the public school systems in our service area over the years to provide KSU teacher preparation candidates with field experiences that are carefully integrated with coursework, that are developmental in nature, and that provide candidates with variety and quality in their classroom experiences. Through these collaborative efforts, KSU prepares teachers who are able to make informed decisions in planning, implementing, and evaluating instructional strategies and programs that are developmentally and culturally responsive.

The CEPP in the EPP has developed and maintained close collaborative relationships with school systems in the KSU service area to provide field experiences that enable teacher candidates to:

1. Experience the world of classroom teachers as they interact with and facilitate the learning of students.
2. Observe and participate in classroom interactions and activities and in the teaching and learning process.
3. Utilize knowledge and understanding of content and pedagogy in the context of the classroom examine and reflect upon their teaching styles and skills and their educational philosophy.

Unit Vision

At KSU, the EPP envisions teacher education programs as pivotal in the preparation of a workforce composed of subject matter experts. In a variety of professional roles, these developing teachers and educational leaders work collaboratively, wholeheartedly, and effectively to serve learners by facilitating learning and developing successful learners across multicultural educational communities.

The EPP embraces Dewey's vision of education as a "...process in which the immature members of the teaching profession are shaped, formed, and molded into the profession's own social form" (1916/1944). This vision presupposes "schools as places where only such as would make a better future society is transmitted--and where each individual gets an opportunity to escape from the limitations of the social group in which he/she was born, and to come into living contact with a broader environment" (Dewey, 1916/1944).

What unites the diverse work of the EPP is the underlying aspiration to guide educators who bring learners of diverse backgrounds to high levels of learning. As part of that work, we believe that collaborative teaching partnerships have the potential to play a significant role in advancing education toward this desired future (Dottin, 2001). As a result, the vision for the EPP program at KSU may be captured in the following theme: *Collaborative Development of Expertise in Teaching and Learning*.

Within the context of the general mission and vision, the EPP philosophy is based upon a shared view of teacher preparation. The EPP at KSU views teachers and other school personnel as nurturers, facilitators, and collaborators. Since teachers and other school personnel in the EPP care deeply about candidate learners and are particularly responsive to learners' needs, they act as nurturers to assist candidates in the development of necessary basic learning skills and dispositions. Professional educators in the EPP use validated practices to facilitate a learning process that acknowledges and values prospective teachers' constructions of knowledge and aid candidates in reflecting about their content areas. Finally, these professional educators embrace an ideology that speaks to the collective and collaborative nature of shared work among effective professionals in the field.

Unit Aim

The EPP seeks to facilitate high levels of candidate learning and the development of teaching expertise through extensive collaboration among numerous departments across the university and with many partner schools and practicing professionals in the field. Such collaborative efforts are designed to aid in the candidate's acquisition of critical understandings, knowledge, and skills, as well as foster dispositions that reflect high regard for learner diversity, professional reflection and growth, and student success. The unit's commitment to collaboration with the professional educational community serves as a model, the purpose of which is to develop expertise among candidates in their initial and advanced programs as teachers and leaders who possess the capability, intent, and expertise to facilitate high levels of learning in all students through effective classroom instruction, and who enhance structures that support learning. Our aim is to produce teachers and school leaders who are:

- *Subject Matter Experts* who assist students in subject matter mastery, who accurately represent content, and who use effective instructional strategies/techniques, including the use of technology.
- *Facilitators of Learning* who understand how individuals construct knowledge, who help learners develop complex cognitive structures, who adapt instruction to accommodate learners' levels of understanding, and who use a wide array of teaching strategies and methodologies.

- *Collaborative Professionals* who work together to improve teaching and learning, who are committed to life-long learning, who promote a climate of collaboration and trust, and who have high ethical and professional values.

Collaborative Development of Expertise in Teaching and Learning

The KSU teacher education faculty is committed to preparing teachers who demonstrate expertise in facilitating learning in all students. Toward that end, the KSU teacher education community strongly upholds the concept of collaborative preparation requiring guidance from professionals inside and outside the university. In tandem with this belief is the understanding that teacher expertise develops along a continuum which includes the stages of pre-service, induction, in-service, and renewal; further, as candidates develop a strong research-based knowledge of content and pedagogy, they develop their professional expertise in recognizing, facilitating, assessing, and evaluating student learning.

Knowledge Base

Teacher development is generally recognized as a continuum that includes four phases: pre-service, induction, in-service, renewal (Odell, Huling, and Sweeny, 2000). Just as Sternberg (1996) believes that the concept of expertise is central to analyzing the teaching-learning process, the teacher education faculty at KSU believes that the concept of expertise is central to preparing effective classroom teachers and teacher leaders. Researchers describe how during the continuum phases teachers progress from being Novices, learning to survive in classrooms, toward becoming Experts who have achieved elegance in their teaching. We, like Sternberg (1998), believe that expertise is not an end-state but a process of continued development.

Diversity

The transformation of schools from homogenous settings to settings where many classrooms represent a microcosm of the world in terms of language, personal and ethnic culture, and diversity requires special preparation. The need to study multiculturalism and ways to affirm each child arises. The BCOE and the EPP celebrate diversity and honor individual differences. Diversity is framed in a perspective that builds on differences as an arena for unlimited potential. Multiculturalism is honored and espoused in all departmental programs and courses to enable candidates to more comfortably and knowledgeably experience the world from many points of view. Education majors at KSU are placed in diverse settings throughout their courses of study to provide them with experiences to support teaching in a global, diverse society. KSU has adopted the following definition of a diverse school for purposes of field experiences: 25% or more students qualify for free/reduced lunch or 25% of the student population is non-white. EDUC 2120, required of all education majors, offers an in-depth study of diversity in all its forms.

Public School/Professional Teacher Education Student Relationship

It is understood that the first responsibility of the public schools and teachers is to the regularly enrolled public school students. It is further understood that KSU teacher preparation candidates and faculty are guests within the public schools.

KSU and the EPP, through formal agreement with area school districts (Bartow, Cobb, Cherokee, Fulton, Gordon, and Paulding Counties and Atlanta, Cartersville, Dalton, and Marietta Cities) have

established collaborative relationships whereby teacher preparation candidates are placed within public schools for specific field experiences. The relationship between the KSU student, practicing professional and developmental supervisor is a collaborative effort designed to develop in the teacher preparation candidate the characteristics of an effective facilitator of learning and practicing professional. Cooperation and collaboration mark the relationship among these professionals. Open communication and mutual effort designed to improve learning and achievement for all public school students and the KSU candidates are hallmarks.

Administration of Field Experiences

The CEPP has as its primary responsibility the placement of all teacher preparation candidates in instructional sites that provide opportunities for them to observe and interact with students in different settings and at different grade levels, and to work with an experienced collaborating teacher. To ensure that placements are appropriate and meet the needs of KSU candidates and programs requires close collaboration and communication between the school systems in our service area and CEPP. The Director serves as the liaison to the public schools in the development and maintenance of the field experience programs. In this role, the Director:

1. Coordinates with the collaborating schools' personnel the placement of candidates for all field experiences.
2. Orients the collaborating school personnel to the field experiences in the teacher education program
3. Provides the collaborating school personnel with information pertinent to the KSU candidates' placement in appropriate settings.
4. Works with developmental supervisors and student teacher coordinators, collaborating teachers and administrators in monitoring and managing candidates in the field.

Because the Director of CEPP is the liaison to the public schools and is responsible for placement, it is important that he/she be notified of any concerns regarding any candidate in any field experience. The Director, upon notification, will work with appropriate parties to resolve concerns.

The public school coordinators of placement and building administrators play a key role in the preparation of teachers. The building administrator and/or coordinator of placement:

- Recommends qualified collaborating teachers.
- Prepares the faculty and staff for the arrival of teacher preparation candidates.
- Observe and offer assistance to teacher preparation candidates when appropriate and/or requested.

The success of the KSU Teacher Education Program depends on the public school personnel with whom we work. Their cooperation and support have provided KSU teacher preparation candidates opportunities to experience and explore the world of teaching, to develop effective teaching skills

and strategies, and to develop a personal philosophy of education. We are most appreciative of the opportunities the public schools have afforded KSU and its candidates.

Liability Insurance and Health/Accident Insurance

Systems with which KSU have agreements for placing candidates require liability insurance. Each KSU field experience candidate must furnish verification and proof of tort liability insurance prior to placement at a field experience site. To obtain coverage, candidates may become a member of a professional organization (either Student Georgia Association of Educators [SGAE] or Student Professional Association of Georgia Educators [SPAGE]) that, as part of membership fees, provides \$1,000,000 of tort insurance and access to professional development activities. Candidates are responsible for obtaining their own health insurance. Neither KSU nor individual school systems furnish health insurance. When candidates are currently employed by a school system in the capacity of a teacher, they may have tort liability coverage.

Criminal History Background Check

Pursuant to Section 35-3-30 et. seq. of the Official Code of Georgia Annotated (O.C.G.A.), criminal history records maintained by the Georgia Crime Information Center (GCIC) are available to political subdivisions, including school districts, with the consent of the individual whose record is being requested. Further, school districts are within their rights to require teacher preparation candidates to undergo criminal history background checks and to refuse placement of those they find unacceptable. Background checks are handled through CEPP. To submit a background check, candidates must complete a criminal history through www.CertifiedBackground.com [Package Code KE61]. There is a fee associated with the online process. Candidates may be asked by CEPP to undergo a fingerprint check at their own expense to clarify disputed records. Every KSU candidate described in the categories below must agree to and follow the process for a criminal background check before placement in any field experience.

1. Candidates taking EDUC 2110 or EDUC 2120 as the first course requiring a field experience at KSU.
2. Candidates who did not take EDUC 2110 at KSU and are applying for admission into the Teacher Education Program at KSU.
3. Candidates who have obtained a clear background check at KSU in the past but who have been involved in a reportable offense(s) since that time. (Contact the ESS for instructions.)
4. Candidates who are taking any education course requiring a field experience in a school or with a candidate and have never submitted to a criminal history background check through KSU. (Visit <http://bagwell.kennesaw.edu/centers/cepp/field-experiences/background-checks/>.)

Candidates should address questions or concerns about the above process to the Director of CEPP. It is the candidates' responsibility to be informed about the impact of a negative criminal history

upon their ability to receive a teaching certificate through the Georgia Professional Standards Commission (GAPSC) and their eligibility for employment in any school system. Go to www.gapsc.com and review the information on Ethics.

Review Process

As criminal history information is reported to the Director of CEPP the following process is followed:

1. If the criminal history report indicates “no record found,” no further action is taken.
2. If the criminal history report indicates a misdemeanor(s) offense, the Director will review the charge and disposition and determine (see below) if the offense will impact the eligibility of a candidate for a teaching certificate and the ability of the candidate to be employed as a teacher.

If “no impact” is the determination, no further action is taken.

If the offense should pose a possible obstacle to certification and/or employment, the Director discusses the issues with the candidate and follows up with a letter.

If the candidate does not declare the offense(s) properly, CEPP will send a letter advising the candidate of the importance of disclosure of the offense(s).

In some cases, the charge and/or the disposition is unclear and the Director will request that the candidate provide court documents for clarification and determination if further action is needed. CEPP will send a letter to the candidate explaining the outcome of the review.

3. If the criminal history report indicates a felony(s) offense, the Director requests that the candidate come in for a conference. The Director may request court documents and/or seek information from open records. Generally, a felony conviction/commission will block a candidate’s eligibility for a certificate and/or employment. In this case, the Director advises candidates that they cannot move forward in the Teacher Education Program at KSU. This information is summed up in a letter to the candidate and sent certified mail.
4. All information gathered from the criminal history background check is confidential.
5. The Director’s determination of the outcome of the criminal history check is guided by the rules of the GAPSC and by the employment code of KSU's partnership school districts. The Director looks closely at recentness, frequency and seriousness of offenses. For clarification, the Director will call the ethics investigator of the GAPSC (usually in the presence of the candidate) and/or one or several of the school systems and request guidance.
6. Always the KSU candidate’s best interest is paramount. Candidates with a criminal history, which reveals an offense that might impact teacher certification or might impact employment, the Director shares the issues with candidates so they can make a fully informed decision about continuing in the Teacher Education Program.

PROFESSIONALISM

Participation in a field experience is a privilege and carries with it certain responsibilities. As a teacher education candidate in a field experience, each individual represents KSU and the teaching

profession, and each is expected to maintain high standards of personal and professional ethics. While every aspect of professionalism cannot be detailed (see section titled "Removal"), the following considerations are presented for review.

Field Experience Conduct

KSU candidates participating in a field experience are expected to conduct themselves with the professionalism that is required of regular faculty. They will follow all policies of the cooperating school including those related to signing in and out of the school, dress, attendance, punctuality, etc. Such policies are usually outlined in the school's teacher handbook. Candidates are expected to review a copy of the handbook and to read it thoroughly at the beginning of a field experience.

KSU candidates are expected to conduct themselves in a professional manner at all times, meeting the same standards of conduct held for the regular faculty and/or any standards identified by the building administrator at the field site. Essentially, this means responding responsibly to the existing school and/or school system standards, behaving in a moral and ethical manner, and modeling responsible adult behavior to students.

Personal Appearance

KSU candidates are expected to dress professionally. The policies and culture of each individual school as well as the nature of the instructional activities usually define permissible dress. Appropriate attire might vary for a kindergarten student teacher, high school student teacher, or Health/PE student teacher.

The courts have consistently ruled that teacher appearance may be regulated and that teacher interests in appearance are subordinate to reasonable school needs. Dismissals have been upheld for reasons including: refusal of a male to trim or remove disapproved hairstyles, beards, and sideburns; refusal of a female to lengthen her skirt; and refusal of a male to wear a jacket and tie.

It is expected that KSU candidates will dress according to the professional standards of the school rather than the standards of the university campus. If there is any doubt as to whether the standard is being met, the question should be discussed with the collaborating teacher and/or developmental supervisor.

KSU and the EPP reserve the right to withhold placement in field experiences pending exhibition of professional appearance and/or to remove a candidate from a field experience for unprofessional appearance. In addition, each partnership school system has its own rules and regulations for dress. It is the candidates' responsibility to request a copy of the school system's code and to abide by those rules and regulations.

Attendance and Punctuality

KSU candidates will clearly demonstrate that they are responsible and understand the need and importance of regular and punctual attendance. Arriving reasonably early and staying reasonably late is a good professional decision for candidates in all field experience placements.

Candidates should view their responsibilities in a professional manner. KSU candidates need to be present at the assigned time and ready to undertake any task assigned by the collaborating teacher or building administrator. Each system has its own time schedule for teachers and the candidate is responsible for asking for those times at the beginning of each field experience. Candidates must abide by the same time schedule as the teachers in their assigned field experience school system. Candidates who are placed in a field experience in a school or other setting for 10 to 20 hours have a special responsibility of attendance and punctuality. The collaborating teacher often plans a particular activity on the scheduled day for the teacher candidate to help in the class.

KSU candidates should always contact their collaborating teacher and/or school if they will not be able to attend on the appointed day or if they will be late. However, not following the agreed upon schedule, being late often, not showing up at the school, or failing to notify the collaborating teacher may result in the candidates-removal from the field experience. Once removed, the candidate will not be reassigned within the same semester and will receive no credit for the field experience.

It is important that candidates participating in a field experience protect themselves from illnesses that could result in an absence. Taking the precaution of obtaining the appropriate vaccinations for the flu and childhood diseases is an important first step.

Additional Attendance Information

1. Teacher candidates will follow the calendar schedule of the school district in which they are placed. For example, student teachers will observe the spring break, fall break, Thanksgiving holiday, etc. of the school district in which they are placed (and not the holiday schedule of KSU).
2. If the school district closes schools for inclement weather or other reasons, the teacher candidate will follow the same attendance instructions as school faculty.
3. Teacher candidates will follow the daily faculty schedule of the school in which they are placed and will comply with any additional requests from the collaborating teacher.
4. Teacher candidates may participate in any school system in-service day, faculty meeting, PTSA meeting, etc. required of the collaborating teacher.

Full-time Teaching Requirements for Student Teachers

1. KSU requires a full semester of Student Teaching Experience. A full semester is 15 weeks or 75 days. Of these 15 weeks, 8 to 10 weeks should be planned by the collaborating teacher, developmental supervisor and student teacher as full-day teaching experiences. Other, more specific requirements should be stated in the developmental supervisor's syllabus and discussed with the collaborating teacher and the student teacher.
2. Secondary English, math, science and social studies program coordinators may consider a full day of teaching experience as having either one planning period or two planning periods

according to the schedules of the individual placement school and/or the number of preparations required of the student teacher.

Generally, the student teaching experience should begin slowly and build in intensity over the first month or so, be extensive and sustained for 8 to 10 weeks and then reduce gradually over the last few weeks.

3. Student teachers must provide collaborating teachers a copy of the Student Teaching course syllabus.

Relationships with Faculty

KSU field experience candidates should have the opportunity to meet as many of the faculty of their cooperating school as possible. Professional acquaintances and contacts as well as informal associations are part of the learning process for pre-service teachers.

KSU candidates are encouraged to attend, when appropriate, department or grade level meetings, joint planning sessions, faculty meetings, etc. While KSU candidates may have valuable ideas and contributions, it is important to remember they are guests. Attendance is required for student teachers and is invitational for all other KSU field experience candidates.

One place teachers may congregate and hold professional discussions is the faculty room or teacher's lounge. Although such places are conducive to interesting and professional discussions, KSU candidates are urged to exercise discretion in voicing personal views. The adage to avoid comments about religion and politics applies here and is especially applicable to remarks about other teachers, administrators, students and their families, and school or district policies. KSU candidates are not to make negative or judgmental remarks or criticize any person, policy, or procedure connected with the field experience site at any time. To do so may jeopardize successful completion of the field experience.

The collaborating teacher, developmental supervisor, building administrator or other faculty asked for input may well offer helpful suggestions for the KSU candidates' improvement. Examples include methods for classroom management, strategies for teaching a particular segment which has proven difficult, or handling other routine matters. Suggestions for improvement should be followed. Failure to follow any reasonable directive may jeopardize successful completion of the field experience.

Confidentiality

The Federal Family Educational Rights and Privacy Act of 1974 (FERPA) regulates access to and disclosure of student informational privacy. FERPA's principal thrust is to assure record access by covered students and their guardians and to prevent disclosure from those records of "personally identifying information" to unprivileged parties without the written consent of affected students and their guardians. Disclosure of confidential information is NOT to occur. This means that teacher education candidates must be particularly careful not to discuss student information with anyone other than personnel within the school who have a right to know about a student. KSU candidates should be careful not to discuss student grades, performance, etc. in settings where they can be overheard. (i.e., in a hallway where students and teachers not involved are passing).

Confidentiality must be addressed on two levels with edTPA. First of all, teacher candidates will share a password-protected site with collaborating teachers. This site stores all materials related to edTPA. edTPA handbooks and rubrics cannot be shared electronically through email. KSU signed confidentiality agreements as well with edTPA, SCALE, and Pearson. Each teacher candidate signs a confidentiality agreement which states they will not transmit video clips or student data via email or post videos to any public websites. They also agree to the statement, unauthorized disclosure of confidential student information violates the Family Education Rights and Privacy Act (FERPA) and neither students, schools, nor districts should be identified in any published report.

Parent/Caregiver Role

It is the policy of the EPP and CEPP that parents (or caregivers) of KSU teacher candidates are not to visit the schools where their adult children are placed unless invited by school officials or University officials. In addition, FERPA forbids school officials and University officials to discuss any information related to grades, placement, behavior, etc. with parents and/or caregivers.

Parents may make an appointment to meet with University officials (developmental supervisor, Director of the CEPP, Executive Director of ESS, department chairpersons, program coordinators) to discuss concerns only with the written consent of their son or daughter. Refer to the student teaching web page for a form that designates with whom University officials may discuss and disclose “personally identifying information” including grades and information related to grades and other issues.

Drugs /Alcohol/ Tobacco

Schools in all systems with which KSU has placement agreements are drug-free and zero tolerance zones. Candidates should review and abide by the school’s policy as well as the school district’s policy on use and possession of drugs including tobacco and alcohol.

Electronic Media and Communications

Candidates may have cell phones in the school building but must have them OFF at all times. Cell phones may not be used in the presence of students or where students might reasonably be present. Candidates must be very careful and practice reason and responsibility when posting personal information, pictures, comments, etc. on any forum that students, parents, administrators, teachers, or KSU personnel can gain access. Teacher candidates may not contact students via Facebook, My Space, text message, e-mail, or other similar electronic forums. Candidates should always use their KSU e-mail address when corresponding with a local school or local school personnel since many school systems have blockers that will not accept personal email addresses. Candidates may not take pictures of students without parental permission. For details on these and other ethical issues, go to the GAPSC website www.gapsc.com and click on Ethics. Student teachers are held to the same ethical standards as certified teachers.

Incompletes, Withdrawals, and Removals

In the event that a teacher candidate withdraws, receives an unsatisfactory grade, and/or is removed from any field experience placement, the Program Area's Admissions and Academic Standing Committee will determine whether another attempt is warranted. The program area's Admissions and Academic Standing Committee will determine an appropriate period of remediation and determine readiness for re-assignment at the completion of the designated remediation plan. In no case will a candidate be allowed more than two attempts at student teaching.

Field Experience Professionalism Questions

The following questions may be used to assess professional behavior. Does the candidate:

- Model high standards and expectations?
- Display a commitment to becoming a teacher and to the profession of helping students learn?
- Enjoy learning and indicate enthusiasm toward working with students to facilitate their learning?
- Regularly reflect on and assess performance and effectiveness for self-improvement?
- Learn from experiences and show improvement over time?
- Manage interpersonal relationships effectively?
- Demonstrate courtesy, respect, and civility in interactions with others?
- Work collaboratively with professional colleagues and faculty?
- Demonstrate punctuality and timely completion of responsibilities?
- Accept responsibility for actions and non-actions rather than shifting blame or claiming inability to control outside factors?
- Maintain appropriate attire and appearance?
- Promote and model standards of academic honesty?

FIELD EXPERIENCES AT KENNESAW STATE UNIVERSITY

Introduction

Field experiences for the EPP Teacher Education programs are carefully structured and sequenced in an effort to provide candidates with opportunities to observe and participate in the teaching-learning process and to develop those instructional skills that will enhance their effectiveness as professional facilitators of learning. Field experiences and coursework are carefully integrated to enable candidates to see the relationship between theory and practice and to examine and reflect on practice in view of theory and research. This interaction in an environment of constructive feedback and thoughtful reflections fosters the development of professional learning facilitators who will provide classroom environments that honor and facilitate the learning of all students. While each program within the EPP varies somewhat, the structure and utilization of field experiences are quite similar. Field experiences in the EPP Teacher Education program are organized in stages that are developmentally sequenced and integrated with specific courses.

At each level, the roles and responsibilities of the candidates increase, reflecting a broader knowledge and experiential base. As the roles and responsibilities of the candidates increase, so do those of the collaborating teacher and the developmental supervisor. The developmental supervisor

and the collaborating teacher work collaboratively to monitor candidate progress, provide constructive feedback, encourage self-assessment and reflection, and assess student performance.

The Teacher Education Program at KSU is field-based. This means that throughout the program of study, various field experiences will be provided that are designed to meet specific developmental needs of the teacher candidate. Field experiences are structured to build one upon the other, with knowledge gained from each level providing a foundation for and being reinforced in the next. While there are common field experiences for all teacher education majors, experiences specific to the major are required at the higher levels within each area. Before admission to the Teacher Education Program, candidates are required to successfully complete EDUC 2110: Investigating Critical & Contemporary Issues in Education which includes a 15 hour field experience.

Stage One: Initial Field Experiences

Candidates at the initial level are introduced to the world of teaching. This is their first opportunity to actively participate in instructional problem solving. While it is not an expectation that candidates at this level are proficient in instructional problem solving, they are assessed on dispositions and behaviors that are prerequisite to skill development such as following directions, taking initiative, oral and written communication skills, and ethical behavior.

The field experience is an integral part of EDUC 2110 and must be successfully completed in order to receive a passing grade for the course and admission to Teacher Education. Typically, candidates entering this field experience are sophomores, having completed at least 45 hours of the general studies portion of their major. Consequently, candidates will have had course work in the areas of the humanities, sciences, mathematics, and social sciences, and will have established ties with an advisor in Education Student Services (ESS). Candidates will be encouraged to actively participate in classroom activities. Such activities might include, but are not limited to:

- Preparing learning materials
- Tutoring students
- Assisting the teacher in classroom routines [checking attendance, collecting homework]
- Working with small groups of students

In this initial field experience, KSU candidates will have an opportunity to observe and interact with a variety of students and will become acquainted with all aspects of day-to-day life in a public school. It is in this course that the initial connections are made between the study of teaching and the practice of teaching. This field experience not only introduces candidates to the world of teaching, it also serves as an important resource for later coursework and field experiences. In this field experience, candidates become increasingly aware of the differences in interests, needs, and abilities of learners through their personal observations, as well as through classroom discussions. This information provides teacher candidates with a background that will enhance their understanding of later coursework related to curriculum, the use of educational technology, and multicultural perspectives on teaching. For candidates, this initial field experience assists them in making career choices. These career decisions range from deciding whether or not to enter the teaching profession to determining grade level or subject matter preferences. In the initial field

experience, candidates are given the opportunity to interact with students and teachers in the classroom setting and to begin feeling confident in their career choice.

Roles and Responsibilities for Initial Field Experience- EDUC 2110:

Center for Education Placements & Partnerships

The Foundations Coordinator will provide the teacher candidate, collaborating teacher, and school specific expectations and responsibilities for this field experience. These include:

1. Information sessions about the field experiences required in EDUC 2110
2. A list of schools willing to host candidates
3. An online signup process for school placement
4. A list of candidate names and interest areas to field placement schools
5. A criminal background check on each candidate (through CEPP)
6. A packet of information for collaborating teachers and candidates
7. A website containing pertinent information

The Candidate

The teacher preparation candidates' experiences will vary reflecting their own confidence, previous experiences, and level of skill development, as well as the nature of the class and needs of the students with whom they are working. KSU teacher preparation candidates will be expected to:

1. Take the initiative and seek opportunities to interact with students.
2. Exhibit positive attitudes and professional behavior.
3. Attend according to the agreed upon schedule and be on time consistently.
4. Follow directions of the collaborating teacher.
5. Provide the collaborating teacher with appropriate materials for the field experience.
6. Follow through with completing and turning in to the KSU instructor all required documentation.

The Collaborating Teacher

The collaborating teacher serves as a model classroom teacher. In this role, it is important that the collaborating teacher provide:

1. Opportunities for candidates to examine instructional materials, curriculum guides, textbooks and plans.
2. Opportunities for KSU candidates to observe the collaborating teacher in action.
3. Opportunities for KSU candidates to interact with a variety of learners in meaningful ways.
4. Opportunities to become familiar with all aspects of the school (i.e., special education services, ESOL services, media center, guidance services, teacher support, clubs and organizations, extracurricular activities, etc.).

5. Feedback on the candidates' performances and professionalism.
6. All required documentation to the appropriate KSU personnel on or before the designated due dates.

Additional Field Experience Opportunities Prior to Advanced Studies

Additional early field experiences are available to teacher preparation candidates. A field experience is included as part of EDUC 2120 (15 hours), EDUC 2130 (10 hours) and INED 3304 (8 hours). The field experience of 15 hours in EDUC 2120 focuses on diversity in the community. The teacher candidate initiates a field placement in a diverse setting and completes a Hands-On, community-based field experience. In EDUC 2130 the teacher candidate works with a student and observes learning theories in practice and developmental abilities. The 8-hour field experience in INED 3304 focuses on the inclusion model of the teaching and learning issues of special education students. See course offerings in the schedule of credit courses for field experience requirements in specific programs.

Stage Two: Extended Field Experiences- TOSS/Yearlong Clinical Experience I

The field experiences at the advanced level are designed to provide candidates with an understanding of instructional design and the ability to utilize this understanding in planning and implementing an educational program for learners in a specific certification area. Typically, candidates entering this stage are seniors who have completed their teaching field and the professional studies sequence coursework.

The teacher preparation candidates come to this experience with knowledge and understanding of the key concepts that underlie the subject matter they plan to teach. They come to this experience with knowledge and understanding of the principles of curriculum and instructional design; learning, motivation, and assessment; behavior and classroom management; instructional technology; and multicultural education.

Each program area offers a course or a series of courses that focuses on teaching specific subject matter content in a specific certification area. One function of these courses is to integrate the knowledge and understanding of the subject matter content with the teaching of the subject matter. The courses serve as a bridge to (a) link the skills and theory of teaching to the practice of teaching and (b) link previous field experiences to student teaching. During this field experience the teacher preparation candidate will:

1. Observe and actively participate in the on-going routines and interactions in the classroom
2. Assume responsibility for planning and implementing instruction under the guidance of a collaborating teacher
3. Work collaboratively with a developmental supervisor and collaborating teacher to assess the effectiveness of teaching behaviors, and to develop strategies to improve instructional effectiveness.
4. Additional criteria can be found on the specific department's web page.

Teacher preparation candidates at this level will plan and implement a series of lessons and/or an instructional unit, will assess student learning, and will manage materials, time, and students. Field experience responsibilities are approximately four hours per week while candidates are attending content courses on campus. Upon completion of on-campus responsibilities for the content courses, candidates' field experiences increase to several hours each day. At this point, teacher preparation candidates may take the lead in the instructional decision-making process. Collaborating teachers work with the developmental supervisors and the candidates to provide opportunities that place the candidate in the role of the professional learning facilitator.

In these field experiences, teacher preparation candidates are formally observed by the developmental supervisors and the collaborating teachers. Much of the feedback relates to the candidates' abilities to utilize understanding of subject matter and pedagogy in making appropriate instructional decisions. The mid-term (used by some program areas) and final evaluations (CAPS) specifically address how effectively the teacher preparation candidates demonstrate specific skills such as selecting objectives and selecting appropriate instructional strategies and materials that evolve from diagnostic procedures and are essential to instructional problem solving.

The teacher preparation candidates are expected to assist in all facets of the delivery of an instructional program, from constructing materials and resources, to grading papers and checking assignments, to planning and implementing units of instruction and lesson plans, to evaluating student learning. In short, the candidates are expected to take the initiative in assuming the role of a professional learning facilitator.

Stage Three: Student Teaching/Yearlong Clinical Experience II

In the third stage, student teaching, teacher preparation candidates are expected to assume full teaching responsibilities for eight to ten full weeks and to be present in the school to which they are assigned for the entire semester (15 weeks). Candidates facilitate the teaching-learning process through selection of instructional strategies and resources (including preparing their own materials); selection of strategies for managing time, materials, and students; selection of activities and instructional technologies; and selection of means for assessing student learning and his/her own teaching. In making these instructional decisions, student teachers demonstrate their ability to apply understanding of subject matter content and the principles of teaching and learning to the development of an instructional program that fosters the success of all students. Individual diagnosis and problem solving in planning and implementation of instruction are required daily in student teaching.

Evaluation of candidates occurs throughout the student teaching experience. Candidates are frequently observed and provided with written as well as oral feedback regarding the effectiveness of the instructional decisions they have made. This feedback serves as an important vehicle for improving their planning, implementation and evaluation of instruction and their development as professional learning facilitators. Mid-term and final evaluations are required of collaborating teachers, developmental supervisors and student teachers, using the Candidate Assessment of Performance Standards (CAPS). Candidates are also required to complete an edTPA portfolio assessment which is the culmination of a teaching and learning process that documents and demonstrates the candidate's ability to effectively teach his/her subject matter to all students.

Through these sequenced and integrated field experiences, teacher preparation candidates are given the opportunity to apply their understanding of subject matter content and principles of teaching and learning to diagnosing and solving instructional problems in a classroom setting. Candidate progress in developing knowledge, skills, and dispositions is carefully monitored by collaborating teachers and developmental supervisors as they observe the teacher preparation candidate in action.

Candidates are provided with on-going feedback in written form using a series of specific evaluation tools and oral conferences. The candidates use this feedback to improve their instructional effectiveness and to grow in their ability to diagnose and solve instructional problems.

Description and Purpose of Student Teaching

Student teaching is the capstone experience for candidates at KSU as they make the transition from teacher education candidate to their own classroom. It is not intended to be a solitary experience but one that includes the collaboration of KSU candidates, faculty, and collaborating teachers.

The student teaching experience serves a variety of purposes for the prospective teacher. It is an opportunity to observe and participate in activities that provide information on how teachers teach and students learn so that the student teacher can begin to unify theory and practice under the mentorship of experienced master teachers. It allows candidates to test theories and principles acquired in teacher training while gaining increased understanding of learner characteristics and needs.

Student teaching is the period of time when candidates are directly involved in a sustained and concentrated period of training within a local educational agency and under the auspices of the EPP of KSU. This is the period of preparation when emerging pre-service teachers assume and perform the same duties as the classroom teacher. Experiences include all those activities that contribute to effectiveness in teaching.

Problem-solving skills, instructional observational skills, ongoing examination of curriculum, and planning will take on a more comprehensive meaning as student teachers are provided opportunities to practice, reflect, and refine skills in these areas. The school and community interdependence, along with organizational structure and operations, will be seen through various experiences and activities.

By working in a collegial relationship (the candidate, collaborating teacher, and developmental supervisor), the student teacher will learn to function as a member of a productive team. Additional collegial relationships with school faculty will enhance collaborative action.

The student teaching experience consists of fifteen weeks in a school setting for the entire school day and will include additional activities expected/encouraged of candidates. During the semester, an increased responsibility for working with individuals and groups of students is assumed by the student teachers in a gradual process under the immediate supervision of selected collaborating teachers and the general supervision of developmental supervisors.

Seminars, conducted by developmental supervisors, occur at regularly scheduled times during the student teaching experience in many programs. Topics of common interest for student teachers in

particular fields are selected for discussion. Beginning and ending seminars are conducted by the Director of the CEPP. Attendance at all seminars is mandatory for KSU student teachers.

Candidates, upon successful completion of student teaching, earn twelve semester hours of credit. The final grade of U or S is assigned to the student teaching experience and is NOT calculated into the final GPA. The developmental supervisor has the final responsibility for assigning and recording the grade.

Structure and Philosophy of the Student Teaching Program

The student teaching experience at KSU has at its foundation the following beliefs:

1. An effective student teaching program includes an optimum amount of full-time student teaching experience.
2. An effective student teaching program provides for a planned schedule of observation and participatory experiences in school activities in addition to teaching endeavors.
3. An effective student teaching program coordinates supervisory activities of the University and cooperating school personnel in a combined effort to help student teachers evaluate and improve their teaching competencies and understandings. Central to this collaboration is the development and refinement of knowledge, skill, and dispositions as a teacher preparation candidate. Thus, the student teaching term is regarded as an opportunity to continue to learn about teaching, coupled with a challenge to demonstrate teaching effectiveness.

In keeping with these beliefs, candidates spend an entire semester in a cooperating school working collaboratively with other classroom teachers. Candidates' primary contacts with KSU will be through communication with their developmental supervisors and attendance at regularly scheduled seminars.

In both the cooperating school and university seminar, candidates gain valuable insights into the duties and responsibilities of the classroom teacher. These are acquired from observation, study, practice, constructive feedback, and reflection on teaching with supervising teachers, developmental supervisors, and other practicing teachers. During student teaching, each pre-service teacher is encouraged to analyze and develop a personal teaching style and to implement and evaluate, under the guidance of the collaborating teacher and developmental supervisor, various approaches to and techniques of teaching.

Student Teaching Objectives

The objectives established by the EPP provide an understanding of the expectations for the student teaching experience. These objectives outline the knowledge, skills, and dispositions expected of a teacher. These are stressed throughout the teacher education curriculum at KSU and are developed within course work and professional teacher education field experiences. This is a progressive developmental process that ends in student teaching.

Student Teaching Policies

Student teaching is the capstone experience in the teacher education program. The candidate is expected to follow the direction of the collaborating teacher, the school administrators, and the KSU supervisor.

Requirements for Admission to Student Teaching

Candidates become eligible to student teach by meeting the following requirements:

1. Grades of C or higher in all Lower Division Major Requirements (Area F) teaching field and professional education coursework.
2. A 2.75 adjusted or cumulative G.P.A. in all coursework at KSU.
3. Apply and obtain a pre-service certification from the Georgia PSC
4. Positive evaluations in field experiences.
5. Demonstrated professional behavior in all classes, field experiences, and interactions with peers and faculty.
6. Positive recommendation from the instructor(s) of the TOSS course(s).
7. Approval by CEPP and the Admissions and Academic Standing Committee of the appropriate program area.
8. Completion of any additional criteria as required by the specific program area for admission to student teaching. This information can be found on the specific program area's web page or in that program area's handbook.
9. A Student Teaching Application Packet completed and submitted to CEPP (Information can be found on the CEPP website).

Application Deadlines

Admission to Student Teaching for Fall Semester	January 30 th (Semester before Student Teaching)
Admission to Student Teaching for Spring Semester	August 30 th (Semester before Student Teaching)

Appeals Procedure

Decisions made regarding a candidate's eligibility, readiness for placement, retention in student teaching or withdrawal from student teaching may be appealed in writing to the program area's Admissions and Academic Standing Committee. An appeal must be based on exceptional and extenuating circumstances and/or other pertinent information not previously available or considered. (See Kennesaw State University Undergraduate Catalog for additional information).

Student Teaching Placements

Placement of candidates in specific schools with specific collaborating teachers is the responsibility of the CEPP. The Center works in collaboration with program areas and school districts.

1. All placements will be designed to encourage professional and personal growth of the candidate as an emerging professional learning facilitator and to support all P-12 learners.

2. Candidates will not be placed in schools where they have children or relatives in attendance or where children or relatives are employed in any position. If a candidate is inadvertently placed in such a situation, it is the responsibility of the candidate to contact CEPP and ask for a different placement.
3. Unless there are extenuating circumstances, candidates will not be placed in schools they have attended within the past ten years. Candidates will not be placed in schools in which they have been employed within the last ten years.
4. Due to the large number of placements made by KSU each year, candidates are not able to request particular schools.
5. Depending on the availability of placements, candidates may drive up to an hour one way for a placement, or longer, depending on the nature of the placement.
6. Once a placement is made, it will be changed only at the request of the school district.
7. Initial contact and determination of the student teaching assignments with the public school district and communication with all parties involved is the responsibility of the Director of CEPP. Final selection of specific sites and collaborating teachers is determined by the appropriate public school district personnel.

Candidates are not to contact school district personnel regarding placement.

ROLE OF THE STUDENT TEACHER, COLLABORATING TEACHER, AND UNIVERSITY SUPERVISOR

The Role of the Student Teacher

CEPP notifies each candidate of his/her student teaching assignment via an email to the candidate's official KSU email account. Individual departments notify candidates regarding their developmental supervisor.

The candidate's role during the experience will vary from that of being an observer to that of assistant teacher to being responsible for the day-to-day teaching and learning activities within the assigned classroom(s).

Below are some suggestions that might assist candidates in the orientation process.

1. Learn about the general rules and policies of the school and reasons for them. Read the teacher's handbook. It generally includes the policies and procedures that govern the operation of the school and rules and directives which must be carried out by the classroom teacher. Among such procedures are those dealing with safety regulations, fire and security drills, hall and playground supervision, cafeteria schedules, and other school routines.
2. Express appreciation to the collaborating teacher for the collaborative environment that allows the opportunity to learn from experience.
3. Learn the routines of the class, such as where supplies are stored, how attendance is kept, general housekeeping rules, and the availability of classroom technology. Also, become familiar with the special facilities of the schools such as the media center, counseling center,

and medical services. The first week is an ideal time to become acquainted with the technology available in the school as well as to begin to explore with the collaborating teacher ways to integrate its use into teaching.

4. Learn the students' names. This will provide a better understanding of each individual's strengths and improvement areas.
5. Collect information about students' background and abilities to complete the edTPA context for learning. Remember these records are confidential materials protected by FERPA. The collaborating teacher will guide the examination of student records.

Initial Student Teaching

During the first few days of student teaching, much time will be spent observing the collaborating teacher, learning the students' names, helping individual students, and learning general classroom procedures. Active participation will enhance the value of this period of time.

Observations should focus on collaborating teachers' instruction and how they help the students to think, problem solve, and work collaboratively. Candidates should also pay close attention to how the collaborating teacher deals with classroom management. Remember, they are professionals and have been selected because they are considered excellent teachers. When opportunities present themselves, student teachers should ask questions of collaborating teachers regarding teaching style and classroom management.

Candidates should become familiar with the textbooks, teaching materials, student materials, and other teaching/learning resources within the classroom. Determine how they are organized and how the collaborating teacher makes use of them.

Initial teaching will probably consist of working with small groups or individuals. Often, collaborating teachers provide team teaching opportunities early in the student teaching experience. These lessons should be planned carefully and cooperatively with the collaborating teacher. Analysis should focus on the strengths and difficulties encountered in the experiences. Analyzing the reasons for successes and problems is necessary to becoming a more effective teacher.

Self-evaluation is a fundamental process required of every student. It is necessary for the determination of strengths and areas of needed improvement, as well as setting goals for the improvement of instruction. The use of video, collaborative assessment with other student teachers, and collaborating teacher observations are elements of self-evaluation. The post observation conference is a basis of self-evaluation. The collaborating teacher will lead the candidate to a realistic awareness of abilities and development as a professional learning facilitator.

Full-time Student Teaching

Candidates are expected to complete eight to ten weeks (40-50 days) of full-time teaching. Collaborating teachers will judge readiness to teach and should gradually increase responsibilities according to the competence demonstrated in knowledge, skill, and understanding to teaching. The increasing responsibility assumed is expected to lead to full-time, independent teaching, in which candidates will handle all the duties of a teacher.

Candidates gradually assume the role of full-time teachers. Each day they will take on increased teaching responsibilities. For example, candidates may begin by team teaching a lesson with their collaborating teachers. In this instance, candidates and collaborating teachers can plan together and rehearse lessons before they are taught. They may engage in joint evaluations of the teaching and learning that took place. Next, candidates may teach that subject or topic alone with collaborating teachers providing constructive feedback. This will continue as candidates assume a greater teaching role until they are functioning in the role of full-time classroom teachers. Collaborating teachers will mentor their candidates in the classroom, providing opportunities to reflect on teaching. Candidates gradually will become co-teachers. The emphasis is on collaboration and partnership.

Classroom Management

The process of enabling candidates to gradually assume teaching responsibilities is coupled with gaining confidence and success in classroom management skills. This begins with discussing classroom management with the collaborating teachers and observing how they create positive learning environments with minimal distractions.

Most schools have a classroom/behavior management system in place. Candidates should be familiar with the system of the particular school and collaborating teacher and then develop individual skills while utilizing the system in place. The collaborating teacher should be consulted before any changes are considered.

It is essential that candidates attempt to understand why individuals behave as they do and be mindful of learner goals. Candidates must also understand the need to be empathetic, even though they may not know specific reasons why individual students behave as they do.

The following suggestions may help build the type of teacher-pupil relationships that should assist in preventing management problems.

1. Learn the students' names and backgrounds.
2. Respect the worth and dignity of each learner.
3. Seek to attain a high degree of participation from all learners.
4. Be familiar with the seating arrangement.
5. Help students set standards of acceptable behavior for various kinds of learning situations.
6. Plan for the use of freedom and responsibility of movement in the classroom, corridors, and lunchroom.
7. Exhibit poise, dignity, patience, and calmness at all times.
8. Refrain from the use of sarcasm, destructive criticism, expressions of anger, derogatory remarks, and threats.
9. Deal with small infractions before they become more frequent or increase in severity.
10. Be consistent in expectations, dealings, and relations.
11. Be warm and friendly, but firm (friendly, but not friends).

Teaching Methods

Professional teacher candidates do not mimic other teachers but develop their own style of teaching. Candidates must draw on their unique strengths and resources. One purpose of this final field experience is to help candidates find strengths and identify personal resources. This requires planned experimentation using a variety of techniques and methods during the experience. The key to success is to investigate different teaching-learning strategies within the content being taught, and to broaden one's repertoire of teaching strategies.

Written Responsibilities

Candidates are responsible for developing a variety of written requirements. The basic requirements include: daily lesson plans, conference notes, unit plans, and reflective journals. These materials should be maintained in an organized manner. Individual developmental supervisors and/or collaborating teachers may have written requirements that exceed these basic ones. Any written responsibilities, however, will be specifically defined in the process of orientation to student teaching.

Daily Lesson Plans for the upcoming week are to be provided to the collaborating teacher at the end of each week in preparation for the following week. Revisions to daily plans are to be provided to the collaborating teacher a minimum of 24 hours prior to the scheduled time for teaching. These lesson plans are to include:

- Objectives
- Procedures
- Materials
- Evaluation

A lesson plan should be developed for any instructional responsibility that the candidate assumes. The developmental supervisor may provide a lesson plan format and detailed requirements. Following the mid-semester evaluation, with the developmental supervisor's and collaborating teacher's agreement, the candidate may develop lesson plans in accordance with the collaborating teacher's usual, somewhat abbreviated format.

A Weekly Schedule based on the candidate's involvement for the following week may be mailed or faxed in time to reach the developmental supervisor by Friday (This requirement varies by program area and developmental supervisor. Please check with your developmental supervisor for directions). During the first week of student teaching, a form should be completed for the second week. A new form should be completed each week thereafter. Plans should be made with the collaborating teacher and discussed with the developmental supervisor when appropriate.

Preparing the weekly schedule serves at least two significant purposes. First, it brings the collaborating teacher and student teacher together with the intent of identifying the following week's entire slate of activities. Second, this time together provides a format for exchanging ideas, concerns, and questions about the various responsibilities.

Suggested Teaching Schedule for the Student Teacher

Week One

- Candidates will become familiar with essential information about the school such as routines and procedures to be followed, location of materials, specialists, student records, classroom standards, and seating charts.
- Candidates will gather student data to complete edTPA context for learning and distribute video permission form to parents.
- Candidates will work with collaborating teachers to establish a plan for formal conferencing throughout the student teaching semester. This should entail a set time each week that collaborating teachers and student teachers meet to review the past week, analyze development and project plans for the forthcoming week.
- Candidates will work with collaborating teachers to create opportunities for observation and participation by the student teacher in planning and implementing lessons.
- Candidates will work with individuals and small groups of students.

Week Two

- Candidates will work with collaborating teachers to create opportunities for student teachers to observe the act of planning and teaching.
- Candidates will discuss and choose an edTPA learning segment with the collaborating teacher's assistance.
- Candidates will be involved in daily school and classroom routines such as initiating and closing the school day, preparing learners for activities that are to take place, and organizing materials.
- Candidates will be engaged in independent planning and implementation of lessons in several areas of the curriculum and/or different class periods during the week in self-contained classrooms or departmentalized settings.
- Candidates will engage in independent planning and implementation of lessons for one group in one or two subject areas or for one class period the entire week.

Week Three

- Candidates shall be provided with opportunities in elementary school to assume responsibility for planning and implementing two or three lessons of the instructional day.
- Middle and high school student teachers should be moving toward taking over one or two class periods.
- Candidates shall be provided with opportunities to assess student progress, diagnose student needs, and develop materials and/or lessons that address these needs.

Week Four

- Candidates shall be provided with opportunities to move toward assuming total planning and teaching responsibilities for the full day.

Remainder of the Semester

- Candidates shall be provided with opportunities to plan, implement, and evaluate units of instruction.
- Candidates shall be provided with opportunities to participate in parent/teacher conferences, planning sessions, and meetings.
- Candidates shall meet with their collaborating teachers regularly to evaluate their progress.
- Candidates shall be provided with opportunities to video lessons in the classroom.

Evaluation and Grades

The developmental supervisor and collaborating teacher will complete formal mid-term and final evaluations (CAPS), and the candidate will complete self-assessments (CAPS) at these times. These assessments will be reviewed with the candidate and a conference will be held to discuss the basis for ratings. The collaborating teacher will have discussed the ratings with the developmental supervisor prior to completing the form. The collaborating teacher, in addition to formal evaluation through conferences, written notes, etc., will provide verbal evaluation on a regular basis. A candidate is expected to receive either L3 or L4 overall on the Summary Rating Form. The Mid-Term and Final Evaluation (CAPS) form is completed in hard copy by the collaborating teacher who turns it in to the developmental supervisor. The developmental supervisor will input both forms into electronic assessment system. Candidates must successfully meet all outcomes and proficiencies on the CAPS to successfully complete student teaching.

Candidates earn a grade of satisfactory *S* or unsatisfactory *U*. The grade is officially submitted by the developmental supervisor. Determination of the grade is the result of considerable interaction by the developmental supervisor and collaborating teacher, and is determined by the developmental supervisor. The grade of S is not included in the calculation of the GPA.

The generalized grade of satisfactory or unsatisfactory should not be misconstrued as an opportunity to succeed without less than a best effort. It is important that student teachers bear in mind that other evaluative tools are used and will be available to prospective employers.

The current Kennesaw State University catalog should be consulted for other grades that may be recorded (*W*). See “Grading Policies” in the “Academic Services and Policies” section of the current catalog.

edTPA Portfolio Assessment

In order to complete the edTPA portfolio, candidates will focus on five key areas including planning instruction, delivering instruction, assessing student learning, analyzing the impact of their teaching, and supporting student’s academic language development. edTPA includes a review of the teacher candidate’s authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate’s ability to effectively teach his/her

subject matter to all students. Evidence of a candidate's ability to teach is drawn from a subject-specific learning segment of 3-5 lessons from a unit of instruction taught to one class of students. Materials assessed as part of the edTPA process include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries.

The following are the core components of the edTPA portfolio:

- **Task 1** – Planning – Candidates create 3-5 lesson plans based on the instructional and social context of the students. Candidates will describe how their plans support subject matter learning, serve diverse student learners, and develop subject-specific academic language in their commentary. In the commentary, candidates will justify plans based on students' prior learning and personal, cultural, and community assets and describe how the assessments will monitor student learning. Gathering student data to complete the context for learning will enable candidates to address all student needs during instruction.
- **Task 2** – Instruction – The candidate will submit an unedited video(s) recording that exhibits their ability to engage with students. Candidates will provide evidence and explain how students used the language function and language demands to develop content understandings. In the commentary, candidates will analyze the effectiveness of the learning segment and propose changes that support student learning. Each student and adult appearing in the video must return a signed permission form to the candidate.
- **Task 3** – Assessment – Candidates will review whole class performance and individual student performance while analyzing student learning, providing feedback, guiding students to use feedback and identifying next steps needed to support student learning. Candidates will identify three target students and analyze the quantitative and qualitative patterns that arise in the assessment data.
- ***Task 4** (only elementary education) – Candidates will analyze student work samples to identify a targeted learning objective and plan and teach a re-engagement lesson focused on students' needs. This task focuses on assessing students' mathematics learning.

The edTPA portfolio will be submitted and reviewed online in Chalk & Wire.

Additional Course Work and/or Employment While Student Teaching

Student teaching is a full-time responsibility. KSU does not support student teachers taking additional course(s) or working during student teaching experience. Either could jeopardize performance in the classroom. Programs of study should be planned so that student teaching is the last course to be completed prior to graduation and considered a full-time responsibility. Students taking additional courses, working, or engaging in any activity that interferes with the student teaching experience will be removed from the student teaching experience.

Additional Student Teaching Responsibilities

The candidate is required to participate in all activities required of the collaborating teacher— faculty meetings, department meetings, teacher work days, in-service activities, PTSA, etc. Failure to do so can result in a poor evaluation and/or removal from the program.

Emergency/Substitute Teaching

The student teacher is not allowed to assume the role of a substitute teacher during the semester of student teaching for his/her collaborating teacher or any other teacher or personnel in the school. If an emergency should occur requiring the absence of the collaborating teacher, the school must provide a substitute teacher. The substitute teacher must be present in the room with the student teacher at all times. Under no circumstances may a candidate be paid to fill in for her/his absent collaborating teacher. The foregoing statements reflect the current legal status of student teachers in Georgia classrooms. It is to the advantage of the specific school and school system that these general guidelines be followed. If there are questions regarding situations that call for legal interpretation of the student teacher's role, the Director of the CEPP should be contacted.

Seminars

All candidates will be required to attend seminars that include an orientation and final meeting. These seminars will be scheduled by the CEPP. Candidates will also be required to attend additional regularly scheduled seminars conducted by the developmental supervisor and/or their program area.

Credits

The candidates will earn twelve undergraduate semester credit hours for satisfactory completion of student teaching with a grade of S (Satisfactory). The S is not included in the calculation of the Grade Point Average (GPA).

The developmental supervisor will be responsible for entering the grade at the end of the semester. In some cases, the final grade may be determined by the program coordinator and the department chair, in consultation with the developmental supervisor.

Student Teacher Support System

Candidates should be aware of the support system built into their student teaching experience. Difficulties should always be discussed first with the collaborating teacher and the developmental supervisor. The collaborating teacher should be the link between the local school counselor, other teachers, media specialists, and the school administration. If the issue cannot be addressed and/or solved by the collaborating teacher and/or the developmental supervisor, student teachers should contact the KSU coordinator of student teaching in their program area—ECE; Middle Grades; Secondary English, Mathematics, Chemistry, Biology, History, Art, Music, PE, or Foreign Language. Generally, the program area student teacher coordinator will contact the Director of CEPP and/or the program coordinator and/or the Department Chair as appropriate to address the issue.

Removal of a Student Teacher from a Field Placement

The decision to remove a candidate from a placement site before the end of the semester because of unsatisfactory and/or unacceptable performance or other good or sufficient reason is often complex. Removal of a candidate from the field placement typically results from a joint decision of the appropriate teacher education program coordinator and department chair in consultation with the Director of the CEPP, collaborating teacher, field supervisor, and school principal. However, the

school principal has the ultimate discretion to have KSU remove a student teacher from the assignment placement. When the candidate is removed from the field placement prior to the completion of the term, the final grade assigned will be determined jointly, by the teacher education program coordinator and department chair in consultation with the Director of the CEPP. KSU, not the collaborating school, will be responsible for all candidate appeals of a removal decision or the assigned grades in accordance with existing university policies. Request for removal from a student teaching assignment by a school or school system is a serious matter. If a candidate is removed from student teaching by a school or school system, he/she will not be assigned to a new placement for that semester. A decision for a second placement (or not) for a later semester will be determined by the appropriate program area admissions and academic standing committee. Documentation of removal issues and rationale for a second placement (or not) should be completed by the program coordinator and forwarded to the CEPP for filing.

- Before the decision to remove a student teacher is considered, the developmental supervisor should consult with the collaborating teacher and the student teacher to focus on the issues of concern. Issues of concern should be addressed, along with documentation of the attempts made to remediate the difficulty.
- A request to initiate removal of a student teacher from the field experience should be made by the developmental supervisor in consultation with the collaborating teacher, and/or the area program coordinator. The program coordinator, developmental supervisor, and/or department chair should schedule a conference with the student teacher to discuss the candidate's position and possible options.
- If a candidate is engaged in activities outside the student teaching experience that impacts student teaching performance, the candidate may be removed from the experience.
- If the school principal requests that a student teacher be removed from the school, the developmental supervisor should contact the program coordinator and the CEPP. If a principal requests that a student teacher be removed for any reason, the request is granted immediately. The developmental supervisor should document the principal's concerns, share the concerns with the program coordinator and give the documentation to the CEPP to be placed in the student teacher's file.
- If the student teacher is withdrawing from student teaching for medical reasons, a _____ document from the physician will be required and placed in the candidate's file. The candidate should be advised in the conference that a "release to return to the classroom" from the physician will be required before the candidate may apply for placement during a subsequent semester.
- If the student teacher is withdrawing himself/herself from student teaching for any reason other than medical, the student must provide a document in writing to the CEPP giving the specific reason(s) for withdrawal. This document will be placed in the candidate's file and reviewed by the program area's admission and academic standing committee, if and when the candidate reapplies to student teach.

If a candidate is removed from student teaching for unsatisfactory performance, good cause, by personal choice or by a school or school system the following options are available.

1. The candidate is not assigned a new placement for that semester.
2. The candidate may ask for his/her case to be reviewed by the program area's admission and academic standing committee resulting in one of the following outcomes:

- a) Candidate may apply for another student teaching placement in a subsequent semester.
 - b) Candidate may not reapply for another student teaching placement in the future.
 - c) Candidate may ask for the decision to be reviewed by the program area's Admission and Academic Standing Committee within one calendar year of the date of withdrawal from student teaching. A subsequent placement will not be considered after one year has passed.
3. The candidate may be granted only one subsequent placement. The candidate must sign an agreement of understanding (see the end of this document) before the second placement is made.

A candidate may NOT attempt student teaching more than twice.

Following a decision of removal from student teaching for any reason, the developmental supervisor should provide documentation to the CEPP to be placed in the student teacher's file.

Appeals Procedure

See Kennesaw State University Undergraduate Catalog

Reassignment of Student Teachers

Generally, student teachers are not reassigned. However, the following circumstances would warrant moving a candidate to another teacher within the same school or to another school:

- Placement with a teacher who does not have a minimum of three years of successful teaching experience, does not hold a renewable certificate in the teaching area, or is not highly qualified in the teaching area.
- Placement with a teacher who is a department head, teaches AP classes, target classes etc., which would necessitate the student's having to be placed with two teachers to constitute a full day of classes (if placement with two teachers is an unacceptable model for that KSU program area).
- The collaborating teacher becomes ill or for any reason will be absent for more than 8-10 consecutive school days or for frequent intermittent school days and the absences constitute a critical gap for the student teacher
- Other good cause

A request for reassignment of a student teacher should be made in writing (email, fax, etc.) by the program coordinator to the CEPP detailing the reasons for the request.

The Role of the Collaborating Teacher

Collaborating teachers interact daily with student teachers. Research shows that collaborating teachers are the most important people in a student teacher's development as a professional learning facilitator. Each KSU collaborating teacher is an accomplished school professional and has been carefully selected to mentor a student teacher.

It is the collaborating teacher's guidance of the day-to-day experience that will facilitate the growth of the student teacher. This guidance will be given both informally in conversations and formally in conferences and performance outcomes assessments. The guidance will not only be in teaching procedures and techniques, but also in selecting activities, gathering resources, and providing insight in relationships with students. The role of the collaborating teacher is crucial to the development of the student teacher.

Collaborating teachers are the eyes and ears of the student teaching program. The KSU EPP views them as collaborative members of the student teaching team. The collaborating teacher has the greatest input into the student teacher's growth toward becoming a practicing professional learning facilitator.

Collaborating teachers are selected in a process that involves the university, school system administrators, building principals, and classroom teachers. The criteria are clear and known to all of the involved parties. Collaborating Teachers in schools:

- Have completed at least three successful years of classroom experience
- Have earned at least a Bachelor's Degree and have preferably earned a Master's Degree or higher and/or Teacher Support Strategist (TSS) endorsement
- Hold a clear, renewable license and are recognized as highly qualified in each core academic subject they teach (NCLB, CAEP/PSC Standard 5.1)
- Have an interest and desire to work with a KSU candidate
- Have a well-rounded instructional load which reflects the certificate field of the KSU candidate (KSU students may not teach AP classes but may teacher honors classes)
- Are recommended by the principal as accomplished facilitators of learning (CAEP/PSC Standard 3.2)
- Are knowledgeable and supportive of the Educator Preparation Program's Conceptual Framework
- Agree to work with our students and candidates according to the policies, practices, and procedures as outlined in the Field Experiences Handbook, which is accessible at <http://bagwell.kennesaw.edu/centers/cepp/field-experiences/student-teachingpracticum-3>

Collaborating Teachers are jointly selected by the unit and partnering schools, who work collaboratively to design, deliver, and evaluate field experiences that support and maximize the learning experience of candidates and P-12 students (CAEP/PSC Standard 3.1).

Preparing for a Student Teacher

The responsibility for a good beginning in student teaching must be shared by the collaborating teacher, candidate, developmental supervisor, and the local school administration. Each will take steps in order to prepare for the student teacher's first day in the school. This section of the student teaching handbook deals with the responsibilities of the collaborating teacher.

It is important to know the student teacher has no legal status in public school classrooms in Georgia. No legal action is on record that has established precedents regarding the clarification of this status. At all times, the collaborating teacher maintains the legal responsibility for the students in her/his classroom.

Prior to student teaching, most KSU teacher education candidates have had several opportunities to work with children or adolescents in school classrooms as part of their preparation toward becoming practicing professional teachers. It is important to become familiar with the nature of those classroom experiences. This may be done by reviewing the biographical data given the student teacher by the CEPP as well as conversations with the candidate and developmental supervisor. This information will be helpful in planning a higher order student teaching experience based on the knowledge, skills and commitment the candidate has already acquired.

The following guidelines may help create a smooth transition for the candidate into your classroom and school environment:

- Inform parents by sending a letter giving information about the student teacher. This may be a joint process with the student teacher or the student teacher may be asked to write a letter of introduction to the parents. The collaborating teacher should approve the letter.
- Discuss with the students who is coming, what their role will be in the preparations, and the advantages of having a second teacher.
- Prepare a folder of materials that contain school schedules, emergency procedures, clerical procedures, faculty handbook, student handbook, and school-wide discipline and reporting policies.
- Organize and label records, reports, and teaching materials that will be used as part of the teaching process.
- Provide a desk or area where the student teacher may keep books, papers, supplies, etc.

Orientation

At the beginning of the student teaching experience, the collaborating teacher will be contacted by the developmental supervisor to arrange an orientation meeting at the school. The purpose of this meeting is to provide the context from which the student teaching expectations are established. It may be helpful to review the suggestions to student teachers concerning the orientation.

In addition to the suggestions to student teachers regarding the orientation, the following may be helpful in orientation of the student teacher.

- Introduce the candidate to the principal, department chair, or other supervisory administrators.
- Familiarize the candidate with the classroom and the teaching materials most often used.
- Involve the candidate in appropriate responsibilities from the very first day.

- Arrange the first day's schedule in order for the student teacher to prepare instructional material and to interact with students.
- Explain policies and procedures for routine duties. Have the school policies and procedures handbook available for the candidate.
- Arrange a tour of the school building.
- Arrange for the candidate to take home curriculum guides, texts, faculty handbooks, and other materials to review and begin to gather materials for teaching.

Initial Student Teaching

The beginning experiences of student teachers should be made up of activities that result in the development of a sound philosophy, proficiency, analytical observation, and acceptable methods. These should prepare the candidate to participate in the classroom without misgivings regarding methodology and content, and should include not only the broader aspect of teaching but also administrative procedures. Professional standards and ethics should be maintained throughout beginning experiences, so that the end product is a secure and capable student teacher ready to assume the responsibility for full-time student teaching. In that regard, it may be helpful to review the suggestions provided to candidates.

In addition to those suggestions, the following should provide an appropriate context for beginning experiences:

- Encourage the candidate to maintain high standards of professional and personal conduct.
- Prepare the candidate for making meaningful observations.
- Guide the candidate in analyzing and evaluating observations.
- Assist the candidate in making and carrying out plans for “bit teaching” and cooperative and/or collaborative teaching.
- Increase teaching responsibilities gradually as soon as the candidate shows evidence of being ready to assume them.
- Assist the candidate in recognizing and overcoming any undesirable traits.
- Guide the candidate in developing and maintaining a desirable learning environment.
- Help the candidate to feel secure by assisting in a manner that will not cause loss of status with the students.
- Acknowledge the candidate's ideas and contributions and encourage the use of initiative.
- Assist the candidate in efficiently performing routine duties and in keeping records.
- Increase the candidate's responsibilities from observation-participation to “bit teaching” to cooperative/collaborative teaching and to full-time teaching.

Full-time Student Teaching

The KSU EPP faculty anticipates that the amount of full-time teaching completed by each student teacher should be approximately 8 to 10 weeks. There may be some variance of this expectation. In cases where this occurs, the developmental supervisor and collaborating teacher will discuss with the candidate the need to vary the expectation. If a variation is made, plans for student teaching will be adjusted accordingly and the Director of the CEPP must be notified.

Suggested Teaching Schedule for the Student Teacher

Week One

- Collaborating teachers will provide candidates with essential information about the school such as routines and procedures to be followed, location of materials, specialists, student records, classroom standards, and seating charts.
- Student teachers will gather student data to complete edTPA context for learning and distribute video permission form to parents.
- Collaborating teachers, along with student teachers, will develop an established plan for formal conferencing throughout the student teaching semester. This should entail a set time each week that the collaborating teacher and the candidate will meet to review the past week, analyze development and project plans for the forthcoming week.
- Collaborating teachers will create opportunities for student teachers' observation of and participation in planning and implementing lessons.
- Collaborating teachers will provide opportunities for candidates to work with individuals and small groups of students.

Week Two

- Collaborating teachers will provide candidates with opportunities to observe the act –of planning and teaching.
- Collaborating teachers will involve candidates in work with daily school and classroom routines such as initiating and closing the school day, preparing learners for activities that are to take place, and organizing materials.
- Collaborating teachers will engage candidates in independent planning and implementation of lessons in several areas of the curriculum and/or different class periods during the week in self-contained classrooms or departmentalized settings.
- Collaborating teachers will encourage candidates in independent planning and implementation of lessons for one group in one or two subject areas or for one class period the entire week.
- Student teachers will discuss and choose an edTPA learning segment with the collaborating teacher's assistance.

Week Three

- Collaborating teachers will provide candidates with opportunities in elementary school to assume responsibility for planning and implementing two or three lessons of the instructional day. Middle and high school should be moving toward taking over one or two class periods.
- Collaborating teachers will provide candidate with opportunities to assess student progress, diagnose student needs, and develop materials and/or lessons that address these needs.

Week Four

- Collaborating teachers will provide candidates with opportunities to move toward assuming total planning and teaching responsibilities for the full day.

Remainder of the Semester

- Collaborating teachers will provide candidates with opportunities to plan, implement, and evaluate units of instruction.
- Collaborating teachers will provide candidates with opportunities to participate in parent/teacher conferences, planning sessions, and meetings.
- Collaborating teachers will meet with student teachers to regularly evaluate their progress.
- Student teachers shall be provided with opportunities to video lessons in the classroom.

Conferencing with the Student Teacher

After each significant teaching event or at the conclusion of other important assignments, the student teacher will wish to receive constructive evaluation of her/his teaching. The collaborating teacher should demonstrate empathy and professionalism. Request that the student teacher appear for such conferences at a time during which there will be a minimum of interruptions. The student teacher will adjust her/his schedule to appear at the time suggested.

It is imperative to conference with the student teacher. One of the most important aspects of guiding a student teacher is constructive feedback. In conducting the conference, the basis for comments will be derived from observations of a class (es)/lesson(s) conducted by the student teacher.

The feedback from observation notes should include positive comments as well as the constructive criticism leading to improvement of areas of concerns. In instances where there is no right or wrong, but it is felt another technique would have been more effective, the student teacher might be asked to think of alternative ways of providing instruction. In this way, it is neither a positive nor a negative comment and becomes a means of developing flexibility.

Constructive criticism can be given in such a way as to foster self-evaluation. For example, in responding to: “Why do you think there was difficulty here?” the student teacher begins to seek the answer to the most important question “Why?” which is frequently the most difficult question to answer. Again, she/he could be asked to think of alternative courses of action. Conducting a conference in this manner takes longer but may be more effective in developing the student teacher’s self-evaluation skills.

The final part of the conference should be spent in deciding what the candidate should concentrate on improving next. This would be the primary focus of the next observation(s) and major conference. Concentrating on one aspect of the teaching task at a time makes improvement seem less formidable.

Finally, make a written record of conferences. This should include what was discussed and what was resolved. This gives both parties something concrete to refer back to and can be used as a springboard for other conferences. It also provides a record of the candidate's growth during student teaching. The collaborating teacher should complete two formal observations of the student teacher prior to mid-term and two formal observations between mid-term and the end of the semester using the Observation Summary Form.

Special Conferences

If at any time during the student teaching semester a collaborating teacher feels that the progress of a candidate indicates the need for special discussion, the candidate's developmental supervisor should be informed immediately. This is of vital importance to student teachers' futures and is directly related to their success. If a conference involving the developmental supervisor and the collaborating teacher seems desirable, please do not hesitate to suggest it. If at any time, the student teacher is in danger of being unable to complete the student teaching experience successfully, the developmental supervisor and the school administration should be informed as soon as possible.

Related Professional Activities:

The Home Room/Advisement

Since many middle and secondary school teachers have homeroom/ advisement responsibilities, the collaborating teacher should provide opportunities to the student teacher to observe and participate in homeroom/advisement management.

Additional Phases of the School Program

It is important that the student teacher have an opportunity to engage in the wide variety of experiences that are a part of the collaborating teacher's total professional responsibility. In addition to the experiences mentioned previously the student teacher should have opportunities to observe and/or participate in, special guidance services, PTA meetings, extracurricular duties and professional meetings.

Additional Teacher Activities

Within reason, the student teacher should be given the opportunity to participate in all phases of the collaborating teacher's work. It will be helpful to her/him to become familiar with various clerical duties involving attendance, tardiness, student records, report cards, and other similar activities for which the collaborating teacher is responsible.

The student teacher should assume responsibility for the preparation of tests and quizzes and should ask the collaborating teacher to review evaluations before final copies are made. The student teacher will gain valuable experience from assignments involving the evaluation of written work.

The student teacher should ask the collaborating teacher to review the assignment and approve the evaluation rubric.

Alternate Classroom Observations

While the student teachers' primary assignment is in the collaborating teachers' classrooms, it may be determined in collaboration with the developmental supervisor that they may benefit from the observation of other teachers. Such observations should be structured and completed with the permission of the teacher to be observed.

Reporting Responsibilities:

Collaborating Teacher Demographic Information Form

Each collaborating teacher will complete a demographic form that will be turned in to the Center for Education Placements and Partnerships. The collaborating teacher should complete these at <http://bagwell.kennesaw.edu/centers/cepp/field-experiences/student-teachingpracticum-3>

Formal Evaluation of the Student Teacher

The collaborating teacher will be asked to evaluate the student teacher throughout the student teaching experience. The evaluations may be used as the basis of a conference at which the developmental supervisor, the collaborating teacher, and the student teacher consider the strong and weak points suggested in the evaluation. The collaborating teacher will use the Observation Summary Form for at least two observations prior to mid-term and two observations following mid-term and prior to the end of student teaching. This form can be obtained from your teacher candidate, developmental supervisor, or at <http://bagwell.kennesaw.edu/centers/cepp/field-experiences/student-teachingpracticum-3>.

Anytime throughout the semester that a serious weakness in the student teacher is observed which may jeopardize the candidate's final evaluation, the collaborating teacher should confer with the developmental supervisor and inform the candidate immediately so that steps may be taken to correct the situation as early as possible. This may result in a professional development plan that the candidate will be required to meet by a specific deadline. Go to the CEPP website and download the professional development forms. Each evaluation setting should result in goal setting. As a result of constructive feedback, the collaborating teacher and the candidate should reach an agreement about what specific pedagogic skills need to be given attention. These can become goals to work toward. This is especially important to undertake at the mid-semester assessment. As work progresses, be sure to help the student teacher set reasonable goals that are attainable within a specific time frame. In this way evaluation is formative and leads to growth toward the student teacher becoming a practicing professional teacher.

Required Forms for the Collaborating Teacher

As with almost everything in teaching, documentation is involved. Every attempt has been made to keep the paperwork associated with Student Teaching to a minimum, but some paperwork expectations exist regarding the evaluation of the student teacher. All forms may be obtained from the developmental supervisor, teacher candidate or at <http://bagwell.kennesaw.edu/centers/cepp/field-experiences/student-teachingpracticum-3>.

- **Observation Summary Form:** Collaborative teachers will complete four (4) Observation Summary Forms. This form provides the collaborating teacher with an open-ended assessment that mirrors the Candidate Assessment of Performance Standards. Two Observation Summary Forms should be completed before mid-term and two during the last half of the semester.
- **Candidate Assessment of Performance Standards (CAPS):** The same Candidate Assessment of Performance Standards (CAPS) is to be completed for both the mid-term and final ratings. At mid-term evaluation (CAPS) should be completed by referring to the two completed Observation Summary Forms to assist with the mid-term ratings.

Use the same (CAPS) to complete the final evaluation ratings. Refer to all four (4) Observation Summary Forms to assist in the final ratings. In addition, other observed and informal documentation may be used to establish final ratings.

The Observation Summary Forms and the CAPS Form work together to provide evidence that proficiencies have been successfully demonstrated by the student teacher. The purpose of these forms is to ensure that the assessment instruments are aligned with our Conceptual Framework.

At the end of the semester, the Observation Summary Forms (4) and the CAPS should be turned in to the Developmental Supervisor.

The assessment instrument (CAPS) is completed at mid-term and end of student teaching. Since the student teacher, the collaborating teacher, and the developmental supervisor have input into the evaluation process, all individuals shall complete the CAPS and share their points of view with the intention of instructional improvement.

Recommendations and/or Reference Letters

Collaborating teachers may be asked by student teachers to write letters of reference to be included in their employment materials. Prompt completion of this letter will ensure that the student teacher has every opportunity to acquire a teaching position. Please be aware that one may refuse to write a letter of reference. Good communication throughout the semester should preclude any uncomfortable situations at reference time.

The Role of the Developmental University Supervisor

The role of the developmental supervisor is to serve as a liaison between the university and partner schools hosting teacher candidates. The developmental supervisor works closely with school administrators and collaborating teachers in helping the teacher candidate translate university-based learning into classroom practice.

Effective developmental supervisors have a broad repertoire of communication, behavior, and interpersonal approaches and are able to adjust their approach to the developmental needs of the teacher candidate. For example, when the teacher candidate demonstrates great difficulties in making instructional decisions, has low abilities to manage the classroom, and seems emotionally

immature, the developmental supervisor typically assumes a very directive approach, literally telling the teacher candidate what to do. At this point, the collaborating teacher may model specific classroom management strategies, giving the teacher candidate little room for independent decision-making. However, when the teacher candidate is self-directed, makes research-based instructional decisions on classroom management and curriculum, the developmental supervisor assumes a non-directive approach, facilitating the co-generative dialogue.

Effective developmental supervisors guide the conversations by asking critical questions, rather than offering solutions or making recommendations. In doing so, the developmental supervisor facilitates dialogue where teacher candidates and collaborating teachers have opportunities to theorize the lesson and seek to understand the theory-to-practice (or practice-to-theory) implications as they co-generate ideas for improving teaching and learning (Roth, Tobin, Camambo, & Dalland, 2004).

The primary purpose of the supervisor is to facilitate the teacher candidate's progress toward becoming a certified teacher who possesses the knowledge, skills and dispositions to help all students learn. To do this, the supervisor makes frequent visits to the classroom, collaborates with the collaborating teacher in the evaluation of the teacher candidate and co-creates a professional development plan for candidates who may need additional assistance. The supervisor is ultimately responsible for the grade assigned for the clinical practice. The developmental supervisors will utilize Glickman, Ross, and Ross-Gordon's developmental models of supervision to assist teacher candidates as they move through the stages of teacher development (113-148).

Directive Control Supervision:

The developmental supervisor will:

- *Listen* and observe to identify areas of weakness
- *Clarify* areas of weakness by providing specific examples from observation data
- *Reflect* on observation data collected
- *Present* a goal to improve area of weakness
- *Direct* teacher candidate to improve using agreed upon strategies
- *Standardized* criteria for success and timeline is established and shared with teacher candidate
- *Reinforce* the consequences of action or inaction

Directive Informational Supervision:

The developmental supervisor will:

- *Listen* and observe to identify areas of weakness
- *Clarify* areas of weakness by providing specific examples from observation data
- *Reflect* on teacher candidate's input and observation data
- *Present* goal options or choices
- *Direct* teacher candidate in choosing goals to improve areas of weakness
- *Standardize* the time and criteria for expected results
- *Reinforce* actions needed, repeat, and follow-up

Collaborative Behaviors:

The developmental supervisor will:

- *Listen* and observe teacher candidate
- *Clarify* areas of weakness as seen by teacher candidate
- *Encourage* teacher candidate's perceptions
- *Present* point of view and seek teacher candidate's understanding
- *Problem Solve* collaboratively and create list of solutions/strategies
- *Negotiate* to find common course of action satisfactory to supervisor and candidate
- *Reinforce* actions needed, repeat, and follow-up

Nondirective Behaviors:

The developmental supervisor will:

- *Listen* and observe teacher candidate
- *Clarify* teacher candidate's message about areas of weakness or concerns
- *Encourage* teacher candidate to speak more about concerns
- *Reflect* by verifying the teacher candidate's perceptions
- Probe teacher candidate to *problem solve* and look for underlying assumptions/problems
- *Direct* teacher candidate to provide actions and commitment to follow through with actions
- Teacher candidate sets time and criteria for action
- *Reinforce* and support teacher candidate's plan

Responsibilities:

The supervisor will:

1. Act as a liaison between the Center for Education Placements and Partnerships, the department, the program, and the candidate.
2. Observe, critique, and provide feedback to the candidate teaching in the classroom a minimum of 4-6 times throughout the semester. Up to 2 of these observations may be done virtually with the candidate providing a recording of his/her teaching to the supervisor for evaluation.
3. Discuss matters relating to the candidate with the collaborating teacher.
4. Establish a trusting, equitable relationship with the teacher candidate and collaborating teacher.
5. Assist the teacher candidate and/or collaborating teachers in completing their certificates in Collaboration and Pre-service Co-teaching.
6. Become proficient at delivering directive and non-directive approaches to supervision, based upon the needs all the individuals.
7. Conduct an initial visit within the first two weeks of the placement as well as facilitating goal-setting, demonstration teaching upon request, and providing reflective feedback.
8. Evaluate the candidate's teaching with the candidate and the collaborating teacher and assign the final grade based upon input from the collaborating teacher.

9. Conduct both pre- and post-observation conferences with the candidate. The pre-observation conferences may be conducted via email or phone, but the post-observation conferences should be conducted in person.
10. Maintain records for each candidate that includes the date and time of visits, completed observation forms, completed evaluation forms, and other material related to supervision. Materials should be kept for 5 years.
11. Adhere to deadlines regarding the submission of paperwork and records. Due dates for materials will be provided each semester by CEPP and the department.
12. Be available to the candidate to discuss concerns between scheduled or unscheduled visits and accommodate requests for extra visits as they are deemed helpful or needed.
13. Work closely with the candidate, collaborating teacher, and principal or designee to ensure the clinical practice is a satisfying and rewarding experience, both personally and professionally for all involved.
14. Attend meetings scheduled by the Center for Education Placement and Partnerships, the department, and/or the program. This will include the Orientation Seminar held each semester as well as three professional development seminars per semester. Other meetings may be called as needed.
15. Report any significant problems a candidate might be experiencing to the department/program, so the department point person may assist and report issues to CEPP.
16. Assist in the timely creation of a professional development plan for candidates who may need additional support and make certain department point person shares the PDP with CEPP. When at all possible, this should be done before the last day to withdraw without an academic penalty.
17. Have a working knowledge of edTPA, provide appropriate support for this assessment, and stay current on official documents and resources regarding edTPA.
18. Enter all required data into Chalk and Wire.
19. Have a basic knowledge of technology used by supervisors: Chalk and Wire, Microsoft Word, KSU e-mail, Internet, etc.
20. Uphold the Georgia Professional Standards Commission Code of Ethics for Educators 505-6-.01.
21. Act as an ambassador in the surrounding community for KSU and for your program area.
22. Advocate for your candidates.
23. Submit reference forms for candidates in a timely fashion to assist them in procuring teaching positions.
24. Perform other services generally associated with field experiences as assigned by the Department Chair or the Department Chair's designee.

Orientation for Student Teachers

The developmental supervisor plays a major role in the orientation of student teachers to the student teaching program. There are two orientation sessions that student teachers are required to attend and others that may be scheduled. The first seminar is held on campus prior to the beginning of student teaching and led by the Director of the Center for Education Placements & Partnerships. The second is at the school location. A final student teaching seminar will be scheduled at the end of the semester. Developmental supervisors are expected to attend all seminars.

The Center for Education Placements & Partnerships will arrange for the location and time for meetings. The purpose of the beginning Student Teaching Seminar is to orient student teachers to the general expectations of student teaching and to introduce them to their developmental supervisors. In preparation for the orientation meeting the developmental supervisor should:

- Review the goals and objectives for student teaching.
- Become familiar with the student teachers' names and assignments.
- Arrange schedules for in-school orientation.
- Give the student teacher a syllabus outlining all expectations.

Some items suggested for discussion during the orientation meeting are noted below:

- Attendance expectations
- The general expectations that the supervisor has for student teachers
- The supervisor's plans for visiting the school
- The manner of completing and filing weekly reports and other information required by the developmental supervisor
- Information relative to the role of the collaborating teacher and information about the particular collaborating teacher and school
- How students will be evaluated and graded
- Professional ethics and conduct during student teaching
- Dates and times of in-school orientation
- The need for the student teacher to obtain recommendations based upon the student teaching experience from the collaborating teacher and developmental supervisor

In-School Orientation

The developmental supervisor will arrange an in-school orientation session to be attended by the developmental supervisor, collaborating teacher, and the student teacher. This session will be scheduled either prior to the Beginning Student Teaching Seminar or during the first week that the student is in the school. The purposes of this meeting are listed below.

- Discussion of expectations regarding student teachers
- Discussion of goals agreed upon by the collaborating teacher and developmental supervisor
- Specific techniques, methods, and procedures the developmental supervisor would like the student teacher to experience
- Training on all assessment instruments used during student teaching

- Procedures for subsequent visits and for student teacher reports to the developmental supervisor
- Arrangements of dates and times for subsequent visits
- Invitation of collaborating teacher to the seminars
- Provision of syllabus and explanation of expectations to collaborating teacher
- Meeting with school administrators to express thanks for student teaching placements and availability of the developmental supervisor

School Visitations

It is expected that the developmental supervisor will make at least four (4) observations of complete lessons during the semester. Cooperative plans should be made during the in-school orientation session for continued contacts throughout the student teaching experience. The length of the visits may vary but should include ample time to discuss student teaching progress with the collaborating teacher. Time should be allocated at the completion of the observation (or later in the same day) to discuss the developmental supervisor's evaluation.

The developmental supervisor should schedule a mid-semester conference to discuss the mid-term assessment instrument (CAPS) completed by the collaborating teacher, student teacher, and developmental supervisor. This conference should include all parties and result in the identification of the student teacher's strengths and areas of needed improvement during the remaining weeks of student teaching. The Director of the CEPP should be notified at this time regarding any student who is in jeopardy of failing student teaching.

Serious problems in student teaching may result in a professional development plan that the candidate will be required to meet by a specific deadline. Go to <http://bagwell.kennesaw.edu/centers/cepp/field-experiences/student-teachingpracticum-3> and download the forms. The final school visit should include a three-way conference with the collaborating teacher, the student teacher, and developmental supervisor. The conference should involve a final performance outcomes assessment (CAPS) of the student teacher and will assist with finalizing any cooperative plans for the transition of the student teacher into the first year of teaching. It should also provide the developmental supervisor with additional guidance for assigning grades and completing final review materials for student teaching.

Suggested Teaching Schedule for the Student Teacher

Week One

- Student teachers will become familiar with essential information about the school such as routines and procedures to be followed, location of materials, specialists, student records, classroom standards, and seating charts.
- Candidates will work with collaborating teachers to establish a plan for formal conferencing throughout the student teaching semester. This should entail a set time each week that collaborating teachers and student teachers meet to review the past week, analyze development and project plans for the forthcoming week.

- Student teachers will gather student data to complete edTPA context for learning and distribute video permission form to parents.
- Student teachers will work with collaborating teachers to create opportunities for observation and participation by the student teacher in planning and implementing lessons.
- Candidates will work with individuals and small groups of students.

Week Two

- Student teachers will work with collaborating teachers to create opportunities for student teachers to observe the act of planning and teaching.
- Candidates will be involved in daily school and classroom routines such as initiating and closing the school day, preparing learners for activities that are to take place, and organizing materials.
- Student teachers will be engaged in independent planning and implementation of lessons in several areas of the curriculum and/or different class periods during the week in self-contained classrooms or departmentalized settings.
- Candidates will engage in independent planning and implementation of lessons for one group in one or two subject areas or for one class period the entire week.
- Student teachers will discuss and choose an edTPA learning segment with the collaborating teachers' assistance.

Week Three

- Student teachers shall be provided with opportunities in elementary school to assume responsibility for planning and implementing two or three lessons of the instructional day.
- Middle and high school student teachers should be moving toward taking over one or two class periods.
- Candidates shall be provided with opportunities to assess student progress, diagnose student needs, and develop materials and/or lessons that address these needs.

Week Four

- Student teachers shall be provided with opportunities to move toward assuming total planning and teaching responsibilities for the full day.

Remainder of the Semester

- Candidates shall be provided with opportunities to plan, implement, and evaluate units of instruction.
- Student teachers shall be provided with opportunities to participate in parent/teacher conferences, planning sessions, and meetings.
- Candidates shall meet with their collaborating teachers regularly to evaluate their progress.
- Student teachers shall be provided with opportunities to video lessons in the classroom.

Evaluation and Grades

The developmental supervisor is responsible for assigning the grade for each student teacher in collaboration with the collaborating teacher. Factors that should be considered in assigning grades include:

- Classroom performance of the student teacher as observed by the collaborating teacher and developmental supervisor
- Weekly reports and lesson plans
- Professional ethics
- CAPS submitted by the candidate, collaborating teacher, and developmental supervisor

Required Forms for Evaluation

1. **Observation Summary Form:** The Developmental Supervisor will complete a minimum of four (4) Observation Summary Forms. Two should be completed before mid-term and two during the last half of the semester.
2. **Candidate Assessment of Performance Standards (CAPS):** The same CAPS is used for both the mid-term and final ratings. At the end of seven weeks, a mid-term evaluation should be completed. Refer to the two completed Observation Summary Forms to assist with the mid-term ratings. The CAPS form from mid-term should be used to complete the final evaluation ratings. Refer to all Observation Summary Forms, other observed and informal documentations, and all forms completed by the collaborating teacher to provide additional information needed to complete final ratings on the CAPS.

Other Important Assessments

edTPA – Teacher Performance Assessment: In order to complete the edTPA portfolio, candidates will focus on five key areas including planning instruction, delivering instruction, assessing student learning, analyzing the impact of their teaching, and supporting student's academic language development. edTPA includes a review of the teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students. Evidence of a candidate's ability to teach is drawn from a subject-specific learning segment of 3-5 lessons from a unit of instruction taught to one class of students. Materials assessed as part of the edTPA process include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries.

Observation Forms and Candidate Assessment of Performance Standards work together to align evidence of successful completion of proficiencies described in the Conceptual Framework. The purpose of these forms is to ensure that the assessment instruments are aligned with our Conceptual Framework.

The Summary Observation Forms (4) from the collaborating teacher and the supervisor's own Summary Observation Forms (4) should be submitted to the program area via Chalk & Wire. The edTPA portfolios are submitted online through Chalk & Wire.

All forms for student teaching are available on the CEPP website at <http://bagwell.kennesaw.edu/centers/cepp/field-experiences/student-teachingpracticum-3>

References

Glickman, C.D., Gordan, S.P., Ross-Gordan, J. M. (2014). *SuperVision and Instructional Leadership: A Developmental Approach*. 9th ed., Saddle Creek, NJ.

Roth, W. M., Tobin, M., Camambo, C., & Dalland, C. (2004). Co-teaching: Creating resources for learning and learning to teach chemistry in urban high schools. *Journal of Research in Science Teaching*, 41(9), 882–904.

Appendices

Student Teacher Weekly Schedule Form

Student Name _____

Student Teaching Site _____

Cell # _____ Home # _____ School # _____

E-mail address: _____ Fax: _____

Collaborating teacher _____

Schedule for the week of _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday

Notes/additional information:
