

Field/Clinical Experiences Handbook

Kennesaw State University

Clinical Experiences, Placements & Partnerships

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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 observations 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 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 Office of Clinical Experiences, Placements and Partnerships 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 in the teaching and learning process.

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 teacher candidates 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 collaboration 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. Our aim is to produce teachers and school leaders who are;

- **Instructional 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.

Diversity

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.

Administration of Field/Clinical Experiences

The Office of Clinical Experiences, Placements and Partnerships 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/clinical experience programs. In this role, the Director:

- Coordinates the placement of candidates for all field/clinical experiences with collaborating schools' personnel.
- Orients the collaborating school personnel with information pertinent to the KSU candidates' placement in appropriate setting.
- Works with supervisors and student teacher coordinators, collaborating teachers and administrators in monitoring and managing candidates in the field.

Application for Clinical Experience

Yearlong Clinical Experience (YCE)/Student Teaching normally is the last requirement completed in teacher education programs. Since student teaching and YCE are based in the field, academic and professional commitment is required of the teacher candidate. The teacher candidate is expected to follow the direction of the collaborating teacher, the school principal, the KSU university supervisors, and the KSU director of the Office of Clinical Experiences, Placements and Partnerships.

A criminal history background check will be performed prior to admission to Teacher Education and when the Pre-Service Certificate is issued by the Georgia Professional Standards Commission (PSC). In addition, if determined by the background check that a candidate is multi-state offender, the candidate will be required to pay a fee and be fingerprinted. Results of either the criminal history background check and/or fingerprinting may preclude continuation in the program.

Formal application to YCE/Student Teaching must be completed and submitted to the Office of Clinical Experiences, Placements and Partnerships. Candidates become eligible to participate in YCE/Student Teaching by meeting the following requirements:

- Achieved grades of "C" or higher in all Lower Division Major Requirements (Area F) teaching field and professional education coursework.
- Achieved a 2.75 adjusted or cumulative GPA in all coursework at Kennesaw State University.
- Receive positive evaluations in all field experiences

- Have no reports of unprofessional behavior in all classes, field experiences, and interactions with peers and faculty.
- Possess a Pre-Service Certificate from the state of Georgia Professional Standards Commission (PSC).
- Be approved by the Office of Clinical Experiences, Placements and Partnerships and the Admission and Academic Standing Committee of the appropriate program areas.

Individual programs/departments may have additional criteria for admission to Yearlong Clinical Experiences or Student Teaching. It is the candidate's responsibility to be aware of and to complete additional requirements by the time of application.

Applications for YCE/Student Teaching must be submitted to the Office of Clinical Experiences, Placements and Partnerships on or before the deadline dates specified below. The candidate is responsible for adhering to these deadlines. No applications will be accepted after the published deadlines.

Application for admission to Clinical Experience is complete when all items below have been completed.

- Advisor Review: teacher candidates must make an appointment with their program coordinator/faculty advisor. Take a copy of the "Advisor Review" form to the appointment. Teacher candidates must get appropriate signatures. Once the form is completed, teacher candidates may complete the online application.
- Complete the online application in Owl Express.
- Turn in the original, signed copy of the Advisor Review form to the CEPP office or scan a copy of the completed form to the CEPP office at studentteach@kennesaw.edu
- A placement request will not be submitted for candidates who do not turn in a copy of the approved Advisor Review form.

Placement of Teacher Candidates

The Placement Coordinators in the Office of Clinical Experiences, Placements and Partnerships (CEPP) requests appropriate grade level and subject clinical placements in area school systems for all eligible candidates. Based upon their policies and needs, the school systems make specific assignments for individual student teachers and notify the University concerning the final placements. CEPP notifies teacher candidates of their placements. Due to heavy volume and limited number of placements, commutes may be up to an hour or more one way, depending on the nature of the placement and the availability of placements in each content area/experiences.

Clinical Experiences, Placements and Partnership Policies

1. Candidates must meet all KSU teacher education requirements for field and clinical placements. Failure to meet these requirements on time can result in a candidate not being able to register for a course with a field component, having to withdraw from a course with a field assignment, and/or being academically withdrawn from a course. Any of these scenarios can delay graduation thus, candidates are encouraged to seek regular advising from their program areas.

2. Should a candidate need to drop a class with a field component and/or is academically withdrawn from the course due to not having met the requirements, financial aid may be impacted if a student's status is changed from full time to part time. It is the candidate's responsibility to verify that he/she has completed all requirements to enter the field. Questions regarding eligibility and required coursework to enter in field experiences should be directed to Education Student Services (ESS) in the Bagwell College of Education. Questions about specific assignments should be directed to the KSU faculty member teaching the course.
3. Upon admission to KSU, all students are assigned an official KSU email address. CEPP and ESS communicate with candidates through these official email addresses only. Failure to read these official email accounts can result in missing critical information about field/clinical placements and or teacher education requirements.
4. The Clinical Experiences, Placements and Partnerships office (CEPP) places several thousand candidates in the field per year. All placements have sign-up or application deadlines. These deadlines are shared with program areas in advance and are firm. Candidates should consult with their program area advisors for information about deadlines. Late placements are granted only for extenuating circumstances. In such cases, a candidate must submit a late placement request form to CEPP. (Since all deadlines are shared with program areas in advance, not knowing a deadline does not constitute an extenuating circumstance.)
5. Placement of candidates in specific schools with specific collaborating teachers is the responsibility of CEPP. CEPP works in collaboration with KSU teacher education program areas and school districts. Candidates are not to contact schools to request their own placements. Once a candidate knows his/her placement, he/she should consult with his/her program area about the appropriate protocol for making initial contact with the teacher and school.
6. 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. When signing up for placements, candidates will be asked for recommendations. These are recommendations only and are not a guarantee of placement. CEPP is responsible for ensuring that all candidates meet all state and national accreditation requirements for placements, including grade band requirements and diverse field experiences. While meeting these requirements ensures that our programs stay accredited, it also ensures that candidates will meet state mandated regulations to receive certification.
7. 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 (See consequences in #9 below.)

8. Unless there are extenuating circumstances or they are the teacher of record and have received approval to use their current classroom for their field placement, candidates will NOT be placed in schools where they are currently employed or in which they have been employed within the last ten years. Candidates will also not be placed in schools they have attended within the past ten years. 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. (See consequences in #9 below.)
9. Failure to abide by #7 and #8 above will result in removal from the site and possibly the program, which can jeopardize the candidate's ability to complete the course and which can also impact financial aid and delay graduation.
10. While CEPP works diligently to place candidates in locations close to campus and/or close to a candidate's home, there are times when candidates may have to commute to complete a field assignment. Depending on the availability of placements, candidates may drive up to an hour or longer each way for a placement depending on the nature of the placement.
11. Once a teacher candidate has begun a student teaching or yearlong clinical experience, the placement will be changed only at the request of the school district or if CEPP, in consultation with the program area and approved by the Associate Dean for Undergraduate Studies, determines extenuating circumstances exist. If a candidate needs to change a ST/YCEI/II placement, the EPP Change of Field/Clinical Placement Request form must be completed by the program area. In order to request a change in placement, program coordinators must provide documentation of a meeting with the cooperating teacher, teacher candidate, and administration of the school, or documentation of the reason the teacher candidate has been removed from the school at the district's request and include justification for a change in placement. CEPP will process the new placement with the school district. Request made to change a candidate's placement during the current semester are not guaranteed and may result in the candidate needing to postpone his or her placement until the next term. Program Coordinators must provide a request for a change in placement for the following semester to CEPP before district deadlines of November 1 (for spring placements) or April 1 (for fall placements). Change in placement requests made after the district deadlines will only be permitted for extenuating circumstances.
12. Initial contact and determination of field and clinical placements with the public school district and communication with all parties involved is the responsibility of the office of Clinical Experience, Placements and Partnerships. Final selection of specific sites and collaborating teachers must be approved by the appropriate public school district personnel.

13. All Kennesaw State University candidates who are accepted into a teacher education program and will be completing a field placement must complete the requirements to obtain a Pre-Service Certificate through the Georgia Professional Standards Commission which includes a criminal background check and the ethics module. Candidates accepted into teacher education programs, will not be able to begin their field placement(s) until they receive their Pre-Service certificate number from the GaPSC and provide proof to the Office of Clinical Experiences, Placements and Partnerships.
14. All Kennesaw State University candidates, who are seeking certification, are required to complete an opening school experience. Opening school experiences vary by program and can include the KSU candidate spending 1-2 weeks with a mentor teacher during pre-planning and the first week of school. Due to the schedules of the county schools where KSU places candidates, the opening school experience may occur prior to the start of the KSU fall term. Candidates should check with their program faculty regarding the specific number of days/hours required for their opening school experience for their program.
15. All Kennesaw State University candidates who are enrolled in classes on the Paulding campus must be placed in Paulding Public schools for all field placements. All Kennesaw State University candidates who are enrolled in classes on the Atlanta Metro campus must be placed in Atlanta Public schools, or surrounding areas for all field placements.
16. 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. For additional information about the retention and appeals process please see <http://bagwell.kennesaw.edu/bcoe/admission-teacher-education/retention> and <http://bagwell.kennesaw.edu/bcoe/admission-teacher-education/appeals> (See Kennesaw State University Undergraduate Catalog for additional information).
17. If a candidate returns from a break in their program or has been withdrawn or removed from a student teaching or yearlong clinical I/II experience, a new placement must be approved by the candidate's program faculty. Program Coordinators must fill out the EPP Change of Field/Clinical Placement Request and email the form to studentteach@kennesaw.edu. A new clinical experience application must be processed through CEPP by the designated deadline given at the time of approval to resubmit. If the Academic Standing committee gives approval after the designated deadline, a late placement request must be submitted to CEPP with appropriate signatures.

18. The Office of Clinical Experience, Placements and Partnerships will request yearlong clinical placements for all candidates who are completing their yearlong from spring to fall. However, due to teacher transfers and content and grade level changes, school districts may reassign a placement (for the YCE II portion) due to changes of their existing staff. If a candidate is reassigned, CEPP will attempt to place the teacher candidate in the same school. * If another qualified teacher is not available at the same school an alternate placement site will be secured by CEPP and the HR office of the district

Teacher Candidate Accident/Injury Report

In the event of an injury or accident involving the teacher candidate while participating in field/clinical experience at school sites, the teacher candidate will comply with the school district's policy related to the accident and/or injury of school staff members. Typical school district policies require the person involved in the accident to complete an accident report which is reviewed by school/community site medical personnel and the principal/administrator and then filed at the school site. The teacher candidate should request a copy of the report.

The teacher candidate involved in an accident or suffering an injury at the field must inform his/her supervisor, and program coordinator. If the teacher candidate is unable to reach either the supervisor or coordinator, the teacher candidate should call the Office of Clinical Experiences, Placements and Partnerships at 470-578-6734. If the CEPP Office is notified initially, the director or associate director will inform the program coordinator or the department chair.

The following procedures will be followed when informed of a teacher candidate accident or injury.

1. Teacher candidate reports the emergency to the cooperating teacher and supervisor.
2. The candidate follows up to see if the cooperating teacher or principal needs additional information and to seek confirmation that she/he has followed policy for school reporting.
3. The supervisor records the name of the teacher candidate, date, and location of the school/community and the nature of the emergency.
4. The supervisor will inform the Program Coordinator.
5. The Program Coordinator will inform the Department Chair, who will then notify the Undergraduate Associate Dean of the Bagwell College and the office of Clinical Experiences, Placements and Partnerships.
6. The CEPP Director, in consultation with the program area, will contact the school/community site for follow up, and if necessary, the family of the injured teacher candidate as directed by the teacher candidate, if appropriate.

7. The teacher candidate will complete an incident report

http://www.kennesaw.edu/ehs/forms/EOSMS-108-1_StudentReportofIncident.pdf

Instructions: This form should be completed by the student to report a school-related incident involving injury/illness or a near- miss. The form should be completed as soon as possible (48 hrs.) and submitted to the student's instructor/supervisor/ Principal Investigator (PI)/college's safety officer or to Environmental Health and Safety (EHS) department. If the form is submitted to the instructor/supervisor/PI/safety officer, the person who receives the form should sign it and forward it to EHS at ehs@kennesaw.edu and studentteach@kennesaw.edu

Professionalism

Preservice teachers are expected to adhere to the standards detailed in the Code of Ethics. <http://www.gapsc.com/rules/current/ethics/505-6-.01.pdf> In addition, candidates are required to meet the following expectations:

Teacher Candidates:

1. Are expected to follow the rules, policies and procedures of the cooperating teacher's classroom, school, and school system/district.
2. Are prohibited from interacting with public school students through social media such as Facebook or Twitter. Candidates may interact with public school students through social media for academic purposes. For example: Edmodo, Schoology, etc.
3. May not socialize with public school students except at officially sponsored public school events.
4. Candidates are expected to maintain professional and productive relationships with school staff and faculty.
5. Must maintain a professional appearance at all times. In general, your dress should be business-casual attire. Exceptions are made for classrooms/subject areas that require athletic dress (Physical Education), field trips and outdoor school events; however, neat dress is still expected and required. Superior personal hygiene (cleanliness) and grooming is expected and required at all times. Appropriate footwear is expected and required (i.e., no flip-flops).

Withdrawals or Removal from Field Experiences

In the event that a teacher candidate withdraws and/or is removed from a placement, the program area's Admissions and Academic Standing Committee will determine whether another attempt is warranted. If a second 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 Yearlong Clinical Experience or Student Teaching. It is the candidate's

responsibility to re-apply for Yearlong Clinical Experience or Student Teaching by published deadlines.

Appeals of Admission and Retention Decisions

A formal appeal of a decision to deny admission or retention in YCE/Student Teaching or the teacher education program may be made to the Teacher Education Appeals Board. Instructions and forms for such appeals are available in the Office of the Dean of the Bagwell College of Education. An appeal must be based on exceptional and extenuating circumstances and/or other pertinent information not previously available or considered. A formal appeal must be submitted in writing to the Dean of the Bagwell College of Education within 30 days of being notified of admission or retention status. In all cases, the candidate may initiate an appeal after seeking resolution with the appropriate degree program's Admissions and Academic Standing Committee or department chair or both. The Dean will transmit the appeal to the Teacher Education Appeals Board. The decision of the Teacher Education Appeals Board may be appealed in writing within 30 days to the Dean of the Bagwell College of Education. The decision of the Dean of the Bagwell College of Education is final.

Early Release Form

Yearlong Clinical is the capstone experience in teacher preparation at KSU. Research has repeatedly shown that student teaching is the most valuable pre-service training for developing teaching skills. It is the time when theory and practice are synthesized and the student becomes ready to assume the responsibilities of his/her own classroom. The Georgia Professional Standards Commission strongly encourages a complete, full yearlong clinical experience. Therefore, KSU can release student teachers no more than seven days early to begin employment without comprising our standards or state regulations. KSU advises the GAPSC that each student completing a teacher preparation program at KSU has had a **full** yearlong clinical experience. We cannot recommend certification for a candidate who has been released more than seven days early.

1. The Teacher Candidate receives an offer of employment from the Human Resources Department of the School System.
2. The candidate downloads the Early Release from Clinical Experience form from <http://bagwell.kennesaw.edu/centers/cepp>.
3. The candidate secures the signature on the Early Release form of the Director of Human Resources from the School District requesting the candidate's release and confirming the offer of employment.
4. The candidate obtains the signatures of the collaborating teacher and the university supervisor on the Early Release form.
5. The candidate takes the Early Release form to the Office of Clinical Experiences, Placements and Partnerships.
6. The Office of Clinical Experiences, Placements and Partnerships obtains the signature of

the candidate's Department Chair and the signature of the Director of the Clinical Experiences, Placements and Partnerships.

7. The Office of Clinical Experiences, Placements and Partnerships notifies the school system of the approval (or disapproval) of the request and files the form.

Roles and Responsibilities of Participants in the Yearlong Clinical Experience

The clinical experience is designed to help the teacher candidate make the transitions from being a student to being a teacher.

Responsibilities of the teacher candidate include:

1. Exemplify the attitudes and actions of a professional-in-training rather than those of a student.
2. Conform to the regulations and policies of the cooperating school and to those found in this handbook.
3. Attend school faculty and PTA meetings as appropriate, various extracurricular events, and required on-campus meetings with the University Supervisor.
4. Report on time for all school appointments and duties.
5. Complete all assignments and reports promptly and accurately.
6. Plan all work thoroughly, prepare necessary materials, and submit plans to the cooperating teacher at least one day prior to the teaching of a class or as requested.
7. Assume responsibility for evaluating student work during assigned teaching.
8. Demonstrate attention to equity and fair-mindedness consistently, thoroughly, and intentionally.
9. Initiate parental contact only with the approval of the cooperating teacher.
10. Refrain from making unfavorable remarks about the University program, the cooperating school, and the community, except to appropriate officials (i.e., University Supervisor).
11. Be courteous toward and cooperate with all school personnel, students, and members of the community, showing an appreciative attitude for all advice and services rendered.
12. Dress appropriately and in keeping with faculty standards.
13. Seek the help and guidance of the cooperating teacher and the University Supervisor as soon as problems arise.
14. Provide the University Supervisor with detailed teaching schedules and promptly inform the supervisor of changes in scheduled teaching responsibilities.
15. Proactively address areas of growth, striving for personal and professional development through continued study and effort.
16. Attend **all** seminars held on campus during the yearlong clinical experience.

The cooperating teacher has the primary responsibility for directing and assisting the teacher candidate on a daily basis. In addition, the cooperating teacher participates in evaluating the teacher candidate at the mid-point and end of the clinical experience. In carrying out these responsibilities, the cooperating teacher is rendering a valuable service to the teacher candidate, the Kennesaw State University Teacher Education Program, and the teaching profession.

1. Plan for the orientation of the teacher candidate to your classroom and to the school, familiarizing the teacher candidate with classroom, school, and school system policies as well as with your expectations.
2. Acquaint the teacher candidate with available instructional materials, supplies and equipment, furnish copies of necessary textbooks and teaching manuals, and provide the teacher candidate with a place to work and study.
3. Acquaint the teacher candidate with student personnel records and the manner in which they are kept and used.
4. Assist the teacher candidate to schedule observations in other classrooms, as the schedule allows.
5. Assist the teacher candidate in making daily and long-range plans for classroom and school activities, in setting educationally sound standards of evaluation and grading for the class/es, and in establishing a positive classroom environment.
6. Schedule the teaching experience of the teacher candidate, gradually introducing responsibility for classroom routines and instructional procedures.
7. Provide opportunities for the teacher candidate to observe and participate in various classroom and school activities, such as the grading/reporting system and parent conferences.
8. Show a willingness to consider new and different techniques. When appropriate, allow the teacher candidate the opportunity to test theory in practice.
9. Encourage the teacher candidate to participate fully in the professional experience of teachers by attending faculty meetings, professional organization meetings and extra-curricular school activities.
10. Provide for continuous evaluation of the teacher candidate's performance through frequent observation followed by oral or written feedback, regularly planned conferences, the mid-semester report, and the monitoring of professional growth plans.
11. Confer and work with the University Supervisor in solving problems that may arise during the yearlong clinical experience, and in evaluating the progress of the teacher candidate.
12. Discuss the student mid-semester report and the final evaluation with the teacher candidate.

Responsibilities of the University Supervisor include:

1. Disseminate and explain materials about the yearlong clinical experience to cooperating public school personnel.
2. Assist assigned teacher candidates in the orientation to their assigned schools and classrooms.
3. Establish an effective collegial relationship with the cooperating teachers.
4. Cooperatively advise and assist assigned teacher candidates in their professional development through observation visits to the classroom and subsequent individual conferences.
5. Consult and cooperate with the teacher candidate, cooperating teacher, and other school personnel in resolving problems that may arise during the yearlong clinical experience.
6. Enforce the official regulations and policies pertaining to teacher candidates found in this manual.
7. Distribute and collect all forms required during clinical experience.
8. Evaluate all assigned teacher candidates for grading purposes.
9. Gather all evaluations of the teacher candidate in order to determine the final course grade.
10. Assist qualified candidates in obtaining professional employment upon request

Sample Schedules for Yearlong Clinical (see your program coordinator for your schedule)

The schedule for activities during the period of clinical experience should be flexible, but must include time for observation, gradual assumption of teaching and auxiliary duties, co-teaching, full-time teaching, and culminating activities. Teacher candidates who are in YCE II have already been in the same placement during the previous term, so they may be ready to assume roles more quickly than they might have if they had just begun in the setting.

The rate at which a teacher candidate assumes responsibility for various activities should depend upon the judgment of the program coordinator, cooperating teacher, and the university supervisor. Such decisions are generally determined by the teacher candidate's readiness to undertake a given activity, the program of work under way in the cooperating teacher's classroom, and consideration of what is in the best interest of the students and the teacher candidate. **Programs may use this field schedule as a guide, but have ability to modify schedules to best fit the need of their program.** The following schedule for clinical experience is offered as a guide for the assumption of duties during the clinical experience:

Opening School: The first week of the student teaching semester is one of orientation to the following: the assigned classroom/s, the instruction that takes place there, the educational philosophy that supports the instruction, the school and its policies, and the policies of the school system. During this week, the teacher candidate will discuss both

the policies and the instructional philosophy with the cooperating teacher, making certain to determine the cooperating teacher's expectations during clinical experience.

During Opening School, the teacher candidate should determine the media and technology resources in the assigned school. Top priority should be given to surveying materials that could be effectively utilized in teaching a unit during the year.

The teacher candidate will complete additional assignments as determined by the department and/or the university supervisor.

Week 1: The teacher candidate will observe the cooperating teacher's methods of instruction and classroom management. Teacher candidates will start to develop his or her Context for Learning for edTPA.

Weeks 2-3: The teacher candidate will start to co-teach with the cooperating teacher using the one teach, one observe or the one teach, one assist model. The teacher candidate will start to build relationships with students and document personal, community, and cultural assets of the students as well as assess for prior knowledge.

Weeks 4-6: The teacher candidate will continue to observe in the assigned classroom/s. The teacher candidate should assist the cooperating teacher in instruction by working with individual students or small groups, or with such auxiliary duties as taking attendance, giving a test, scoring tests, and preparing materials. The teacher candidate and the cooperating teacher may want to use differentiated and parallel co-teaching strategies.

Weeks 7-9: The teacher candidate should increase teaching responsibility, for planning and teaching one instructional session per day. Teacher candidate and the cooperating teacher may want to use team teaching. Ancillary duties and assistance to the cooperating teacher will also increase.

Weeks 10-end: Teaching responsibilities should include teaching two periods per day. Teacher candidates should take the lead in the co-teaching model.

Yearlong Clinical Experience II

Weeks 1-2: Teaching responsibilities should continue to expand. The teacher candidate will continue to assume teaching responsibilities. Specific objectives should be set at this time. **The teacher candidate continues to assume teaching responsibilities.** He/she will strive to reach the objectives set forth at the Mid-Term/Interim Evaluation in YCE I. **Co-teaching strategies are encouraged. Teacher candidates are encouraged to be the lead teacher in the co-teaching model.**

Weeks 3-5: The teacher candidate should teach full-time. Teaming with the cooperating teacher to share in planning for instruction and analyzing assessments is encouraged. **Co-teaching strategies are encouraged. Teacher candidates are encouraged to be the lead teacher in the co-teaching model. The teacher candidate must solo teach before teaching his or her learning segment.**

Weeks 6-12: The teacher candidate should have sole responsibility for the planning, instruction, and assessment of the students. The teacher candidate should teach his or her learning segment during weeks 6-9. Co-teaching strategies are encouraged. Teacher candidates are encouraged to solo teach and be the lead teacher in the co-teaching model. Teacher candidate must solo teach during his or her learning segment.

Weeks 13—end: During week thirteen, the final evaluation of the teacher candidate's work will be completed by the cooperating teacher and the university supervisor. The teacher candidate will return all teaching responsibilities to the cooperating teacher by the final week. Observations will be scheduled for other classes and/or grade levels in the school after conferring with the cooperating teacher. Materials used during student teaching will be returned.

Co-Teaching Models

Co-Teaching is defined as two teachers working together with groups of students – sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.

One Teach, One Observe – one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.

One Teach, One Assist – One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. Often lending a voice to students or groups who would hesitate to participate or add comments

Station Teaching – the co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used along with the teacher led stations.

Parallel Teaching – Each teacher instructs half the students. The two teachers address the same instructional material and present the lesson using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.

Team Teaching – Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Eligibility for Program Completion

A degree is granted by Kennesaw State University upon completion of all university and program requirements while meeting minimum requirements. Individuals completing a program in education that prepares teachers at the baccalaureate level, and petitioning KSU for a degree, are expected to have met the following requirements:

1. Grades of "C" or better in all Lower-Division Major Requirements (Area F) teaching field and professional education course work.
2. A 2.75 adjusted or cumulative GPA in all course work at Kennesaw State University.
3. Responsible professional behavior in all classes, field experiences, and interactions with peers and faculty.
4. Attempted the Georgia PSC Ethics Exit Exam (360)
5. Attempted the GACE Content Assessment in degree field and as required for the certification area
6. Attempted the edTPA
7. Successful completion of Student Teaching or Yearlong Clinical Experience while demonstrating the achievement of program and unit outcomes and proficiencies through the following:
 1. The entire Yearlong Clinical Experience or one entire semester of Student Teaching that includes eight to ten continuous weeks of full-time teaching (during one semester), unless otherwise stated by the program area.
 2. Candidates Assessment on Performance Standards (CAPS)- the evaluation instrument used for field experiences.
 3. End-of-semester YCE/Student Teaching surveys from school-based personnel.

Individual programs/departments may have additional criteria for program completion. It is the candidate's responsibility to become informed about and to complete additional requirements.

Teacher Certification

Teacher certification is granted by the Georgia Professional Standards Commission (PSC). KSU's degree programs in teacher education have been approved by the Professional Standards Commission, but their completion satisfies only one of the requirements for teacher certification in Georgia. Candidates completing an approved program will prepare the necessary paperwork for certification prior to the second semester of Yearlong Clinical Experience or Student Teaching. Candidates desiring certification in another state should contact the Department of Education in that state for specific requirements.

For Kennesaw State University to recommend a candidate for certification in the state of Georgia, candidates must have

1. Received a degree in their field of education with a GPA of at least 2.75 from Kennesaw State University
2. Passed the GACE Content Assessment exams for their degree field
3. Passed the PSC GACE Ethics Exit Exam (360)
4. Passed the edTPA

The Certification Officer is responsible for verifying that all information is correct before any paperwork can be submitted to the Georgia Professional Standards Commission (PSC)

Background Check/Insurance EDUC 2110/2120

All school systems with which Kennesaw State University maintains a partnership for field experiences require a clear criminal history and one million dollars of liability insurance before a student may be placed in a school for a field experience. Securing criminal history clearance and insurance coverage and maintaining both are the responsibility of the KSU student. Please read the following directions for your Criminal History Background check.

Criminal Background Check:

- Kennesaw State University has chosen Castle Branch as our approved source for background checks.
- Each KSU student will order and purchase his/her own background check directly online. The cost will be \$38.50 payable by Visa, MasterCard or money order.
- When you complete your order, you will be prompted to electronically sign a Georgia statewide release form with Certified Profile. Make SURE you do this to complete your order.
- The results of the background check will be posted to the Castle Branch website in a secure, tamper-proof environment. Once the order is submitted, the student will receive a secure password via email to use to view and print the results of the check. The results will be available in approximately **3 - 5 business days**.

How to Order:

You will need your KSU ID number, social security number and method of payment.

1. Go to www.castlebranch.com and enter the package code (KE61) in the place order box.
2. Select a method of payment: Visa, MasterCard, Money Order (\$38.50 fee).
3. Print out, sign and upload all forms before clicking submit. (GA Release, Personal Affirmation and Liability Insurance).

4. Ensure all requirements within the DOCUMENT MANAGER list are complete.
5. Check status of background check after it has been submitted.
6. When background check is in a completed status, there will be green check marks next the Background section and the Document Manager section. *All documents must be submitted correctly before the background check will be in a completed status. *

For assistance with background check call: 1(888) 723-4263 or email: customerservice@castlebranch.com