

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 Educator Preparation Program (EPP), Bagwell College of Education (BCOE), and local school districts share this responsibility. Collaboration between the university and the schools determines the effectiveness of education in the years ahead. The collaborative task of the university and the 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 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 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 can make informed decisions in planning, implementing, and evaluating instructional strategies and programs that are developmentally and culturally responsive.

Clinical Experiences, Placements and Partnerships (CEPP) and the EPP have 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 Mission

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 partnering 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, accurately represent content, and use effective instructional strategies/techniques, including the use of technology.
- **Facilitators of Learning** who understand how individuals construct knowledge, help learners develop complex cognitive structures, adapt instruction to accommodate learners' levels of understanding, and use a wide array of teaching strategies and methodologies.
- **Collaborative Professionals** who work together to improve teaching and learning, are committed to lifelong learning, promote a climate of collaboration and trust, and 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 a variety of settings throughout their courses of study and are provided with experiences that are diverse, culturally relevant, and inclusive. Our teacher candidates interface with students from a variety of backgrounds and are expected to become highly effective, culturally competent, and innovative educators. Field placements include students from diverse racial and/or ethnic backgrounds, English Language Learners (ELL), students with exceptionalities, students from a variety of socioeconomic backgrounds, and students who are diverse in gender, sexual orientation, geographic location, and religion. The local, national, and international P-12 student population is diverse, and our students will be prepared to teach them.

As a state-approved Education Preparation Provider (EPP), we define a diverse field placement as one that encompasses two (2) or more of the reported indicators listed below*:

Students of Color: 25% or more

Students Qualifying for Free or Reduced Lunch: 25% or more

Students with Exceptionalities: 10% or more

English Language Learners: 10% or more

For more information about diversity at KSU, please visit this site: <https://diversity.kennesaw.edu>.

For more information about diversity in the Bagwell College of Education, please visit this site: <https://bcoe.kennesaw.edu/diversity/index.php>.

Introductory Field Experiences

Background Check/Liability Insurance EDUC 2110/2120

All placements for EDUC 2110 will be assigned by the CEPP office. 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:

- KSU has chosen Advantage Students as our approved source for background checks.
- Each KSU student will order a background check online. The cost will be \$35.95.
- The results of the background check will be posted to the Advantage Students website in a secure environment. The results will be available in approximately 48 hours.

To Create an Account

- Go to www.advantagestudents.com
- Click Register
- Click Students and fill out required fields
- Click on the link in the email sent to you from Advantage Students to validate your email address

To Place an Order

- Once logged into your Advantage Students account
- Click the green *Get Started* box
 - Click the *Affiliated Schools* box
 - Select *Kennesaw State University* from the School drop-down list
 - Select *Bagwell College of Education* from the *Program* drop-down list
 - Select the *Student Background Check* package from the *Package* drop-down list
 - Place your order by entering all required information and certify that your information is correct

Order Status: After the request is underway, you can log into the site to view your profile progress. Simply click the status link to view the profile. You will be notified by email when your background check is complete.

Sharing Results: Your report will automatically share with the school once you have placed your order and the hospital, if you selected one in the beginning of your order process. Once your order has completed you can share the results with any additional organizations, schools or hospitals, by click on the *Review to Share* box in your Advantage Students account and then click on the share icon seen below.

For assistance, please contact the Advantage Students Team:
770.984.2727, option 3
advstu@infomart-usa.com
www.infomart-usa.com

Liability Insurance:

Select your insurance provider — SPAGE or GAE (must choose one).

- SPAGE costs \$15.00 per year from purchase date.
- GAE costs \$18.00 per membership year that will always end on Aug. 31.

Sign up for insurance

- To join Student Professional Assn of GA Educator (**SPAGE**) → Pageinc.org
 - Select **JOIN PAGE** > Join > Create a Login & Join
- To join Georgia Association of Educators (**GAE**) → GAE.org
 - Select **Membership & Administrative Services** > **Joining the Georgia Association of Educators** > **Membership forms and Process** > Select Joine Now
 - You can print/save the confirmation by clicking on **Check My Membership Status**

Save and/or print a copy of your membership card/proof of insurance letter (copy must reflect membership number and expiration date and must be sent to the CEPP office).

Bright from the Start Background Check

Mandated by Georgia law, all students in the Birth-Kindergarten program and any Early Childhood Education (ECE) students taking ECE 3313 must pass the Bright from the Start background check before starting a field experience in a preschool/daycare setting. Clinical Experiences, Placements and Partnerships (CEPP) offers workshops to complete the background check in the fall and spring

semester. The background check must be done through the CEPP office. The background check comprises three parts – two online applications and an FBI fingerprint process completed at an authorized location. Once all three items are complete, the student will receive a clearance email that will allow them to start their preschool field experience. The clearance letter must be submitted to the preschool/daycare prior to starting the field experience. If students have lived in another state other than Georgia in the past five years, according to federal law, students will pay for background checks from each state in which they lived. The cost of an out-of-state background check is approximately \$25 per state.

Administration of Field Experiences for All Courses

Clinical Experiences, Placements and Partnerships (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 (CT). To ensure that placements are appropriate and meet the needs of KSU candidates, programs require close collaboration and communication between the school systems in our service area and CEPP. The CEPP unit serves as the liaison to the schools in the development and maintenance of the field/clinical experience programs. In this role, the unit:

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

Placement of Field Experiences

The Placement Coordinators in the CEPP unit request appropriate subject and grade level placements in partnering school systems for eligible candidates. The school systems make specific assignments for candidates and notify the CEPP unit concerning the final placements. The CEPP unit notifies teacher candidates of their placements. Commutes from KSU may be up to 50 miles one way depending on the nature of the placement and the availability of placements in each content area/experiences.

CEPP Requirements and Policies

1. A pre-service certificate through the Georgia Professional Standards Commission (GaPSC) is required of a field placement, which includes a criminal background check. 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 CEPP unit.
2. Candidates must meet all KSU teacher education requirements for field placements. Failure to meet these requirements may result in delayed completion or graduation. The candidates are encouraged to seek regular advising from their program areas.
3. Should a candidate need to drop a class with a field component and/or is academically withdrawn from the course because he or she has not 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 academic requirements to enter the field. Questions regarding eligibility and required coursework to enter into field experiences

should be directed to the appropriate academic advisor. Questions about specific assignments should be directed to the KSU faculty member teaching the course.

4. The CEPP unit will communicate with candidates through their KSU email addresses only. Failure to check these emails can result in missing critical information about field placements and/or teacher education requirements.
5. All placements have a sign-up deadline. This deadline is 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 Concern Form to CEPP (Appendix A).
(Since all deadlines are shared with program areas in advance, not knowing a deadline does not constitute an extenuating circumstance.)
6. CEPP unit will work in collaboration with KSU teacher education program areas and school districts. Placement of candidates in partnering schools is the responsibility of the CEPP unit. The candidates are **NOT** to contact schools/districts to request their own placements. Once placements are communicated, candidates are responsible for contacting Collaborating Teachers via KSU email.
7. All placements are designed to encourage professional and personal growth. 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. These requirements ensure that our programs remain accredited, and it also ensures that candidates will meet state-mandated regulations to receive certification.
8. 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. It is the responsibility of the candidate to contact the CEPP unit if a different placement is needed (See consequences in #10).
9. Candidates will not be placed in schools they have attended within the past ten years. If this occurs, candidates are responsible to notify the CEPP unit if different placements are needed. (See consequences in #10).
10. Failure to abide by numbers 7 - 9 will result in removal from the site and possibly the program, which can also impact financial aid and graduation.
11. Depending on partnering schools' availability, candidates may drive up to 50 miles one way from KSU for placements.
12. Decisions made regarding a candidate's eligibility, readiness for placement, retention in a program 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, the candidate should see his or her program coordinator.
13. **Field trips:** Teacher candidates are permitted to attend local field trips within the metro area under the supervision of their CTs. Field trips requiring a teacher candidates overnight stay is not permitted.

14. **District Supplies & Materials:** District materials that are loaned to teacher candidates to support educational growth and development must be returned to the partnering district by the required or agreed-upon deadline. (Examples include computers, name badges or district identification cards, shirts, print materials, etc.) Failure to return district supplies and materials could result in criminal prosecution at the district and university levels.
15. **Cell Phone Usage:** Teacher candidates are not permitted to use cellular devices in the classroom unless they are being used for educational purposes involving instructions. Please review the school district policy governing the usage of cell phones in the classroom.
16. **Pending Legal Cases:** A teacher candidate who has a pending legal case will need to provide a final verdict or judgment from the court. Documentation will be reviewed by the CEPP Director, and a decision will be made regarding the student's status in the program.
17. **Georgia Milestone Testing:** Teacher candidates are not allowed to participate or assist with Georgia Milestone Testing. Candidates should complete all field experiences prior to the beginning of the testing period.

Removal from the Field or Clinical Experience

A request to initiate removal of a teacher candidate from a field or clinical experience placement in an undergraduate or graduate teacher education program should be made by the KSU supervisor in consultation with the CT and the Program and/or Clinical Experience_Coordinator, and Director for the Center for Clinical Experiences, Placements, and Partnerships (CEPP). Removal of a candidate from the clinical experience placement typically results from a joint decision of the Program and/or Clinical Experience Coordinator and Department Chair, in consultation with the collaborating teacher, KSU supervisor, CEPP Director, and possibly the school principal. The school principal and collaborating teacher have the ultimate discretion to request removal from the assigned placement.

When the candidate is removed from the clinical experience placement prior to the completion of the term, the final grade assigned will be determined jointly, by the Program and/or Clinical Experience Coordinator and Department Chair.

If a teacher candidate is removed from a placement for unsatisfactory performance, compelling cause, by personal choice, or by a school or school system, the candidate will not be assigned a new placement for that semester. The candidate may appeal this decision following the steps outlined below. Following the results of the appeal process, the candidate may submit a request to be assigned a different placement for the remainder of the term.

A candidate may be removed from a field or clinical experience when any of the following occurs:

1. The appropriate school authority (i.e., school principal or CT) states that the candidate's presence in the classroom is not in the best interest of the school's students and/or requests that the candidate be removed. In this case, guidance will be sought from appropriate KSU administrators.
2. The joint decision of the appropriate teacher education program coordinator and department chair in consultation with the Director of Clinical Experiences, Placements and Partnerships (CEPP), Program and/or Clinical Experience Coordinator, supervising

collaborating teacher, and/or university supervisor states that the circumstances are such as to prevent either the development and/or maintenance of a satisfactory learning environment.

3. Unprofessional and/or unethical behavior, as defined by the [Georgia PSC Code of Ethics](#) has been exhibited by the candidate.
4. The candidate has not demonstrated EPP dispositions (i.e., asset-based thinking, collaboration, communication, continuous learning and improvement, integrity and ethics) in a sustained and consistent manner in class, the field, and/or in communicating with personnel and peers at KSU and/or in the field/clinical setting.
5. The candidate does not have an issued Pre-Service Certificate.
6. The Georgia Professional Standards Commission (PSC) suspends or revokes the Pre-Service Certification.
7. Medical reasons make it impossible for the candidate to remain in the classroom. Documentation from the candidate's physician is required. A "release to return to the classroom" will be required to return in a subsequent semester. Decisions pertaining to medical removal will include university administrators, program faculty, and/or health professionals as appropriate.
8. Not meeting the objectives by the deadlines set forth in a Professional Development Plan (PDP) focused on the field.
9. Violating KSU student conduct/ expectations and/or other KSU policies. Such activities may include violated a law, policy, procedure rule, breaking law, PSC or KSU policies that impact candidate performance.

While this list is thorough, it is not all inclusive. There may be additional reasons for removal from placements.

Candidate Appeal Process

If a teacher candidate is removed from any clinical experience placement, the candidate can appeal the removal decision.

KSU, not the collaborating school, will be responsible for all candidate appeals of a removal decision and the assigned grades in accordance with existing university policies. Candidates may not appeal to return to the same placement site or school district.

Request for removal from a clinical experience placement by a school or school system is a serious matter. If a candidate is removed from a placement by a school or school system, he/she/they may not be assigned to a new placement for that semester. A decision of whether a second placement for a semester should be granted will be determined by the process listed below. At each stage of the appeal process, the candidate will receive a formal letter stating the decision and available next steps in the appeal process.

1. Documentation of removal issues and rationale for a second placement should be completed by the Program and/or Clinical Experience Coordinator and forwarded to the CEPP for filing within one calendar year of the date of removal from the placement.
2. The candidate submits an appeal of the decision including the rationale for removal and what he/she/they will do to address these issues and to move forward successfully. The Program and/or Clinical Experience Coordinator indicates whether they support the appeal.

3. The Department Academic Standing Committee and/or Department Chair review the case to determine if another attempt is warranted. Available evidence may include, but is not limited to, candidate performance on CAPs, observations, course assignments, anecdotal notes, etc. Once a department makes its decision, it should, in its written response to the candidate, let them know about their right to appeal and provide direction on the next step with the Teacher Education Council.
4. A formal appeal of a decision to deny admission or retention in 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.
5. The dean will transmit the appeal and charge the Teacher Education Appeals Board to review the case. The Teacher Education Appeals Board consists of the following individuals:
 - Associate Dean for Quality Enhancement
 - Director for the Center for Clinical Experiences, Placements, and Partnerships (CEPP)
 - Director of Education Student Services (ESS)
 - Faculty Representative from College Faculty Council (CFC)
 - Faculty Representative from Initial Certification Program Coordinators (ICPC)
6. The decision of the Teacher Education Appeals Board will be shared with both the candidate and Department Chair. The candidate may appeal this decision in writing within 10 business days to the Dean of the Bagwell College of Education.
7. If an appeal is not submitted after the 30-day period, the recommendation of the Teacher Education Appeals Board is final. If an appeal is submitted, the Dean of the Bagwell College will make a final decision within 10 business days.

It is important to note that removal from the field is not automatic removal from the program. After removal, the Program Coordinator will determine an appropriate period of remediation, including a Professional Development Plan (PDP) and determine readiness for re-assignment at the completion of the designated PDP. In no case will a candidate be allowed more than two attempts at a clinical experience placement.

If a candidate is removed from the program, they cannot enter any other teacher education program at KSU.

Process for Addressing Candidate Concerns Prior to Removal

If feasible, the Program/ Clinical Experience Coordinator, KSU supervisor, and/or Department Chair should schedule a conference with the teacher candidate to discuss the candidate's position and possible options prior to removal.

The following circumstances may warrant moving a candidate to another teacher within the same school or to another school:

- Placement with a CT 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.
- The CT 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 candidate.
- Other compelling cause as determined by Program and/or Clinical Experience Coordinator, Department Chair, and KSU Supervisor.

There are numerous supports available to candidates prior to removal from the clinical experience. If a candidate has a concern, they should follow the process outlined in the graphic below.

Professional Development Plan

Anytime throughout a semester that a serious weakness in the teacher candidate is observed which may jeopardize the candidate's final evaluation, the CT, KSU supervisor, and program coordinator will confer 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 for which the candidate meets agreed upon benchmarks by specific deadlines to demonstrate improvement. The Program and/or Clinical Experience Coordinator should be consulted before beginning a professional development plan and will collaboratively draft the PDP with the candidate.

Upon successful completion of remediation, the candidate may proceed in the program, either with or without a continuation of the plan. Unsuccessful remediation might result in a new PDP, student receiving an “Unsatisfactory” in the course, etc. If it is determined that a candidate would benefit from the support of a PDP, the candidate must sign the PDP to continue in the field experience/program. Not signing the PDP indicates the decision by the candidate not to accept the opportunity for support in professional development and not to continue progressing in the program.

A PDP is developed on a case-by-case basis based on the candidate's progression in the program and concerns expressed by the CT, KSU supervisor, and/or coordinator. Rationale for developing a PDP may include but is not limited to:

- Unprofessional behaviors
- Excessive Level 1 or 2 scores on programmatic key assessments, observation instruments, and/or disposition ratings
- Consecutive Level 1 or 2 scores on programmatic key assessments, observation instruments, and/or disposition ratings

Teacher Candidate Accident/Injury Report

In the event of an injury or accident involving the teacher candidate while participating in field 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 medical personnel and the principal/administrator.

The teacher candidate involved in an accident or suffering an injury in the field must inform the KSU program coordinator. If the teacher candidate is unable to reach the program coordinator, the

teacher candidate should call the CEPP unit at 470-578-6734. If the CEPP unit is notified initially, the director or assistant director will inform the program coordinator or the department chair. The teacher candidate should request a copy of the report and submit a copy to the CEPP unit.

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

1. Teacher candidate reports the emergency to the collaborating teacher (CT) and KSU program coordinator.
2. The candidate follows up to see if the CT or principal needs additional information and to seek confirmation that school policies for accident reporting have been followed.
3. The program coordinator records the name of the teacher candidate, date, and location of the school/community, and the nature of the emergency.
4. It is the program coordinator's responsibility to inform the department chair who will then notify the dean's office of the Bagwell College and the CEPP unit.
5. The CEPP director, in consultation with the program coordinator, 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.
6. The teacher candidate will also complete an incident report for KSU. Please contact the CEPP Director who will provide directions on completing the incident report.

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 CT's classroom, partnering schools, and school district.
2. Are prohibited from interacting with school students through all social media platforms. Candidates may interact with school students through assigned social media for academic purposes, such as Edmodo, Schoology, etc.
3. May not socialize with school students except at officially sponsored school events.
4. Are expected to maintain professional and productive relationships with school staff and faculty.
5. Must always maintain a professional appearance. In general, candidates' 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 appearance is still expected and required.
 - Appropriate professional dress includes:
 - Slacks/pants
 - Collared shirts/blouses
 - Polo shirts
 - Inappropriate dress includes:
 - Jeans/shorts
 - Short skirts
 - Leggings

Sweatpants
Political or graphic T-shirts
Tennis shoes/sneakers, flip flops and sandals

Appeals of Admission and Retention Decisions

A formal appeal of a decision to deny admission or retention in 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.

Responsibilities of the Collaborating Teacher

The CT has the primary responsibility for directing and assisting the teacher candidate daily.

1. Acquaint the teacher candidate with available instructional materials, supplies and equipment, and furnish copies of necessary textbooks and teaching manuals.
2. Assist the teacher candidate to schedule his or her field experience hours.
3. Provide opportunities for the teacher candidate to observe and participate in various classroom activities.
4. Show a willingness to consider new and different techniques. When appropriate, allow the teacher candidate the opportunity to test theory in practice.

Elementary Childhood Education (ECE) Field Experience (ECE 3320/3330/4408/4409 & INED 3304/4483)

Field placements for teacher candidates successfully admitted into the education program, are referred to as Block I (Junior Year, 1st Semester) and Block II (Junior Year, 2nd Semester). Placement of Teacher Candidates is the responsibility of the CEPP unit.

The exact timing of placements is determined by the annual school calendar for each district. Placements are coordinated with the elementary school partners approximately July - August for the fall semester and November - December for the spring semester. No placements occur for the summer semesters of the school year because most of the school systems are closed.

The broad-field program is designed to prepare teachers successfully and leads to certification for pre-kindergarten to grade five in Georgia. The CEPP cross-disciplinary nature of the program's course requirements, with special emphasis on content studies in mathematics and reading, corresponds to the broad and integrated nature of teaching in the elementary grades and the fundamental importance of developing the reading and mathematical skills of young learners. The program provides candidates with an understanding of developmentally appropriate practices and an awareness of and sensitivity to cultural diversity and individual differences among young learners.

Placement Process for ECE

- Block I and Block II students should attend orientation held in the spring and fall semesters. The orientations are joint sessions conducted by ESS, ECE and CEPP.
- Students will complete a placement request form to note their preferences of district placements. **These placements are not guaranteed** but allow the placement specialist to understand from which districts or schools to request slots. Slots are granted based on the need for candidates from the various schools or school systems.
- CEPP unit will work in collaboration with KSU teacher education program areas and school districts. Placement of candidates in partnering schools is the responsibility of the CEPP unit. Students are NOT to contact schools/districts to request their own placements. Once placements are communicated, candidates are responsible for contacting Collaborating Teachers via KSU email.

Note: Currently the placement of students for Atlanta Public Schools, Bartow County, Calhoun City, Cherokee County, Douglas County, Decatur City, DeKalb County, Floyd County, Gwinnett County, Paulding County, and Rome City is handled through the HR Department of these school systems. Cobb County and Marietta City Schools allows CEPP to work directly with administrators of schools in their districts to find placements for KSU students. The number of placements received is determined by the administrators.

1. The pre-certification process, which includes the issuance of a PSC number found under My GaPSC.com, and purchase of liability insurance is mandatory. Issuance of a PSC number and the PSC pre-service certificate can take up to six weeks, depending on the number of applications being processed by the GaPSC. Students will not be placed in a school system without either of these documents.
2. The goal for ECE is to have placements for all students finalized two weeks prior to the start of the observation session. The CEPP unit will communicate placements with candidates through their assigned KSU email addresses only. Candidates' failure to check their KSU emails can result in missing critical information about field placements.
3. Upon receipt of placement, the student is responsible for contacting his or her collaborating teacher (CT) to determine the observation schedule. Going forward, all communication regarding the weekly schedule and/or any discrepancies, absences, or need for variation should be discussed with the CT. Major issues should be handled by the student and the program coordinator.
4. Once placements have been finalized and communicated, the process for the CEPP unit is complete.
5. Should a candidate need to drop a class with a field component and/or academically withdraw from the course because he or she has not met the requirements, financial aid may be impacted. In addition, if a student's status is changed from full-time to part-time, financial aid may be impacted. It is the candidate's responsibility to verify that all prerequisites to enter the field have been completed. Questions regarding eligibility and required coursework to enter in the field experiences should be directed to the appropriate academic advising office. Questions regarding course work should be directed to the KSU faculty member teaching the course.
6. All placements are designed to encourage professional and personal growth. CEPP is responsible for ensuring that all candidates meet all state and national accreditation requirements, including grade band requirements and diverse field experiences. These requirements ensure that our programs remain accredited, and it also ensures that

candidates will meet state-mandated regulations to receive certification. ***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.*** It is the responsibility of the candidate to contact the CEPP unit if a different placement is needed (See consequences in #9).

7. Candidates will not be placed in schools they have attended within the past ten years. If this occurs, a new placement will be required, and it is the responsibility of the candidate to notify the CEPP unit. (See consequences in #8).
8. Failure to abide by #6 and #7 will result in removal from the site and possibly the program, which can also impact financial aid and graduation.
9. Depending on partnering schools' availability, candidates may drive up to 50 miles one way from KSU for a placement.
10. Once teacher candidates begin clinical experiences, placements are only changed for extreme circumstances at the request of the school district or as determined by the CEPP Director. Candidates must have a Concern Form (see Appendix A) on file with the CEPP unit detailing the reason(s) for a change in placement. Candidates should discuss concerns with their site supervisors and program coordinators prior to completing the Concern Form. Requests made to change a candidate's placement are not guaranteed and may result in the candidate needing to postpone placement until the next term. Program coordinators must provide a request for a change in placement for the following semester to CEPP before established deadlines of November 1 for spring placements or April 1 for fall placements.
11. **Field trips:** Teacher candidates are permitted to attend local field trips within the metro area under the supervision of their CTs. Field trips requiring a teacher candidates overnight stay is not permitted.
12. **District Supplies & Materials:** District materials that are loaned to teacher candidates to support educational growth and development must be returned to the partnering district by the required or agreed-upon deadline. (Examples include computers, name badges or district identification cards, shirts, print materials, etc.) Failure to return district supplies and materials could result in criminal prosecution at the district and university levels.
13. **Cell Phone Usage:** Teacher candidates are not permitted to use cellular devices in the classroom unless they are being used for educational purposes involving instructions. Please review the school district policy governing the usage of cell phones in the classroom.

Administration of Clinical Experiences - YCE and Single Semester

The Office of Clinical Experiences, Placements and Partnerships (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, programs require close collaboration and communication between the school systems in our service area and CEPP. The CEPP unit serves as the liaison to the schools in the development and maintenance of the field/clinical experience programs. In this role, the unit:

- Coordinates the placement of candidates for all field/clinical experiences with collaborating school personnel.
- Orients the collaborating school personnel with information pertinent to the KSU candidates' placement in appropriate setting.
- Works with supervisors, program 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. YCE occurs 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 Clinical Experiences, Placements and Partnerships.

Formal application to YCE must be completed and submitted to the CEPP unit. Candidates become eligible to participate in YCE 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 institutional GPA in all coursework at KSU.
- 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 (GaPSC).
- Be approved by the CEPP unit.
- Retain current liability Insurance

Individual programs/departments may have additional criteria for admission to YCE. The candidate is responsible to be aware of and to complete additional requirements by the time of application.

Applications for YCE must be submitted to the CEPP unit on or before the deadline dates. The candidate is responsible for adhering to these deadlines; no applications will be accepted after the published deadline dates.

Application for admission to YCE 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 unit or scan a copy of the completed form to the CEPP unit at fieldexp@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 YCE Teacher Candidates

The placement coordinators in the CEPP unit request appropriate subject and grade level placements in partnering school systems for eligible candidates. The school systems make specific assignments for YCE candidates and notify the CEPP unit concerning the final placements. The CEPP unit notifies teacher candidates of their placements. Commutes from KSU may be up to 50 miles from KSU one way, depending on the nature of the placement and the availability of placements in each content area/experiences.

CEPP Requirements and Policies

1. Candidates must meet all KSU teacher education requirements for field and clinical placements. Failure to meet these requirements may result in delayed completion or graduation. The 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 because he or she has not 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 the appropriate academic advising office. Questions about specific assignments should be directed to the KSU faculty member teaching the course.
3. The CEPP unit will communicate with candidates through the KSU email addresses only. Failure to check these emails can result in missing critical information about field/clinical placements and/or teacher education requirements.
4. 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 an EPP Late Field/Clinical 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. CEPP unit will work in collaboration with KSU teacher education program areas and school districts. Placement of candidates in partnering schools is the responsibility of the CEPP unit. The candidates are NOT to contact schools/districts to request their own placements. Once placements are communicated, candidates are responsible for contacting Collaborating Teachers via KSU email.
6. All placements are designed to encourage professional and personal growth. 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. These requirements ensure that our programs stay accredited, and 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. It is the responsibility of the candidate to contact the CEPP unit if a different placement is needed (See consequences in #9).

8. Candidates will not be placed in schools they have attended within the past ten years. If this occurs, it is the responsibility of the candidate to notify the CEPP unit if a different placement is needed. (See consequences in number 9).
9. Failure to abide by numbers 7 and 8 will result in removal from the site and possibly the program, which can also impact financial aid and graduation.
10. Depending on partnering schools' availability, candidates may drive up to 50 miles from KSU one way for placements.
11. Once teacher candidates begin clinical experiences, placements are only changed for extreme circumstances at the request of the school district or as determined by the CEPP Director. Candidates must have a Concern Form on file with the CEPP unit detailing the reason(s) for a change in placement. Candidates should discuss concerns with their site supervisors and program coordinators prior to completing the Concern Form. Requests made to change a candidate's placement are not guaranteed and may result in the candidate needing to postpone placement until the next term. Program coordinators must provide a request for a change in placement for the following semester to CEPP before established deadlines of November 1 for spring placements or April 1 for fall placements.
12. Pre-Service Certificate through the Georgia Professional Standards Commission is required of a field placement, which includes a criminal background check. 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 CEPP unit.
13. Opening school experiences vary by program and can include the KSU candidate spending one to two weeks with a collaborating teacher during pre-planning and the first week of school. Because of the schedules of the partnering schools where KSU places candidates, the opening school experience may occur prior to the start of the KSU fall semester term. Candidates should check with their program coordinator regarding the specific number of days/hours required for their opening school experience for their programs.
14. Decisions made regarding a candidate's eligibility, readiness for placement, retention in YCE, or withdrawal from YCE 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, candidates should meet with their program coordinators.
15. If candidates return from breaks in their programs or have been withdrawn or removed from yearlong clinical I/II experiences, new placements must be approved by the candidates' program faculty. Program coordinators must fill out the Concern Form and email the form to fieldexp@kennesaw.edu. A new clinical experience application must be processed through the YCE placement coordinator by the designated deadline given at the time of approval to resubmit.
16. The CEPP unit will request yearlong clinical placements for all candidates who are completing their yearlong from spring to fall. Due to teacher transfers, content and grade level changes, school districts may reassign a placement (for the YCE II portion). 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, then an alternate placement site will be secured by CEPP.

17. **Long Term Substitute Teaching:** In situations where the student teacher will be completing all required assignments under the supervision of their CT and a KSU Supervisor, a student teacher can serve a long-term substitute teacher position while completing all YCE II assignments with the same group of students. This does not include rotational substitution teaching.
18. **Field trips:** Teacher candidates are permitted to attend local field trips within the metro area under the supervision of their CTs. Field trips requiring a teacher candidates overnight stay is not permitted.
19. **District Supplies & Materials:** District materials that are loaned to teacher candidates to support educational growth and development must be returned to the partnering district by the required or agreed upon deadline. (Examples include computers, name badges or district identification cards, shirts, print materials, etc.) Failure to return district supplies and materials could result in criminal prosecution at the district and university levels.
20. **Cell Phone Usage:** Teacher candidates are not permitted to use cellular devices in the classroom unless they are being used for educational purposes involving instructions. Please review the school district policy governing the usage of cell phones in the classroom.
21. **Pending Legal Cases:** A teacher candidate who has a pending legal case will need to provide a final verdict or judgment from the court. Documentation will be reviewed by the CEPP Director, and a decision will be made regarding the student's status in the program.
22. **Georgia Milestone Testing:** Teacher candidates are not allowed to participate or assist with Georgia Milestone Testing. Candidates should complete all field experiences prior to the beginning of the testing period.

Removal from the Field or Clinical Experience

A request to initiate removal of a teacher candidate from a field or clinical experience placement in an undergraduate or graduate teacher education program should be made by the KSU supervisor in consultation with the CT and the Program and/or Clinical Experience_Coordinator, and Director for the Center for Clinical Experiences, Placements, and Partnerships (CEPP). Removal of a candidate from the clinical experience placement typically results from a joint decision of the Program and/or Clinical Experience Coordinator and Department Chair, in consultation with the collaborating teacher, KSU supervisor, CEPP Director, and possibly the school principal. The school principal and collaborating teacher have the ultimate discretion to request removal from the assigned placement.

When the candidate is removed from the clinical experience placement prior to the completion of the term, the final grade assigned will be determined jointly, by the Program and/or Clinical Experience Coordinator and Department Chair.

If a teacher candidate is removed from a placement for unsatisfactory performance, compelling cause, by personal choice, or by a school or school system, the candidate will not be assigned a new placement for that semester. The candidate may appeal this decision following the steps outlined

below. Following the results of the appeal process, the candidate may submit a request to be assigned a different placement for the remainder of the term.

A candidate may be removed from a field or clinical experience when any of the following occurs:

2. The appropriate school authority (i.e., school principal or CT) states that the candidate's presence in the classroom is not in the best interest of the school's students and/or requests that the candidate be removed. In this case, guidance will be sought from appropriate KSU administrators.
3. The joint decision of the appropriate teacher education program coordinator and department chair in consultation with the Director of Clinical Experiences, Placements and Partnerships (CEPP), Program and/or Clinical Experience Coordinator, supervising collaborating teacher, and/or university supervisor states that the circumstances are such as to prevent either the development and/or maintenance of a satisfactory learning environment.
4. Unprofessional and/or unethical behavior, as defined by the [Georgia PSC Code of Ethics](#) has been exhibited by the candidate.
5. The candidate has not demonstrated EPP dispositions (i.e., asset-based thinking, collaboration, communication, continuous learning and improvement, integrity and ethics) in a sustained and consistent manner in class, the field, and/or in communicating with personnel and peers at KSU and/or in the field/clinical setting.
6. The candidate does not have an issued Pre-Service Certificate.
7. The Georgia Professional Standards Commission (PSC) suspends or revokes the Pre-Service Certification.
8. Medical reasons make it impossible for the candidate to remain in the classroom. Documentation from the candidate's physician is required. A "release to return to the classroom" will be required to return in a subsequent semester. Decisions pertaining to medical removal will include university administrators, program faculty, and/or health professionals as appropriate.
9. Not meeting the objectives by the deadlines set forth in a Professional Development Plan (PDP) focused on the field.
10. Violating KSU student conduct/ expectations and/or other KSU policies. Such activities may include violated a law, policy, procedure rule, breaking law, PSC or KSU policies that impact candidate performance.

While this list is thorough, it is not all inclusive. There may be additional reasons for removal from placements.

Candidate Appeal Process

If a teacher candidate is removed from any clinical experience placement, the candidate can appeal the removal decision.

KSU, not the collaborating school, will be responsible for all candidate appeals of a removal decision and the assigned grades in accordance with existing university policies. Candidates may not appeal to return to the same placement site or school district.

Request for removal from a clinical experience placement by a school or school system is a serious matter. If a candidate is removed from a placement by a school or school system, he/she/they may not be assigned to a new placement for that semester. A decision of whether a second placement for a semester should be granted will be determined by the process listed below. At each stage of the appeal process, the candidate will receive a formal letter stating the decision and available next steps in the appeal process.

2. Documentation of removal issues and rationale for a second placement should be completed by the Program and/or Clinical Experience Coordinator and forwarded to the CEPP for filing within one calendar year of the date of removal from the placement.
3. The candidate submits an appeal of the decision including the rationale for removal and what he/she/they will do to address these issues and to move forward successfully. The Program and/or Clinical Experience Coordinator indicates whether they support the appeal.
4. The Department Academic Standing Committee and/or Department Chair review the case to determine if another attempt is warranted. Available evidence may include, but is not limited to, candidate performance on CAPs, observations, course assignments, anecdotal notes, etc. Once a department makes its decision, it should, in its written response to the candidate, let them know about their right to appeal and provide direction on the next step with the Teacher Education Council.
5. A formal appeal of a decision to deny admission or retention in 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.
6. The dean will transmit the appeal and charge the Teacher Education Appeals Board to review the case. The Teacher Education Appeals Board consists of the following individuals:
 - o Associate Dean for Quality Enhancement
 - o Director for the Center for Clinical Experiences, Placements, and Partnerships (CEPP)
 - o Director of Education Student Services (ESS)
 - o Faculty Representative from College Faculty Council (CFC)
 - o Faculty Representative from Initial Certification Program Coordinators (ICPC)
7. The decision of the Teacher Education Appeals Board will be shared with both the candidate and Department Chair. The candidate may appeal this decision in writing within 10 business days to the Dean of the Bagwell College of Education.
8. If an appeal is not submitted after the 30-day period, the recommendation of the Teacher Education Appeals Board is final. If an appeal is submitted, the Dean of the Bagwell College will make a final decision within 10 business days.

It is important to note that removal from the field is not automatic removal from the program. After removal, the Program Coordinator will determine an appropriate period of remediation, including a Professional Development Plan (PDP) and determine readiness for re-assignment at the completion of the designated PDP. In no case will a candidate be allowed more than two attempts at a clinical experience placement.

If a candidate is removed from the program, they cannot enter any other teacher education program at KSU.

Process for Addressing Candidate Concerns Prior to Removal

If feasible, the Program/ Clinical Experience Coordinator, KSU supervisor, and/or Department Chair should schedule a conference with the teacher candidate to discuss the candidate's position and possible options prior to removal.

The following circumstances may warrant moving a candidate to another teacher within the same school or to another school:

- Placement with a CT 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.
- The CT 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 candidate.
- Other compelling cause as determined by Program and/or Clinical Experience Coordinator, Department Chair, and KSU Supervisor.

There are numerous supports available to candidates prior to removal from the clinical experience. If a candidate has a concern, they should follow the process outlined in the graphic below.

Professional Development Plan

Anytime throughout a semester that a serious weakness in the teacher candidate is observed which may jeopardize the candidate's final evaluation, the CT, KSU supervisor, and program coordinator will confer 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 for which the candidate meets agreed upon benchmarks by specific deadlines to demonstrate improvement. The Program and/or Clinical Experience Coordinator should be consulted before beginning a professional development plan and will collaboratively draft the PDP with the candidate.

Upon successful completion of remediation, the candidate may proceed in the program, either with or without a continuation of the plan. Unsuccessful remediation might result in a new PDP, student receiving an "Unsatisfactory" in the course, etc. If it is determined that a candidate would benefit from the support of a PDP, the candidate must sign the PDP to continue in the field experience/program. Not signing the PDP indicates the decision by the candidate not to accept the opportunity for support in professional development and not to continue progressing in the program.

A PDP is developed on a case-by-case basis based on the candidate's progression in the program and concerns expressed by the CT, KSU supervisor, and/or coordinator. Rationale for developing a PDP may include but is not limited to:

- Unprofessional behaviors
- Excessive Level 1 or 2 scores on programmatic key assessments, observation instruments, and/or disposition ratings
- Consecutive Level 1 or 2 scores on programmatic key assessments, observation instruments, and/or disposition ratings

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 medical personnel and the principal/administrator.

The teacher candidate involved in an accident or suffering an injury at the field must inform the KSU supervisor and Program coordinator. If the teacher candidate is unable to reach either, the teacher candidate should call the CEPP unit at 470-578-6734. If the CEPP unit is notified initially, the director or assistant director will inform the program coordinator or the department chair. The teacher candidate should request a copy of the report and submit a copy to the CEPP unit.

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

1. Teacher candidate reports the emergency to the collaborating teacher (CT) and KSU supervisor.
2. The candidate follows up to see if the CT or principal needs additional information and to seek confirmation that school policies for accident reporting have been followed.
3. The supervisor records the name of the teacher candidate, date, location of the school/community, and the nature of the emergency.
4. The supervisor will inform the program coordinator.
5. It is the program coordinator's responsibility to inform the department chair, who will then notify the undergraduate associate dean of the Bagwell College and the CEPP unit.
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 also complete an incident report for KSU. Please contact the CEPP Director who will provide directions on completing the incident report.

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 CTs' classrooms, partnering schools, and school districts.
2. Are prohibited from interacting with school students through all social media platforms. Candidates may interact with school students through assigned social media for academic purposes, such as Edmodo, Schoology, etc.
3. May not socialize with school students except at officially sponsored school events.
4. Candidates are expected to maintain professional and productive relationships with school staff and faculty.
5. Must always maintain a professional appearance. In general, candidates' 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.

- Appropriate professional dress includes:
Slacks/pants
Collared shirts/blouses
Polo shirts
- Inappropriate dress includes:
Jeans/shorts
Short skirts
Leggings
Sweatpants
Political or graphic T-shirts
Tennis shoes/sneakers, flip flops and sandals

Appeals of Admission and Retention Decisions

A formal appeal of a decision to deny admission or retention in YCE 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. It is the time when theory and practice are synthesized, and the student becomes ready to assume the responsibilities of a classroom. The GaPSC encourages a complete, full yearlong clinical experience; therefore, KSU cannot release teacher candidates earlier than **seven days prior** to the last scheduled day of YCE II to begin employment without compromising 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.

The Following is the Procedure of the Bagwell College of Education for Early Release of Clinical Studies

1. The teacher candidate receives an offer of employment from the school administrator.
2. The candidate contacts CEPP for early release instructions.
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 CT and the university supervisor on the Early Release form.
5. The teacher candidate obtains the signature of the candidate's department

chair and, finally, the signature of the CEPP director. A completed form must be returned to the CEPP unit before starting employment.

6. The CEPP unit 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 transition from student to 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 partnering schools 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.
 - Professionalism
 - Perfect attendance
 - Punctuality
 - Professional dress in keeping with faculty standards
 - Communication – written and verbal communication (including email)
 - Honesty
 - Initiative
5. Complete all assignments and reports promptly and accurately. No late assignments.
6. Plan all work thoroughly, prepare necessary materials, and submit plans to the CT one week prior to the teaching of the class as requested.
7. Assume responsibility for evaluating student work during assigned teaching.
8. Demonstrate attention to equity and fairmindedness consistently, thoroughly, and intentionally.
9. Initiate parental contact only with the approval of the CT.
10. Refrain from making unfavorable remarks about the university program, the partnering school, and the community, except to appropriate officials (i.e., university supervisor).
11. Refrain from being alone with class or individual student without a certified teacher or administrator present.
12. 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.
13. Seek the help and guidance of the CT 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.

Responsibilities of the Collaborating Teacher include:

1. A school employee **must** always be present in the classroom.
2. The CT has the primary responsibility for directing and assisting the teacher candidate daily. The CT provides for continuous evaluation of the teacher candidate's performance through frequent observation followed by oral or written feedback, regularly planned conferences, the midsemester report, and the monitoring of professional growth plans.
3. Plan for the orientation of the teacher candidate in classrooms and to the school. Help familiarize the teacher candidate to classrooms, school, and school system policies as well as expectations of CTs.
4. 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.
5. Acquaint the teacher candidate with student personnel records and the manner in which they are kept and used.
6. Assist the teacher candidate to schedule observations in other classrooms, as the schedule allows.
7. 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.
8. Schedule the teaching experience of the teacher candidate, gradually introducing responsibility for classroom routines and instructional procedures.
9. Provide opportunities for the teacher candidate to observe and participate in various classroom and school activities, the grading/reporting system and parent conferences. Encourage the teacher candidate to participate fully in the professional experience of teachers by attending faculty meetings, professional organization meetings and extracurricular school activities.
10. Teacher candidates should not be alone with class or individual student without a certified teacher or administrator present.
11. Show a willingness to consider new and different techniques. When appropriate, allow the teacher candidate the opportunity to test theory in practice.
12. 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.
13. Discuss the student midsemester report and the final evaluation with the teacher candidate.
14. Complete assessments during assigned time frames (CAPS, etc.).
15. Collaborating Teachers are required to complete a [W9 form](#) to receive stipend payments for hosting year-long clinical students. These forms allow the university to process payments in a timely manner; failure to complete the W9 form will delay stipends. For questions regarding which school districts require W9 forms, please contact the Clinical Experiences, Placements, and Partnerships (CEPP) Unit.

Responsibilities of the University Supervisor include:

1. Disseminate and explain materials about YCE to partnering school personnel.
2. Assist assigned teacher candidates in the orientation to their assigned schools and classrooms.
3. Check the sign-in logs to ensure teacher candidates are using the appropriate sign-in system, arriving and departing as specified by program guidelines and ensuring candidates are not absent from field.
4. Establish an effective collegial relationship with the CTs.

5. Advise and assist assigned teacher candidates in their professional development through observation visits to the classroom and subsequent individual conferences.
6. Consult and cooperate with the teacher candidate, CTs, and other school personnel in resolving problems that may arise during YCE.
7. Ensure teacher candidate is not left alone with class or individual student without a certified teacher or administrator present.
8. Enforce the official regulations and policies pertaining to teacher candidates found in this manual.
9. Distribute and collect all forms required during clinical experiences.
10. Evaluate all assigned teacher candidates for grading purposes.
11. Gather all evaluations of the teacher candidate in order to determine the final course grade.
12. Create Professional Development Plans (PDPs) as needed, in conjunction with Collaborating Teachers and Program coordinators.
13. Assist qualified candidates in obtaining professional employment upon request.

Sample Schedules for Yearlong Clinical (candidates should see their program coordinators for their schedules)

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.

The rate at which a teacher candidate assumes responsibility for various activities should depend upon the judgment of the collaborating teacher and the university supervisor. Such decisions are generally determined by the teacher candidate's readiness and what is in the best interest of the students and the teacher candidate; however, minimum classroom teaching requirements are set by each program. To achieve all responsibilities required, support from the supervisor can be provided by implementing a PDP. Programs coordinators may use this field schedule as a guide but have ability to modify schedules to best fit the need of their programs. 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 collaborating teacher, making certain to determine the collaborating teacher's expectations during clinical experience.

During school opening, 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 collaborating teacher's methods of instruction and classroom management.

Weeks 2-3: The teacher candidate will start to co-teach with the collaborating 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 collaborating 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 collaborating 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. The teacher candidate and the collaborating teacher may want to use team teaching. Ancillary duties and assistance to the collaborating 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. He/she will strive to reach the objectives set forth at the Midterm/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 collaborating 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 six to nine. 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 collaborating teacher and the university supervisor. The teacher candidate will return all teaching responsibilities to the collaborating teacher by the final week. Observations will be scheduled for other classes and/or grade levels in the school after conferring with the collaborating 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 collaborating 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, corrects assignments, or lends 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 students' perspectives, there is no clearly defined leader as both teachers share the instruction, are free to interject information, available to assist students, and answer questions.

Teacher Certification

Teacher certification is granted by the Georgia Professional Standards Commission (GaPSC). 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 last week of the semester during which they will graduate. 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 complete the following requirements:

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 GaPSC GACE Ethics Exam (360).

Candidates must submit an Initial Certification Application to the KSU Certification Officer at bcoe_certification@kennesaw.edu. The Certification Officer is then responsible for verifying that all information is correct before any paperwork, including the application, KSU transcript and program completion, can be submitted to the Georgia Professional Standards Commission (GaPSC). M.A.T. graduates must provide undergraduate transcripts to the PSC, if not already on file with the PSC, prior to issuance of teacher certification.

Master of Arts in Teaching – The YCE Year

MAT YCE (Year Long Clinical Experience) is field-based. 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 CEPP unit.

Formal application to YCE must be completed and submitted to the CEPP unit. Candidates become eligible to participate in YCE by meeting the following requirements:

- Apply for and obtain a pre-service certificate from the state Professional Standards Commission (GaPSC).
- Have current liability insurance - <https://bagwell.kennesaw.edu/units/cepp/background-checks.php>.
- Be approved by the CEPP office.

Graduation

Graduation from any of KSU's initial teacher preparation programs, including all bachelor and M.A.T. degrees, can only be achieved after the completion of particular requirements. Candidates completing a KSU program must fulfill the following requirements:

1. Petition to graduate through OWL Express in the semester prior to the graduation semester.
2. Pass all education and content courses with a grade of "C" or better.
3. Hold a final adjusted GPA of at least 2.75 from Kennesaw State University.
4. Attempt the GACE Content Assessment exams for their degree field, no less than one month prior to graduation.
5. Attempt the GACE Ethics Exam (360), if not already completed for admission, no less than two weeks prior to graduation.

Candidates who attempt Ethics and GACE Content in a timely manner will have their OWL Express and Degree Works updated two weeks prior to graduation. Delays in submissions will result in delays in updating Degree Works. ****Candidates not completing all requirements by the published deadlines will have their degree posting delayed to the next semester.****

Placement of MAT Yearlong Clinical Experience for Teacher Candidates

The Placement Coordinators in the CEPP unit request appropriate subject and grade level placements in partnering school systems for eligible candidates. The school systems make specific assignments for YCE candidates and notify the CEPP unit concerning the final placements. The CEPP unit notifies teacher candidates of their placements. Commutes from KSU may be up to 50 miles from KSU one way, depending on the nature of the placement and the availability of the placements

in each content area. There is no guarantee that a teacher candidate may be placed in the school system that they requested.

CEPP Requirements and Policies for MAT Placements

1. The CEPP unit will communicate with candidates through their KSU email addresses only. Failure to check these emails can result in missing critical information about clinical placements and/or teacher education requirements.
2. Pre-service certificate through the Georgia Professional Standards Commission (GaPSC) is required for YCE. The PSC will obtain a background check on the candidate and the candidate is responsible for taking an Ethics module. Candidates accepted into the MAT program will not be able to apply for YCE until they have applied for their pre-service certificate. Candidates will be not be able to start their YCE field experience until they receive their pre-service certificates.
3. Each candidate must obtain liability insurance and provide proof to the CEPP unit of their insurance.
4. The CEPP unit will work in collaboration with the KSU teacher education program areas and school districts. Placement of candidates in partnering schools is the responsibility of the CEPP unit. The candidates are **NOT** to contact schools/districts to request their own placements. Once the placement is communicated, candidates are responsible for contacting collaborating teachers via KSU email.

5. All placements are designed to encourage professional and personal growth. 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. These requirements ensure that our programs stay accredited. It also ensures that candidates will meet state-mandated regulations to receive certification.
6. 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. It is the responsibility of the candidate to contact the CEPP unit (470 578-6734) if a different placement is needed.
7. Candidates will not be placed in a school they have attended within the past ten years. If this occurs, it is the responsibility of the candidate to notify the CEPP unit if a different placement is needed.
8. Failure to abide by numbers 6 and 7 will result in removal from the site and possibly the program, which can also impact financial aid and graduation.
9. Depending upon the availability of placements, candidates may drive up to 50 miles from KSU one way for a placement depending on the nature of the placement.
10. Once a teacher candidate has received a YCE placement, the placement will be changed only at the request of the school district. If the program coordinator determines a placement change is needed, documentation must be provided to the CEPP unit that includes justification for the change in placement. Requests made to change a candidate's placement during the semester are NOT guaranteed and may result in the candidate needing to postpone his/her placement until the following semester or year. Program coordinators must provide a request for a change in placement for the following semester to CEPP before district deadlines of November 1st for spring placements or April 1st for fall placements.
11. Opening School experiences (pre-planning) is a requirement of the PSC for certification. The teacher candidate will spend one to two weeks with the collaborating teacher during pre-planning and the first week of school. Due to the schedules of the partnering schools where KSU places candidates the opening school experience may occur prior to the start of the KSU fall semester.
12. Classroom teachers who are enrolled in a MAT program in many instances may use their classroom as their field placement. It is the responsibility of the teacher candidate to inform the CEPP unit when submitting the YCE application that the candidate is a teacher employed in a school district, charter or independent schools. The CEPP unit will notify the district, charter or independent schools and request a mentor teacher for YCE. A Provisional form must be obtained, completed and returned to the CEPP unit. The CEPP placement coordinator will record the information for certification of the teacher candidate.
13. In many cases, in order to experience all grade bands for certification, the candidate will need a placement at a different grade band to fulfill certification requirements. This placement is usually completed in the fall semester or YCE I. Teachers employed in a school district will also need to complete the placement. (Please contact CEPP for more information.)

Glossary/Acronyms

- BCOE: Bagwell College of Education
- CAPS: Candidate Assessment on Performance Standards
- CEPP: Clinical Experiences, Placements and Partnership: This unit of the Bagwell College of Education facilitates partnerships with area schools and school districts and is responsible for arranging field placements for students within local schools.
- CT: Collaborating Teacher – teacher in school setting who mentors teacher candidate(s).
- Early Release Form: Teacher candidates who are offered positions at the end of their program are required to complete the early release form.
- EPP: Educator Preparation Program
- ESS: Education Student Services – a unit that provides education program advisement.
- GACE: Georgia Assessments for the Certification of Educators
- GaPSC: Georgia Professional Standards Commission
- Liability Insurance: Required for all field experience placements beginning with foundation courses (EDUC 2110 and 2120). Must be current and up-to-date. Students must always have proof of insurance.
- MAT YCE - Master of Arts in Teaching -- Yearlong Clinical Experience: The candidate will need a placement at a different grade band to fulfill certification requirements.
- Pre-planning/Opening of School: District schools plan school lessons two weeks prior to the first day of school.
- Pre-Service Certification: When students are accepted into their education programs, they are required to complete pre-service certification applications. This is completed in the Education Student Services unit.
- YCE: Yearlong Clinical Experience: YCE I refers to the teacher candidate's first semester of senior year. YCE II refers to the teacher candidate's second semester of the senior year and the final semester.

Appendix A

Concern Form

Please note: a discussion with supervisor and the program coordinator should take place prior to completion.

Double click form to use fillable form within Adobe Acrobat



Field Experience Concerns Form

Date:

Semester:

Name:

Role of person initiating concern as related to KSU (circle one):

Student

Supervisor

Partnership school personnel

Department Chair

CEPP Staff

If other, please

specify:

Email address:

Phone number:

If student, please complete the following.

KSU ID number:

Name of Supervisor:

Supervisor Email address:

Major/Program:

Name of Placement School:

Have you requested accommodations with Student Disability Services?

(Please indicate yes or no verbally to CEPP Director, if relevant to Field Experience Concern.)

Please give a detailed explanation of the concern and attach evidence if applicable.

Copy sent to:

Department Chair

Program Coordinator

CEPP Office

CEPP Director Signature