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**Bagwell College of Education**

To: EDUC 2110 Collaborating Teachers

From: Beth W. Marks, EDUC 2110 Coordinator

Kennesaw State University

Subject: Field Experience Packet

Thank you for agreeing to work with Kennesaw State University students who are interested in the teaching profession. As part of the EDUC 2110 course, *Investigating Critical and Contemporary Issues in Education*, KSU students are required to successfully complete a 15 hour field experience in a public school. This early field experience is vital for students who are considering a career in education. Their experience in your classroom will give them a real, hands-on understanding of the teaching profession and help them decide if teaching is the career for them.

Essentially, the KSU student will work out a schedule with you that will allow him/her to be in your classroom for 2 to 3 hours and will coordinate the dates of attendance with you. In fall, the field experience will begin in late-September; in spring the field experience will begin in late-February.

In this packet please find:

 Field Experience Contract between you and your KSU student

 EDUC 2110 Field Experience Log Sheet

 Field Experience Evaluation form

Thank you so much for working with Kennesaw State University students and guiding them through this early field experience. If you should have questions or concerns at any time during the Field Experience, please email Beth Marks at bmarks@kennesaw.edu or call 470-578-3267.

**KSU Student Contact Information**

**EDUC 2110**

KSU Student Name (Print) Today’s Date

KSU Email address Phone Number

EDUC 2110 Instructor’s name Instructor’s email address

Field Experience arranged for

Day of the Week Time

**KSU Student/ Collaborating Teacher Contract**

As a Kennesaw State University student in EDUC 2110 completing the required Field Experience, I

agree to the following:

 I will model professionalism in my appearance and demeanor.

 I will cooperate with my collaborating teacher and follow all school policies and procedures. I will complete assignments given to me by my collaborating teacher to the best of my ability

 I will complete 15 hours of field experience. My collaborating teacher and I have agreed on the day(s) and time above.

 Deviation from the above schedule is acceptable only with prior approval of my collaborating teacher. If an emergency arises that affects my attendance, I will contact my collaborating teacher as soon as possible and

make arrangements to make up the time.

 I will keep an accurate log of my attendance. I will ask him/her to sign the log each visit. I will ask for the original copy of the log on the last observation and will take it to my instructor for verification of my field experience hours.

 If I choose to drop EDUC 2110, I will contact my collaborating teacher and my KSU instructor immediately.

Student Signature

Date

 Date

Collaborating Teacher Signature

**Collaborating Teacher: You may keep the Collaborating Teacher contract so that you will know how to contact your KSU student.**

KSU students are encouraged to show **initiative** and seek opportunities to interact with students in the classroom, with the collaborating teacher and with colleagues in the school. Initiative, interest and energy are a part of the student’s evaluation. KSU students should exhibit a positive, professional attitude and should follow the directions of the collaborating teacher willingly. KSU students should always arrive on time and stay the agreed upon amount of time and should be flexible.

**Field Experience Log Sheet**

KSU Student

Collaborating Teacher

Collaborating Teacher Email Address

School Semester Year

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***DATE*** | ***TIME******IN*** | ***TIME******OUT*** | ***TOTAL******TIME*** | ***Collaborating Teacher’s******Signature*** |
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**Collaborating Teacher: The KSU student will note date and time each visit and ask for your signature to verify accuracy. They will also be required to sign-in for the school**

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| **Kennesaw State University****EDUC 2110 Field Experience Evaluation****EDUC 2110: Investigating Critical and Contemporary Issues in Education**This evaluation may be returned to the KSU Instructor by sending it with the KSU student or faxing to 470-578-9094. Please share feedback with the KSU student so they may continually improve. Thank you for collaborating with KSU in preparing teachers who demonstrate a strong commitment to the learning of all students.KSU Student: Collaborating Teacher: KSU ID Number: School: KSU Instructor/Section: Education Major: \***This evaluation is based on the Georgia Candidate Assessment Performance Standards (CAPS)**. **The CAPS are designed to be consistent with the TAPS (Teacher Assessment Performance Standards), which are a part of the Teacher Keys Evaluation System (TKES). The CAPS will provide the criteria by which all KSU teacher education programs will evaluate field experiences.** |
| **Standard 7: Positive Learning Environment –** *The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.* |
| **Level 1: Ineffective** | **Level 2: Needs Development** | **Level 3: Approaching** |
| The teacher candidate **inadequately** addresses student behavior, displays a negative attitude toward students, **ignores** safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all. | The teacher candidate **inconsistently** provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. | The teacher candidate shows developing knowledge about a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. |
|  | Level 1 | Level 2 | Level 3 | Not observed |
| * Promotes respect for and understanding of students’ diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity.
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| * Actively listens and pays attention to students’ diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity.
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| * Actively listens and pays attention to students’ needs and responses.
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| **Standard 9: Professionalism –** *The teacher candidate exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession.* |
| **Level 1: Ineffective** | **Level 2: Needs Development** | **Level 3: Approaching** |
| The teacher candidate shows a **disregard** toward professional ethics or the school’s mission orrarely takes advantage of professional grow opportunities. | The teacher candidate **inconsistently** supports the school’s missionor seldom participates in professional growth opportunities. | The teacher candidate shows potential **commitment** to professional ethics and the school’s mission, participates in professional growth opportunities, and contributes to the profession. |
|  | Level 1 | Level 2 | Level 3 | Not Observed |
| * Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.
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| * Maintains professional demeanor and behavior.

Attends class on assigned days and is on time and present for the entire timeCommunicates clearly about his or her attendance.Dresses professionally |  |  |  |  |
| * Respects and maintains confidentiality.
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| * Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
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| * Demonstrates flexibility in adapting to school culture.
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| * Maintains appropriate interactions with students, parents, faculty, and staff.
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| * Engages in self-reflection and seeks feedback from mentor teacher about teaching and impact on student learning.
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| **Standard 10: Professionalism -** *The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.* |
| **Level 1: Ineffective** | **Level 2: Needs Development** | **Level 3: Approaching** |
| The teacher candidate **inadequately** communicates with students, parents, or guardians, district and school personnel, or other stakeholders by not acknowledging concerns, failing to respond to inquiries, or not encouraging involvement. | The teacher candidate **inconsistently** communicates with students, parents or guardians, district and school personnel or other stakeholders or communicates in ways that only partially enhance student learning, | The teacher candidate **communicates effectively** with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning. |
|  | Level 1 | Level 2 | Level 3 | Not Observed |
| * Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.
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| * Uses precise language, correct vocabulary, and grammar, and appropriate forms of oral and written communication.
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| * Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.
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| * In partnership with the classroom teacher, creates a climate of openness for parents, students, and other school professionals by demonstrating a collaborative and approachable style
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| * Listens and responds with cultural awareness, empathy, and understanding to the voice of students.
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| * Uses modes of communication that are appropriate for a given situation.
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| * Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).
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| * Uses modes of communication that are appropriate for a given situation.
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| * Engages in appropriate conversations and maintains confidentiality of information related to students, parents, faculty, and staff. Such conversations include text messaging, social media, emails, etc.
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**Comments:** Feedback is helpful for KSU students and instructors. Please indicate any concerns about this student’s potential to be successful as a teacher.

Collaborating Teacher Signature Date

Collaborating Teacher Email: Telephone: