



# **Middle Grades Education**

## **Undergraduate Clinical Experience Handbook**

### **Candidates, Collaborating Teachers, and Supervisors**

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## **Introduction to Clinical Experiences in Middle Grades Education**

The Teacher Education Program in Middle Grades Education (MGE) is field-based. This means that throughout the program of study, various clinical experiences will be provided that are designed to meet specific developmental needs of the teacher candidate. Clinical experiences are structured to build one upon the other, with knowledge gained from each level providing a foundation for and being reinforced in the next. Clinical experiences for the MGE teacher education program are carefully structured and sequenced in an effort to provide candidates with opportunities to observe and participate in the teaching/learning process and to develop instructional skills that will enhance their effectiveness as professional educators. Clinical experiences and coursework in each course are carefully integrated to enable candidates to see the relationship between theory and practice and to examine and reflect on practice in view of theory and research. This interaction in an environment of constructive feedback and thoughtful reflection fosters the development of professional educators who will provide classroom environments that honor and facilitate the learning of all students. Clinical experiences are organized in stages that are developmentally sequenced and integrated with specific courses. At each level, the roles and responsibilities of the candidates increase, reflecting a broader knowledge and experiential base. KSU instructors, collaborating teachers (CTs), and KSU supervisors work together to monitor candidate progress, provide constructive feedback, encourage self-assessment and reflection, and assess student performance.

Education majors in the MGE program are placed in diverse settings throughout their courses of study to provide them with experiences to support teaching in a global, diverse society. KSU has adopted the following definition of a diverse school for purposes of clinical experiences: 25% or more students qualify for free/reduced lunch or 25% of the student population is non-white.

### **Requirements for Clinical Experiences**

#### **Liability Insurance and Health/Accident Insurance**

All of KSU's partner schools require liability insurance of our teacher candidates. Each MGE clinical experience candidate must furnish verification and proof of tort liability insurance prior to placement at a clinical experience site. To obtain coverage, candidates may become a member of a professional organization (either Student Georgia Association of Educators (SGAE) or Student Professional Association of Georgia Educators (SPAGE)). As part of their membership fees, these organizations provide \$1,000,000 of tort insurance and access to professional development activities. Candidates are responsible for obtaining their own health insurance. Neither KSU nor individual school systems furnish health insurance.

#### **Criminal History Background Check**

Pursuant to Section 35-3-30 et. seq. of the Official Code of Georgia Annotated (O.C.G.A.), criminal history records maintained by the Georgia Crime Information Center (GCIC) are available to political subdivisions, including school districts, with the consent of the individual whose record is being requested. Further, school districts are within their rights to require teacher candidates to undergo criminal history background checks and to refuse placement of those they find unacceptable. Background checks are handled through the Center for Placements and Partnerships (CEPP). Candidates may be asked by CEPP to undergo a fingerprint check at their own expense to clarify disputed records.

Candidates should address questions or concerns about the above process to CEPP. It is the candidates' responsibility to be informed about the impact of a negative criminal history upon their ability to receive a teaching certificate through the Georgia Professional Standards Commission (GAPSC) and their eligibility for employment in any school system. Go to [www.gapsc.com](http://www.gapsc.com) and review the information on Ethics.

## **Professionalism**

A professionalism component is included in the evaluation of each candidate's clinical experience. It is expected that future teachers will conduct themselves with the professionalism required of practicing teachers. Please note that *meeting expectations* for teachers is usually what others consider to be *exceeding expectations*. Teacher candidates are entering a profession of extremely high standards that they are expected to live up to daily. Keep in mind that the way candidates interact with peers, KSU faculty, and CTs has proved to be indicative of how candidates will interact with their future students, colleagues, and administrators.

Professionalism will be evaluated in all MGE courses, using the related standards from the Candidate Assessment on Performance Standards (CAPS). The CAPS is also the basis of the mid-term and final evaluation of the YCE. It is critical that each candidate review Standards 9 and 10 of this instrument frequently during clinical experiences to understand and comply with the expectations regarding professionalism. If, at any time, a KSU supervisor, CT, or school official questions a teacher candidate's professional conduct, appropriate action will be taken. Such action may include the implementation of a professional development plan for the teacher candidate to complete by the end of the semester or the removal of the teacher candidate from the clinical experience.

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.

### **Clinical Experience Conduct**

MGE teacher candidates participating in clinical experiences are expected to conduct themselves with the professionalism that is required of regular faculty. They will follow all policies of the partner school including those related to signing in and out of the school, dress, attendance, punctuality, etc. Such policies are usually outlined in the school's teacher handbook. Candidates are expected to review a copy of the handbook and to read it thoroughly at the beginning of a clinical experience. Essentially, this means responding responsibly to the existing school and/or school system standards, behaving in a moral and ethical manner, and modeling responsible adult behavior to students.

### **Public School/Professional Teacher Education Student Relationship**

It is understood that the first responsibility of the public schools and teachers is to the regularly enrolled public school students. It is further understood that KSU MGE teacher candidates and faculty are guests within the public schools. The relationship between the MGE student, KSU instructors, CTs, and KSU supervisors is a collaborative effort designed to develop in the teacher candidate the characteristics of an effective facilitator of learning and practicing professional. Cooperation and collaboration mark the relationship among these professionals. Open communication and mutual effort designed to improve learning and achievement for all public school students and the KSU teacher candidates are hallmarks. If at any time teacher candidates have an issue or concern, they should first discuss that concern with their CTs. When this is not an option, candidates should contact their KSU supervisors. When this is not an option, the MGE Clinical Experience Coordinator should be contacted.

### **Relationships with Faculty**

MGE clinical experience candidates should have the opportunity to meet as many of the faculty at their collaborating school as possible. Professional acquaintances and contacts as well as informal associations are part of the learning process for pre-service teachers. Teacher candidates are encouraged to attend, when appropriate, department or grade level meetings, joint planning sessions, faculty meetings, etc. While candidates may have valuable ideas and contributions, it is important to remember they are guests.

Candidates are encouraged to exercise caution when engaging in public discussions about students. These discussions often occur in the faculty room, teachers' lounge, and even at the teachers' table in the cafeteria. Although such places are conducive to interesting and professional discussions, MGE candidates are urged to exercise discretion in voicing personal views. The adage to avoid comments about religion and politics applies here and is especially applicable to remarks about other teachers, administrators, students and their families, and school or district policies. Candidates are not to make negative or judgmental remarks or criticize any person, policy, or procedure connected with the clinical experience site at any time. To do so may jeopardize successful completion of the clinical experience.

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

### **Personal Appearance**

Teacher candidates are expected to dress professionally. The policies and culture of each individual school as well as the nature of the instructional activities usually define permissible dress. The courts have consistently ruled that teacher appearance may be regulated and that teacher interests in appearance are subordinate to reasonable school needs. Dismissals have been upheld for reasons including refusal of a male to trim or remove disapproved hairstyles, beards, and sideburns; refusal of a female to lengthen her skirt; and refusal of a male to wear a jacket and tie. It is expected that KSU teacher candidates will dress according to the professional standards of the school rather than the standards of the university campus. If there is any doubt as to whether the standard is being met, the question should be discussed with the CT and/or the KSU supervisor.

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

### **Attendance and Punctuality**

MGE teacher candidates must clearly demonstrate that they are responsible and understand the need for and importance of regular and punctual attendance. Arriving early and staying late is a good professional decision for candidates in all clinical experience placements. KSU teacher candidates should view their responsibilities in a professional manner. They must be present at the assigned time and ready to undertake any reasonable task assigned by their CTs or building administrators. Each system has its own time schedule for teachers and the candidate is responsible for asking for those times at the beginning of each clinical experience. Teacher candidates may participate in any school system in-service day, faculty meeting, PTSA meeting, etc. required of their CTs.

Candidates must abide by the same calendar schedule as the teachers in their assigned clinical experience school system. For example, candidates will observe the spring break, fall break, Thanksgiving holiday, etc. of the school district in which they are placed (not the holiday schedule of KSU). If the school district closes schools for inclement weather or other reasons, the teacher candidate will follow the same attendance instructions as school faculty. Candidates who are placed in a clinical experience in a school or other setting for 10 to 25 hours have a special responsibility of attendance and punctuality. CTs often plan particular activities on days when they expect the teacher candidate to be in attendance.

Teacher candidates should always contact their school, their CTs, and their supervisors if they will not be able to attend on the appointed day or if they will be late. Excused absences must be made up at a time agreed upon by the candidate and the CT or at the end of the semester. Not following the agreed upon schedule, frequent tardiness or absences, or failing to notify the CT and the KSU Supervisor may result in the candidate's removal from the clinical experience. Once removed, the candidate will not be reassigned within the same semester and will receive no credit for the clinical experience.

**Note:** Students are solely responsible for managing their enrollment status in a KSU course; nonattendance does not constitute a withdrawal.

### **Confidentiality**

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

### **Parent/Caregiver Role**

It is the policy of the Educator Preparation Program (EPP) and CEPP that parents (or caregivers) of KSU teacher candidates are not to visit the schools where their adult children are placed unless invited by school officials or University officials. In addition, FERPA forbids school officials and University officials to discuss any information related to grades, placement, behavior, etc. with parents and/or caregivers. Parents may make an appointment to meet with University officials (KSU supervisor, Director of the CEPP, Executive Director of ESS, SMGE department chair, MGE Clinical Experience Coordinator) to discuss concerns only with the written consent of their son or daughter.

### **Drugs/Alcohol/Tobacco**

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

### **Electronic Media and Communications**

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

## Overview of Clinical Experiences in Middle Grades Education

Each of the first three clinical experiences is part of the specific content course indicated. In the clinical experience component for each of these courses, MGE teacher candidates will have an opportunity to observe and interact with a variety of students and become acquainted with all aspects of day-to-day life in a public school. It is here that the initial connections are made between the study of teaching and the practice of teaching. When possible, candidates will be placed at MGE partner schools. Each course requires 15 hours of field experience.

Course Number	Title	CE Hours
EDMG 3300	Success in the Middle	15 hours
EDMG 3350	Planning, Instruction, and Assessment in the Middle Grades	15 hours
EDSM 3360	Classroom Management in the Middle Grades	15 hours

The two clinical experiences below are the capstone experiences for candidates in the MGE program as they make the transition from teacher candidate to professional educator. Each course is pass/fail and consists of a semester-long clinical experience that takes place in a middle grades school. In the Yearlong Clinical Experience, candidates remain at one school for both semesters. Each course is designed to provide teacher candidates with an understanding of instructional design and the ability to utilize this understanding in planning and implementing an educational program for learners in specific content certification areas.

Course Number	Title	CE Hours
EDMG 4650- Fall	Yearlong Clinical Experience in the Middle Grades I	120 hours
EDMG 4660- Spring	Yearlong Clinical Experience in the Middle Grades II	540 hours

**Course:** EDMG 3300: Success in the Middle

**Grade level of placement:** Grades 4-5

**Placement secured by:** CEPP

**Required field hours:** 15

**Distribution of hours:** Begin a few weeks after the semester starts and distributed visits throughout.

**Supervisor responsibilities:** Course Instructor will supervise candidates during classroom visits.

**Collaborating teacher responsibilities:** Course instructor will collaborate with cooperating teachers, share learning outcomes for field experience.

**Learning Outcomes:** Candidates examine the development and diversity of middle grades learners, as well as the concept and philosophy of the middle school. Issues of teaching young adolescents and the unique role teachers must play as interdisciplinary team members, content specialists, advocates for the middle school and middle level learner are explored.

**Assessments:** Lesson plans for activities with learners; reflections

**Course:** EDMG 3350: Planning, Instruction, and Assessment in the Middle Grades

**Grade level of placement:** Grades 6-8

**Placement secured by:** CEPP

**Required field hours:** 15



**Distribution of hours:** Begin a few weeks after the semester starts and then weekly visits focused on class topics. Candidate responsible for accumulating and tracking hours.

**Supervisor responsibilities:** No in-school observations will be made. Candidates will not teach lessons to elementary learners unless invited by CT.

**Collaborating teacher responsibilities:** Share lesson plans and planning strategies with visiting candidates. Allow lesson observations and allow candidate to participate in teaching-related activities. Placement is primarily observational in nature, focusing on planning, instruction, and assessment. CT will be asked to fill out short evaluation based on professionalism of candidate.

**Learning Outcomes:** Demonstrate knowledge and understanding of 4th and 5th grade curriculum and standards in the candidates two content areas; demonstrate ability to plan 4th and 5th grade lessons in the two chosen concentrations.

**Assessments:** Lesson plans for 4th and 5th grade students; commentaries on planning

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**Course:** EDSM 3360: Classroom Management: Middle Grades and Secondary

**Grade level of placement:** Grades 6-8

**Placement secured by:** CEPP

**Required field hours:** 15

**Distribution of hours:** Begin a few weeks after the semester starts and distributed visits throughout.

**Supervisor responsibilities:** No in-school supervision takes place. Placement is primarily observational in nature.

**Collaborating teacher responsibilities:** Allow candidate to observe and participate in teaching and management-related duties. CT will be asked to fill out evaluation on candidate professionalism.

**Learning Outcomes:** Demonstrate understanding of using principles of classroom management, multicultural education, developmental patterns, exceptionalities, and other learner characteristics to create and maintain an environment that facilitates student learning.

**Assessments:** Reflection journals on observed classroom management structures, strategies, other related issues.

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**Course:** EDMG 4650: Yearlong Clinical Experience in the Middle Grades: I

**Grade level of placement:**

Grades 6-8

**Placement secured by:** CEPP

**Required field hours:** 120

**Distribution of hours:** Minimum-four hours per week-first 9 weeks. Minimum-17 hours per week next 5 weeks.

**Supervisor responsibilities:** Course Instructor

**Collaborating teacher responsibilities:** See "The Role of the Collaborating Teacher" section in this handbook.

**Learning Outcomes:** Plan and teach lessons that demonstrate accurate content knowledge. Plan/teach lessons that demonstrate effective pedagogical content knowledge based on specific student contexts and needs. Employ assessment techniques/evaluation instruments appropriate to lesson objectives, aligned standards, instruction, and student contexts. Collaborate with host school personnel and demonstrate consistent professional behavior.

**Assessments:** See EDMG 4650 Course Assignments

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**Course:** EDMG 4660: Yearlong Clinical Experience in the Middle Grades: II

**Grade level of placement:** Grades 6-8

**Placement secured by:** CEPP

**Required field hours:** 540

**Distribution of hours:** Weeks: 1-15, Full-time at school

**Supervisor responsibilities:** Course Instructor

**Collaborating teacher responsibilities:** See "The Role of the Collaborating Teacher" section in this handbook

**Learning Outcomes:** Plan and teach lessons that demonstrate accurate content knowledge. Plan and teach lessons that demonstrate effective pedagogical content knowledge based on specific student contexts and needs. Employ assessment techniques and evaluation instruments appropriate to lesson objectives, aligned standards, instruction, and student contexts. Collaborate appropriately with host school personnel and demonstrate consistent professional behavior.

**Assessments:** See EDMG 4660 Course Assignments

## **Introduction to The Yearlong Clinical Experience**

A defining element of the yearlong clinical experience (YCE) is the placement of candidates at a single school for the entire school year. This enables each candidate to become part of that school's community. CTs are selected by partner school personnel. These teachers have been recognized as outstanding educators, expressed an interest in mentoring, and agreed to host a teacher candidate for the entire academic year. In addition to a CT, each teacher candidate is supported by a KSU supervisor who works in collaboration with a partner school site coordinator and the MGE Clinical Experience Coordinator. KSU supervisors and CTs are responsible for monitoring candidate progress, providing constructive feedback, encouraging self-assessment and reflection, and assessing student performance.

### **EDMG 4650: Yearlong Clinical Experience in the Middle Grades: I**

EDMG 4650 is a two credit hour student teaching experience. This course is the first semester of an intensive and extensive co-teaching yearlong clinical experience in middle grades education. Under the guidance of a collaborating teacher and university supervisor and working in a diverse environment that includes students with exceptionalities and English learners, candidates practice professional competencies that impact student achievement.

In YCE I, in addition to the EDMG 4650 clinical experience course, MGE teacher candidates take two content courses that focus on teaching specific subject matter. They will also take EDSM 3360, EDUC 4610, and EDRD 3330. One function of these courses is to integrate the knowledge and understanding of the subject matter content with the teaching of the subject matter. The courses serve as a bridge to (a) link the skills and theory of teaching to the practice of teaching and (b) link previous clinical experiences to YCE. Candidates must perform at a satisfactory level in their methods courses in order to progress in their clinical experience.

It is expected that MGE teacher candidates come to YCE I with knowledge and understanding of the key concepts that underlie the subject matter they plan to teach, i.e., principles of curriculum and instructional design, learning, motivation, and assessment, behavior and classroom management, instructional technology, and multicultural education. The clinical experiences at this advanced level are designed to provide opportunities for candidates to improve their understanding of instructional design and subsequently utilize this knowledge when planning and implementing an educational program for learners in specific certification areas.

Teacher candidates are expected to assist in all facets of the delivery of an instructional program, including constructing materials and resources, grading papers and checking assignments, planning and implementing units of instruction and lesson plans, and evaluating student learning. In short, the candidates are expected to take the initiative in assuming the role of a professional educator. During this clinical experience the teacher candidate will:

- Observe and actively participate in the on-going routines and interactions in the classroom.
- Assume responsibility for planning and implementing instruction under the guidance of a CT.
- Work collaboratively with KSU supervisors and CTs to assess the effectiveness of teaching behaviors, and to develop strategies to improve instructional effectiveness.
- Take advantage of opportunities to participate in parent/teacher conferences, planning sessions, and meetings.

Teacher candidates in YCE I will plan and implement a continuous two-week instructional unit for one predetermined class period. They will assess student learning, as well as manage materials, time, and

students. Complete descriptions for each assignment are contained in the course syllabus. Specific requirements and details about assignments are provided in D2L.

### **Orientation Meeting**

An orientation meeting addressing both clinical experience and methods course information will be scheduled for YCE I candidates prior to the beginning of the KSU fall semester. Here, candidates receive their YCE I placement assignments, meet with their KSU instructors and supervisors, and learn about expectations for YCE I. Candidates will receive an e-mail from the Field Experience (FE) Coordinator notifying them of the time and location for this meeting.

An orientation meeting addressing expectations, assignments, and calendar for Yearlong Clinical Experience II will be held the last week of Fall semester.

### **Initial Collaborating Teacher Meeting/Information Sharing**

Once candidates have attended the YCE I orientation meeting, they will begin their EDMG 4610 field experience. On the first day of pre-planning, candidates will provide a copy of their FE course syllabus and MGE Clinical Experience Handbook to their CTs and exchange contact information with them. Candidates should also provide CTs with their KSU supervisor contact information.

**Note:** A meeting that includes the KSU supervisor, candidate and CT should take place as soon as possible after the first official day of KSU classes in the fall, as supervisors are not on contract before this time.

At this meeting, the following information should be shared with CTs:

- Provision of syllabus, handbook, assessment instruments
- Overview of roles during clinical experience
- Specific techniques, methods, and procedures the KSU supervisor would like the teacher candidate to experience
- Procedures for subsequent visits and for teacher candidate reports to the KSU supervisor
- Training on assessment instruments used during the teaching experience
- Goals agreed upon by CTs and KSU supervisors

### **Weekly Schedule**

Candidates are expected to be in the assigned school each week of the semester and accrue a minimum of 120 hours of field experience. Required hours during YCE I are a minimum of four hours per week for the first 9 weeks and a minimum of 17 hours per week for the next 5-6 weeks of the semester.

Candidates are also expected to set a schedule of attendance with their CTs and KSU supervisors. This is the candidates' work schedule, and candidates are expected to remain in the classroom for the entire agreed upon time.

Candidates are expected to assume the majority of the responsibility for the planning and teaching of one class or period for ten days before the conclusion of YCE I.

### **Preplanning Week**

Candidates should obtain a copy of the school's teacher handbook and familiarize themselves with the general rules and policies of the school and the reasons for them. The handbook generally includes the policies and procedures that govern the operation of the school and rules and directives which must be carried out by the classroom teacher. Among such procedures are those dealing with safety regulations, fire and security drills, hall and playground supervision, cafeteria schedules, and other school routines. Candidates should assist CTs with classroom setup, and other preplanning tasks as needed.

Candidates should also obtain and review the student and parent handbooks for information about rules and policies related to school expectations and routines.

## **Recommendations for the First Week**

- Learn the routines of the class, such as where supplies are stored, how attendance is kept, general housekeeping rules, and the availability of classroom technology. Also, become familiar with the special facilities of the school such as the media center, counseling center, and medical services.
- Learn the students' names.
- Begin collecting information about students' background and abilities. Begin working on the context for learning (see bullets under Week 1). Remember these records are confidential and protected by FERPA. CTs will guide the examination of student records.
- Locate and distribute permission to video forms to parents and students for ten day teaching assignment.
- Become familiar with the textbooks, teaching materials, student materials, and other teaching/learning resources within the classroom. Determine how they are organized and how the CT makes use of them.

## **Initial Teaching**

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

## **Teaching Methods**

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

## **Lesson Planning**

The MGE lesson plan template used in the methods courses should also be used during YCE I for any instructional responsibility that the candidate assumes. All lesson plans those candidates create that are part of a KSU observation (OSF's) must utilize the MGE Lesson Plan Template.

## **YCE I Suggested Weekly Schedule**

### **Week 1**

- Candidates assist CTs with administrative tasks, e.g., attendance.
- Candidates observe classes and confer with CTs to identify community, school and classroom cultural assets as well as special features of the school and/or classroom setting (Context for Learning).
- Candidates work with CTs to identify any accommodations and/or modifications for students that affect instruction. Note any English language learners, gifted students, students with IEPs or 504 plans, struggling readers, and underperforming students or those with gaps in academic knowledge (Context for Learning).
- Candidates observe the general patterns and routines for instruction, management, and evaluation.

### **Weeks 2-3**

- Candidates observe classes and confer with CTs to identify the varying learning styles, interests, motivation, developmental, cultural/linguistic backgrounds, and other needs of the learners (Context for Learning).

- Candidates may teach small groups, individuals, or parts of a lesson.
- Candidates distribute, collect, and upload permission to video forms to Chalk and Wire.

#### **Weeks 4-6**

- Candidates begin to teach CT created mini lessons in at least one class period during the day assisted by their CTs. Candidates may team-teach or shadow teach, if appropriate. The expectation is not for the candidate to teach a lesson every day, but to begin to teach lessons in at least one class period.
- Candidates identify class period in primary placement in which they will teach ten day unit and begin to increase teaching responsibilities in that class.
- Candidates schedule first of two required lesson observations with KSU supervisor and CT (supervisor and CT observations should occur during different lessons).

#### **Weeks 7-9**

- Candidates begin co-teaching and co-planning lessons in multiple classes.
- Candidates co-plan with CTs for the ten days of lessons they will implement in one class period.
- Mid-term Professionalism form is completed by CT.

#### **Weeks 10-14**

- Candidates take over all responsibility for at least one period for a minimum of ten days.
- Candidates are provided with opportunities to video lessons in the classroom.
- Candidates schedule and complete the second of two required lesson observations with KSU supervisor and CT (supervisor and CT observations should occur during different lessons).
- Candidates visit and observe in identified second content classroom and schedule specific class period to attend and participate a minimum of once a week. This is where two observations (one supervisor, one CT) will take place in YCE II.

### **EDMG 4650 Course Assignments**

<b>Assignment</b>	<b>Location and Assessor</b>
Context for Learning: Phase 1- Learning Environment	D2L Assessed by Supervisor
Context for Learning: Phase 2 - Learning Needs	D2L Assessed by Supervisor
Context for Learning: Phase 3- Standards, Resources, and Planning Process	D2L Assessed by Supervisor
Context for Learning: Phase 4 - Instructional Strategies	D2L Assessed by Supervisor
Context for Learning: Phase 5 - Formative and Summative Assessment	D2L Assessed by Supervisor
Observation 1: Collaborating Teacher	Chalk and Wire Assessed by CT
Observation 1: Supervisor	Chalk and Wire Assessed by Supervisor
Midterm Professionalism Formative Assessment	D2L Assessed by Supervisor and CT
Time Log: Midterm	D2L Assessed by Supervisor
Planning, Implementing, and Assessing Instruction	D2L Assessed by Supervisor
Observation 2: Collaborating Teacher	Chalk and Wire Assessed by CT

Observation 2: Supervisor	Chalk and Wire Assessed by Supervisor
Candidate Assessment Performance Standards (CAPS)	Chalk and Wire Assessed by Supervisor and CT
Final Professionalism Evaluation	Chalk and Wire Assessed by Supervisor and CT
Reflection: Professional Learning Goals	D2L Assessed by Supervisor
Time Log: Final	D2L Assessed by Supervisor
Orientation to Yearlong Clinical Experience II	Required

### Evaluation of Candidates in YCE I

Candidates are formally observed a minimum of four times- two by the KSU supervisor and two by the CT. **Supervisor and CT observations should occur during different lessons.** Additional observations may be conducted as needed. See course syllabi for specific details on responsibilities for evaluations.

In each evaluation, candidates are provided with written as well as oral feedback regarding the effectiveness of the instructional decisions they have made, using the Observation Summary Form (OSF). This feedback serves as an important tool for improving planning, implementation and evaluation of instruction and development as professional teachers.

Satisfactory midterm and final evaluations are required and are completed by CTs, KSU supervisors and candidates, using the Candidate Assessment on Performance Standards (CAPS). Candidates earn a grade of *S-satisfactory* or *U-unsatisfactory* for the course.

Candidates must satisfactorily complete all assignments to receive a satisfactory grade for the course. Determination of the grade is the result of interaction between the KSU supervisor and CT, and it is determined and submitted by the KSU supervisor, the official instructor for the course. The grade of *S* or *U* is not included in the calculation of the candidates' GPA.

Candidates are formally assessed on professionalism at midterm and at the end of the field experience by the KSU supervisor and by the CT on the Professionalism instrument. Candidates should review the instrument and be familiar with the rubric that assesses both instructional and non-instructional duties associated with the profession.

## **EDMG 4660: Yearlong Clinical Experience in the Middle Grades: II**

EDMG 4660 is a nine credit hour student teaching experience. This course is the second semester of an intensive and extensive yearlong clinical experience in middle grades education. Under the guidance of a collaborating teacher and university supervisor and working in a diverse environment that includes students with exceptionalities and English learners, candidates practice professional competencies that impact student achievement.

In YCE II, in addition to EDMG 4660, candidates take two other courses, and EDMG 4411 (3 hrs.), for a total of 12 credit hours. It is expected that MGE teacher candidates will further develop their knowledge and understanding of the key concepts that underlie the subject matter they plan to teach, e.g., principles of curriculum and instructional design, learning, motivation, and assessment, behavior and classroom management, instructional technology, and multicultural education. The clinical experiences at this advanced level are designed to provide opportunities for candidates to improve their understanding of instructional design and subsequently utilize this knowledge when planning and implementing an educational program for learners in specific certification areas.

During this experience, teacher candidates are expected to take on full responsibility in all facets of the delivery of the instructional program, including constructing materials and resources, grading papers and checking assignments, planning and implementing units of instruction and lesson plans, and evaluating student learning. Candidates are expected to take the initiative in assuming the role of a professional educator.

### **Weekly Schedule**

The EDMG 4660, candidates are expected to be in the field full-time every week for a minimum of 17 hours each week of the semester for a total of 540 hours. The YCE II experience should begin slowly and build in intensity over the first month or so, be extensive and sustained for 5 weeks and then reduce gradually over the last few weeks. Candidates are expected to assume full teaching responsibilities for all classes during weeks 5-9. Much of the feedback should focus on the candidates' abilities to utilize understanding of subject matter and pedagogy in making appropriate instructional decisions.

Candidates are required to participate in all activities required of CTs including faculty meetings, department meetings, teacher workdays, in-service activities, PTSA, etc. Failure to do so will result in a poor evaluation and/or removal from the program.

### **Weeks 1-2 Full-time**

Candidates should be planning and implementing lessons for at least 1-2 class periods per day. Candidates and CTs should create opportunities for the teacher candidate to assess student progress, diagnose student needs, and develop materials and/or lessons that address these needs for these periods. By week four, candidates should be moving toward assuming total planning and teaching responsibilities for the full day.

### **Weeks 3-7 Full-time**

Candidates shall take over responsibility for teaching the majority of classes (with the possible exceptions of AP and honors classes).

### **Weeks 8-14 Full-time**

Candidates will begin to give back responsibilities to the classroom teacher as state testing submission windows approach.



## EDMG 4660 Course Assignments

Assignments	Responsible	Where to Submit*
Lesson Plans for Observations	Candidate	Chalk and Wire Assessed by Supervisor
Formal Observations 8 minimum	4 - Collaborating Teacher 4 - Supervisor	Chalk and Wire Assessed by Supervisor
Midterm Collaborative CAPS	Supervisor with input from Collaborating Teacher and Candidate	Supervisor to Chalk and Wire
Midterm Professionalism Form	Supervisor with input from Collaborating Teacher and Candidate	Supervisor to Chalk and Wire
Midterm Time Logs	Candidate completes CT signs	D2L Assessed by Supervisor
Final Professionalism Form	Supervisor with input from Collaborating Teacher and Candidate	Supervisor to Chalk and Wire
Final Collaborative CAPS	Supervisor with input from Collaborating Teacher and Candidate	Supervisor to Chalk and Wire
Final Time Logs	Candidate completes CT signs	D2L Assessed by supervisor

\*KSU Supervisors may require submission to both Chalk and Wire and to D2L.

### **Evaluation of Candidates in EDMG 4660**

Candidates are formally observed a minimum of 8 times- 4 times by the KSU supervisor and 4 times by the CT. (One observation by the supervisor and one observation by a CT is done in the secondary area.)

**Supervisor and CT observations should occur during different lessons.** Additional observations may be conducted as needed. The course syllabus provides specific details on responsibilities for evaluations. In each evaluation, candidates are provided with written as well as oral feedback regarding the effectiveness of the instructional decisions they have made using the Observation Summary Form (OSF). This feedback serves as an important vehicle for improving planning, implementation and evaluation of instruction and development as professional learning facilitators. Satisfactory mid-term and final evaluations are required and are completed by CTs, KSU supervisors and candidates, using the Candidate Assessment on Performance Standards (CAPS).

Candidates earn a grade of *S-satisfactory* or *U-unsatisfactory* in the course. Candidates must complete all assignments to be eligible to receive a satisfactory grade for the course. Determination of the grade is the result of considerable interaction between the KSU supervisor and the CT, and it is determined and submitted by the KSU supervisor, who is the official instructor for the course. The grade of *S* or *U* is not included in the calculation of the candidates' GPA.

## **Additional Yearlong Clinical Experience Information**

### **Professional Development Plan**

Anytime throughout the semester that a serious weakness in the teacher candidate is observed which may jeopardize the candidate's final evaluation, the CT and the KSU supervisor 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 that the candidate will be required to complete by a specific deadline.

The MGE Clinical Experience Coordinator should be consulted before beginning a professional development plan. Upon successful completion of remediation, the candidate may proceed in the program, either with or without a continuation of the plan. Unsuccessful remediation may result in a new professional development plan or can result in expulsion from the program.

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.

### **Incompletes/Withdrawals/Removals**

In the event that a teacher candidate withdraws, receives an unsatisfactory grade, and/or is removed from any clinical experience placement, the Secondary and Middle Grades Education (SMGE) Academic Standing Committee will determine whether another attempt is warranted. The SMGE Academic Standing Committee will determine an appropriate period of remediation and determine readiness for re-assignment at the completion of the designated professional development plan. In no case will a candidate be allowed more than two attempts at a clinical experience placement.

Removal of a candidate from the clinical experience placement typically results from a joint decision of the MGE Clinical Experience Coordinator and SMGE Department Chair in consultation with the collaborating teacher, KSU supervisor, and possibly the school principal. A request to initiate removal of a teacher candidate from a clinical experience placement should be made by the KSU supervisor in consultation with the CT, and the MGE Clinical Experience Coordinator. The Clinical Experience Coordinator, KSU supervisor, and/or SMGE Department Chair should schedule a conference with the teacher candidate to discuss the candidate's position and possible options.

The school principal and collaborating teacher have the ultimate discretion to request removal from the assignment 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 MGE Clinical Experience Coordinator and SMGE Department Chair. KSU, not the collaborating school, will be responsible for all candidate appeals of a removal decision or the assigned grades in accordance with existing university policies.

Request for removal from a 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 will not be assigned to a new placement for that semester. A decision of whether or not a second placement for a later semester should be granted will be determined by the SMGE Academic Standing Committee. Documentation of removal issues and rationale for a second placement should be completed by the MGE Clinical Experience Coordinator and forwarded to the CEPP for filing.

The following are reasons for removal from a clinical experience placement:

- A candidate is engaged in activities outside the placement that impacts the candidate's performance
- The school principal or CT requests that a teacher candidate be removed from the school

- Medical reasons make it impossible for the candidate to remain in the classroom. A document from the candidate's physician is required. A “release to return to the classroom” will be required to return in a subsequent semester.
- The candidate chooses to withdraw for any reason other than medical. A written document must be provided to the MGE Clinical Experience Coordinator, giving the specific reason(s) for withdrawal. This document will be reviewed by the SMGE Academic Standing Committee, if and when the candidate reapplies to YCE.

If a teacher candidate is removed from a placement for unsatisfactory performance, good cause, by personal choice, or by a school or school system, the following options are available:

- The candidate is not assigned a new placement for that semester.
- The candidate may ask for his/her case to be reviewed by the SMGE Academic Standing Committee resulting in one of the following outcomes:
  - Candidate may apply for another placement in a subsequent semester.
  - Candidate may not reapply for another placement in the future.

Candidate may ask for the decision to be reviewed by the SMGE Academic Standing Committee within one calendar year of the date of withdrawal from the placement. A subsequent placement will not be considered after one year has passed.

*The candidate may be granted only one subsequent placement. The candidate must sign an agreement of understanding before the second placement is made.*

**Note:** A candidate may not attempt any clinical experience more than twice. For more detailed procedures on removal and appeal procedures, see the KSU FE Handbook:

<https://bagwell.kennesaw.edu/departments/smge/programs/bs/middlegrades/mge-toss.php>

### **Reassignment of Teacher Candidates**

Generally, teacher candidates are not reassigned. However, the following circumstances could 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, doesn't hold a renewable certificate in the teaching area, or is not highly qualified in the teaching area.
- Placement with a CT who is a department head, teaches AP classes, target classes etc., which would necessitate the student's having to be placed with two teachers to constitute a full day of classes.
- 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 good cause as determined by MGE Clinical Experience Coordinator, MGE Chair, and KSU Supervisor.

### **Emergency/Substitute Teaching**

Teacher candidates are not allowed to assume the role of a substitute teacher for their CTs or any other teacher or personnel in the school. If an emergency should occur requiring the absence of a CT, the school must provide a substitute teacher. The substitute teacher must be present in the room with the teacher candidate at all times.

Under no circumstances may candidates be paid to fill in for an absent CT. The foregoing statements reflect the current legal status of candidates in Georgia classrooms. It is to the advantage of the specific school and school system that these general guidelines be followed. If there are questions regarding situations that call for legal interpretation of the candidate's role, the Director of the CEPP should be contacted.

**Note:** In the event that a teacher candidate in YCE II is offered a paying position at a school that begins prior to the end of the KSU semester, the candidate may be released from student teaching for employment no earlier than seven (7) days from the last day of the semester. Specific paperwork must be completed. Contact the MGE Clinical Field Experience Coordinator for more information on this process.

### **Candidate Support System**

Candidates should be aware of the support system built into their clinical experiences. Difficulties should always be discussed first with the CT and the KSU supervisor. The CT should be the link between the local school counselor, other teachers, media specialists, and the school administration. If the issue cannot be addressed and/or solved by the CT and/or the KSU supervisor, the candidate should contact the MGE Clinical Experience Coordinator.

### **Additional Course Work and/or Employment While in YCE**

YCE is a full-time responsibility. Although SMGE understands that some candidates will find it a necessity to work, it is not recommended that YCE I or II teacher candidates take additional course(s) or work during this final year. Either could jeopardize performance in the classroom. Students taking additional courses, working, or engaging in any activity that interferes with the clinical experience run the risk of being removed from the MGE program.

## **The Role of the Collaborating Teacher**

Collaborating teachers are selected in a process that involves the university, school system administrators, building principals, and classroom teachers. To serve as a collaborating teacher, teachers in schools must:

- Have completed at least three successful years of classroom experience
- Have earned at least a bachelor's degree and have preferably earned a master's degree or higher and/or Teacher Support Strategist (TSS) endorsement
- Hold a clear, renewable license and are recognized as highly qualified (4-8 grade per PSC rules) in each core academic subject they teach
- Have an interest and desire to work with a KSU candidate
- Have a well-rounded instructional load which reflects the certificate field of the KSU candidate (KSU students may not teach AP classes but may teach honors or accelerated classes).
- Are recommended by the principal as accomplished facilitators of learning
- Are knowledgeable and supportive of the EPP's Conceptual Framework
- Agree to work with our students and candidates according to the policies, practices, and procedures as outlined in the Clinical Experiences Handbook.

It is the CT's guidance of the day-to-day experience that will facilitate the growth of the candidate. This guidance will be given both informally in conversations and formally in conferences and performance outcomes assessments. The guidance will not only be in teaching procedures and techniques, but also in selecting activities, gathering resources, and providing insight in relationships with students. The role of the CT is crucial to the development of the teacher candidate. Within reason, candidates should be given the opportunity to participate in all phases of the CT's work. It will be helpful to them to become familiar with various clerical duties involving attendance, tardiness, student records, report cards, and other similar activities for which the CT is responsible.

- CTs agree to provide a supportive environment where new ideas can be tried, analyzed, and modified.
- CTs provide opportunities for candidates to shadow teach, co-teach, and solo-teach as necessary and appropriate.
- CTs will reflect with KSU teacher candidates on their lessons and experiences and provide constructive feedback, positive reinforcement, and overall support.

During the clinical experiences, the ultimate goal is for the CT to view the KSU teacher candidate as a co-teacher and colleague. Candidates should participate in parent-teacher conferences, teacher meetings (when possible), and be granted access to necessary student cumulative folder information. The goal is to simulate a first year teaching experience, with ongoing support, feedback, and learning.

Any information regarding the KSU teacher candidate's performance at the school should only be shared with the teacher candidate and university personnel. Information about the KSU teacher candidate should never be shared with other teachers, as this constitutes a breach of privacy. If a situation arises involving the KSU teacher candidate that appears difficult to resolve, the KSU supervisor and/or the MGE Clinical Experience Coordinator should be consulted. The CT is responsible for keeping the KSU supervisor informed regarding the teacher candidate's progress, noting strengths, weaknesses, areas of concern, and areas of growth.

### **Preparing for a Teacher Candidate**

The responsibility for a good beginning in the clinical placement must be shared by CTs, candidates, KSU

supervisors, and the local school administration. Each will take steps in order to prepare for the candidate's first day in the school.

It is important to know the candidate has no legal status in public school classrooms in Georgia. No legal action is on record that has established precedents regarding the clarification of this status. At all times, CTs maintain the legal responsibility for the students in their classrooms.

At the beginning of the clinical experience, CTs will be contacted by the KSU supervisor to arrange an orientation meeting at the school. The purpose of this meeting is to provide the context from which the clinical experience expectations are established.

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

- Introduce the candidate to the principal, department chair, or other supervisory administrators.
- Inform parents by sending a letter giving information about the teacher candidate. This may be a joint process with the candidate or the candidate may be asked to write a letter of introduction to the parents. CTs should approve the letter.
- Prepare a folder of materials that contain school schedules, emergency procedures, clerical procedures, faculty handbook, student handbook, and school-wide discipline and reporting policies.
- Explain policies and procedures for routine duties. Have the school policies and procedures handbook available for the candidate.
- Share records, reports, and teaching materials that will be used as part of the teaching process.
- Provide a desk or area where the candidate may keep books, papers, supplies, etc.
- Familiarize the candidate with the classroom and the teaching materials most often used.
- Discuss with the students who is coming, what the candidate's role will be in the classroom, and the advantages of having a second teacher.
- Involve the candidate in appropriate responsibilities from the very first day.
- Arrange a tour of the school building.
- Arrange for the candidate to take home curriculum guides, texts, faculty handbooks, and other materials to review and begin to gather materials for teaching.

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

- Encourage the candidate to maintain high standards of professional and personal conduct.
- Prepare the candidate for making meaningful observations.
- Guide the candidate in analyzing and evaluating observations.
- Assist the candidate in making and carrying out plans for small group and shadow teaching as well as cooperative and/or collaborative teaching.
- Assist the candidate in recognizing and overcoming any undesirable traits.

- Increase teaching responsibilities gradually as soon as the candidate shows evidence of being ready to assume them.
- Guide the candidate in developing and maintaining a desirable learning environment.
- Help the candidate to feel secure by assisting in a manner that will not cause loss of status with the students.
- Acknowledge the candidate's ideas and contributions and encourage the use of initiative.
- Assist the candidate in efficiently performing routine duties and in keeping records.
- Increase the candidate's responsibilities from observation-participation to small group teaching to cooperative/collaborative teaching and then to full-time teaching.

### **Observations/Conferences/Reporting**

After each significant teaching event or at the conclusion of other important assignments, candidates will wish to receive constructive evaluation of their teaching. CTs should demonstrate empathy and professionalism in supporting the candidate. Conferences should occur at a time during which there will be a minimum of interruptions.

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

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

Constructive criticism can be given in such a way as to foster self-evaluation. For example, in responding to: "Why do you think there was difficulty here?" candidates begin to seek the answer to the most important question "Why?" which is frequently the most difficult question to answer. Candidates are then forced to think of alternative courses of action. Conducting a conference in this manner takes longer but may be more effective in developing candidates' self-evaluation skills.

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

Finally, make a written record of conferences. This should include what was discussed and what was resolved. This gives both parties something concrete to refer to and can be used as a springboard for other conferences. It also provides a record of the candidate's growth during the clinical experience.

### **Documentation**

Documentation is a necessary, albeit sometimes tedious responsibility that is a part of the teaching profession. Every attempt has been made to keep the paperwork associated with clinical experiences to a minimum, but some paperwork expectations exist regarding the evaluation of the teacher candidate. All forms may be obtained from the KSU supervisor, teacher candidate or at <https://bagwell.kennesaw.edu/units/cepp/index.php>

### **Formal Evaluations**

CTs will evaluate teacher candidates throughout the clinical experience. The evaluations may be used as the basis of a conference at which the KSU supervisor, CTs, and teacher candidates consider the strong and weak points suggested in the evaluation.

CTs will use the Observation Summary Form for at least one observation prior to mid-term and one observation following mid-term and prior to the end of the YCE I semester, and then two observations prior to mid-term and two observations following mid-term and prior to the end of the YCE II semester. Supervisor and CT observations should occur during different lessons.

Each evaluation should result in goal setting. As a result of constructive feedback, CTs and candidates should reach an agreement about what specific pedagogic skills need to be given attention. These can become goals to work toward. This is especially important to undertake at the mid-semester assessment. As work progresses, be sure to help the candidate set reasonable goals that are attainable within a specific time frame. In this way evaluation is formative and leads to growth toward the candidate becoming a practicing professional teacher.

### **Observation Summary Form and Candidate Assessment of Performance Standards**

The Observation Summary Form (OSF) and the Candidate Assessment of Performance Standards (CAPS) provide evidence that proficiencies have been demonstrated by the candidate. The purpose of these forms is to ensure that the assessment instruments are aligned with KSU's Conceptual Framework.

#### **Observation Summary Form (OSF)**

Supervisors use the Observation Summary Form (OSF) to complete two formal observations in YCE I and four formal observations in YCE II, EDMG 4474, and EDMG 4475. This form provides supervisors with an open-ended assessment that mirrors the Candidate Assessment of Performance Standards (CAPS). One formal observation should be completed before mid-term and one during the last half of the semester during YCE I; two OSFs should be completed before mid-term and two during the last half of the semester during YCE II.

#### **Candidate Assessment of Performance Standards (CAPS)**

Teacher candidates, CTs, and KSU supervisors all have input into the evaluation process; therefore, all individuals shall collaborate to complete the CAPS, all sharing their points of view with the intention of instructional improvement. The CAPS is to be completed for both the mid-term and final ratings. In all cases, the MGE Clinical Experience Coordinator should be notified when any student is in jeopardy of failing or needs additional support and direction through a Professional Development Plan.

At the mid-term evaluation, the CAPS should be completed by referring to the completed OSFs to assist with the mid-term ratings. Use the same CAPS to complete the final evaluation ratings. Refer to all OSFs to assist in the final ratings. In addition, other observed and informal documentation may be used to establish final ratings. At the end of the semester, all OSF, Professionalism, and CAPS assessments should be submitted to Chalk and Wire.

The final school visit should include a three-way conference with the CT, the candidate, and the KSU University Supervisor. The conference should involve a final performance outcomes assessment (CAPS) of the teacher candidate and will assist with finalizing any cooperative plans for the transition of the teacher candidate into either YCE II or the first year of teaching. It should also provide the KSU supervisor with additional guidance for assigning grades and completing final review materials for YCE.

#### **Special Conferences**

If at any time during the YCE semester a CT feels that the progress of a candidate indicates the need for special discussion, the candidate's KSU supervisor should be informed immediately. This is of vital importance to candidate's future and is directly related to their candidate's success. If a conference involving the KSU supervisor and CT is necessary, please do not hesitate to suggest it.

If at any time, the candidate is in danger of being unable to complete the YCE experience successfully, the



KSU supervisor, the MGE Clinical Experience Coordinator, and the placement school administration should be informed as soon as possible.

### **Alternative Classroom Observations**

While the candidates' primary assignment is one classroom, it may be determined in collaboration with the KSU supervisors that they may benefit from the observation of other teachers. Such observations should be structured and completed with the permission of the teacher to be observed.

### **Demographic Information Form**

Each CT will complete a demographic form that will be turned in to the Center for Education Placements and Partnerships. CTs should complete these at <https://bagwell.kennesaw.edu/units/cepp/index.php>

### **Remediation**

Anytime throughout the semester that a serious weakness in the teacher candidate is observed which may jeopardize the candidate's final evaluation, the CT and the KSU supervisor 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 that the candidate will be required to complete by a specific deadline.

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.

The MGE Clinical Experience Coordinator should be consulted before beginning a professional development plan. Upon successful completion of remediation, the candidate may proceed in the program, either with or without a continuation of the plan. Unsuccessful remediation may result in a new professional development plan or can result in expulsion from the program.

## The Role of the KSU Supervisor

The role of the KSU supervisor is to serve as a liaison between KSU and our partner schools that host teacher candidates. The KSU supervisor works closely with school administrators and CTs to help the teacher candidate translate university-based learning into classroom practice.

Effective KSU supervisors have a broad repertoire of communication, behavior, and interpersonal approaches and are able to adjust their approach to the developmental needs of the teacher candidate. For example, when the teacher candidate demonstrates great difficulties in making instructional decisions, has low abilities to manage the classroom, or seems emotionally immature, the KSU supervisor typically assumes a very directive approach, literally telling the teacher candidate what to do. At this point, KSU Supervisors may model specific classroom management strategies, giving the teacher candidate little room for independent decision-making. However, when the teacher candidate is self-directed, makes research-based instructional decisions on classroom management and curriculum, the KSU supervisor assumes a non-directive approach.

Effective KSU supervisors guide the conversations by asking critical questions rather than offering solutions or making recommendations. In doing so, the KSU supervisor facilitates dialogue where teacher candidates and CTs have opportunities to theorize the lesson and seek to understand the theory-to-practice or practice-to-theory implications as they co-generate ideas for improving teaching and learning (Roth, Tobin, Camambo, & Dalland, 2004). The primary purpose of the supervisor is to facilitate the teacher candidate's progress toward becoming a certified teacher who possesses the knowledge, skills and dispositions to help all students learn. To do this, the supervisor makes frequent visits to the classroom, collaborates with CTs in the evaluation of the teacher candidate and co-creates a professional development plan for candidates who may need additional assistance.

The supervisor is ultimately responsible for the grade assigned for the clinical experience.

### **Supervisor Responsibilities**

- Act as a liaison between the CEPP, SMGE, the school, and the candidate.
- Observe, critique, and provide feedback to the candidate teaching in the classroom a minimum of 3-4 times throughout the semester in YCE I, and 4-6 times throughout the semester in YCE II. One of these observations may be done virtually with the candidate providing a recording of his/her teaching to the supervisor for evaluation.
- Discuss matters relating to the candidate with CTs and the MGE Clinical Experience Coordinator.
- Establish a trusting, equitable relationship with the teacher candidate and CTs.
- Conduct an initial visit within the first two weeks of the placement in YCE I. Facilitate goal setting, demonstrate teaching, and provide reflective feedback as needed or requested.
- Evaluate the candidate's teaching with the candidate and the CT and assign the final grade based upon input from the CT.
- Conduct both pre- and post-observation conferences with the candidate. The pre-observation conferences may be conducted via email or phone, but the post-observation conferences should be conducted in person.
- Maintain records for each candidate that include the date and time of visits, completed observation forms, completed evaluation forms, and other material related to supervision. Materials should be kept for 5 years and should be submitted at the end of each semester to Chalk and Wire.
- Adhere to deadlines regarding the submission of paperwork and records. Due dates for

materials will be provided each semester by CEPP and the MGE Clinical Experience Coordinator.

- Be available to the candidate to discuss concerns between scheduled or unscheduled visits and accommodate requests for extra visits as they are deemed helpful or needed.
- Work closely with the candidate, CT, principal or designee, and MGE Clinical Experience Coordinator to ensure the clinical experience is a rewarding one, both personally and professionally for all involved.
- Attend meetings scheduled by the CEPP and SMGE. This will include the Orientation Seminar held each semester as well as three professional development seminars per semester. Other meetings may be called as needed.
- Report any significant problems a candidate might be experiencing to the MGE Clinical Experience Coordinator immediately.
- Assist in the timely creation of a professional development plan for candidates who may need additional support and make certain that the MGE Clinical Experience Coordinator shares the PDP with CEPP. When at all possible, this should be done before the last day to withdraw without an academic penalty.
- Enter all required data into Chalk and Wire.
- Have a basic knowledge of technology used by supervisors- Chalk and Wire, D2L, Microsoft Word, KSU e-mail, etc.
- Uphold the Georgia Professional Standards Commission Code of Ethics for Educators 505-6-.01.
- Act as an ambassador in the surrounding community for KSU and for SMGE.
- Advocate for teacher candidates.
- Submit reference forms for candidates in a timely fashion to assist them in procuring teaching positions.
- Perform other services generally associated with clinical experiences as assigned by the Department Chair or the MGE Clinical Experience Coordinator.

### **CEPP Orientations**

KSU supervisors responsible for YCE I and YCE II candidates are required to attend the CEPP orientation seminar for candidates. This seminar is typically held at the KSU Center prior to the beginning of the KSU fall and spring semesters and is led by the Director of the CEPP. The purpose of this seminar is to orient candidates to the general expectations of YCE and introduce them to their KSU supervisors, when necessary.

### **School Visits**

It is expected that KSU supervisors will make at least two observations of complete lessons during the YCE I semester and four observations of complete lessons during the YCE II semesters. Cooperative plans should be made during the in-school orientation session for continued contacts throughout the clinical experience. The length of the visits may vary but should include ample time to discuss candidate progress with CTs. Time should be allocated at the completion of the observation (or later in the same day) to discuss the KSU supervisor's evaluation.

### **Documentation**

Documentation is a necessary, albeit sometimes tedious responsibility that is a part of the teaching profession. Every attempt has been made to keep the paperwork associated with clinical experiences to a minimum, but some paperwork expectations exist regarding the evaluation of the teacher candidate. Forms can be downloaded from the Yearlong Clinical Experience in Middle Grades Education website at

<https://bagwell.kennesaw.edu/departments/smge/programs/bs/middlegrades/mge-toss.php> or obtained from the KSU University Supervisor.

### **Observation Summary Form and Candidate Assessment of Performance Standards**

The Observation Summary Form (OSF) and the Candidate Assessment of Performance Standards (CAPS) work together to provide evidence that proficiencies have been successfully demonstrated by the candidate. The purpose of these forms is to ensure that the assessment instruments are aligned with KSU's Conceptual Framework.

#### **Observation Summary Form (OSF)**

Supervisors will complete two formal observations in YCE I and four formal observations in YCE II. This form provides supervisors with an open-ended assessment that mirrors the Candidate Assessment of Performance Standards. One formal observation should be completed before mid-term and one formal observation during the last half of the semester during YCE I; two formal observations should be completed before mid-term and two during the last half of the semester during YCE II.

#### **Candidate Assessment of Performance Standards (CAPS)**

Teacher candidates, CTs, and KSU supervisors all have input into the evaluation process; therefore, all individuals shall collaborate to complete the CAPS, all sharing their points of view with the intention of instructional improvement. The CAPS is to be completed for both the mid-term and final ratings. At the mid-term evaluation, the CAPS should be completed by referring to the completed OSFs to assist with the mid-term ratings. Use the same CAPS to complete the final evaluation ratings. Refer to all OSFs to assist in the final ratings. In addition, other observed and informal documentation may be used to establish final ratings. At the end of the semester, all CT OSFs and CAPS should be turned in to Chalk and Wire.

The MGE Clinical Experience Coordinator should be notified when any student is in jeopardy of failing. The final school visit should include a three-way conference with the CT, the candidate, and the KSU supervisor. The conference should involve a final performance outcomes assessment (CAPS) of the teacher candidate and will assist with finalizing any cooperative plans for the transition of the teacher candidate into either YCE II or the first year of teaching. It should also provide the KSU supervisor with additional guidance for assigning grades and completing final review materials for YCE.

#### **Remediation**

Anytime throughout the semester that a serious weakness in the teacher candidate is observed which may jeopardize the candidate's final evaluation, the CT and the KSU supervisor 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 that the candidate will be required to complete by a specific deadline.

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.

The MGE Clinical Experience Coordinator should be consulted before beginning a professional development plan. Upon successful completion of remediation, the candidate may proceed in the program, either with or without a continuation of the plan. Unsuccessful remediation may result in a new professional development plan or can result in expulsion from the program.

## **Incompletes/Withdrawals/Removals**

In the event that a teacher candidate withdraws, receives an unsatisfactory grade, and/or is removed from any clinical experience placement, the Secondary and Middle Grades Education (SMGE) Academic Standing Committee will determine whether another attempt is warranted. The SMGE Academic Standing Committee will determine an appropriate period of remediation and determine readiness for re-assignment at the completion of the designated professional development plan. In no case will a candidate be allowed more than two attempts at a clinical experience placement.

Removal of a candidate from the clinical placement typically results from a joint decision of the MGE Clinical Experience Coordinator and SMGE Department Chair in consultation with the collaborating teacher, KSU supervisor, and possibly the school principal. A request to initiate removal of a teacher candidate from a clinical experience should be made by the KSU supervisor in consultation with the CT, and the MGE Clinical Experience Coordinator. The Clinical Experience Coordinator, KSU supervisor, and/or SMGE Department Chair should schedule a conference with the teacher candidate to discuss the candidate's position and possible options.

The school principal and collaborating teacher have the ultimate discretion to request removal from the assignment placement. When the candidate is removed from the clinical placement prior to the completion of the term, the final grade assigned will be determined jointly, by the MGE Clinical Experience Coordinator and SMGE Department Chair. KSU, not the collaborating school, will be responsible for all candidate appeals of a removal decision or the assigned grades in accordance with existing university policies.

Request for removal from a 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 will not be assigned to a new placement for that semester. A decision of whether or not a second placement for a later semester should be granted will be determined by the SMGE Academic Standing Committee. Documentation of removal issues and rationale for a second placement should be completed by the MGE Clinical Experience Coordinator and forwarded to the CEPP for filing.

The following are reasons for removal from a clinical experience placement:

- If a candidate is engaged in activities outside the placement that impacts the candidate's performance
- If the school principal or CT requests that a teacher candidate be removed from the school
- For medical reasons- a document from the candidate's physician is required. A "release to return to the classroom" will be required to return in a subsequent semester.
- Candidate chooses to withdraw- a written document must be provided to the MGE Clinical Experience Coordinator, giving the specific reason(s) for withdrawal. This document will be reviewed by the SMGE Academic Standing Committee, if and when the candidate reapplies to YCE.

If a teacher candidate is removed from a placement for unsatisfactory performance, good cause, by personal choice, or by a school or school system the following options are available:

- The candidate is not assigned a new placement for that semester.
- The candidate may ask for his/her case to be reviewed by the SMGE Academic Standing Committee resulting in one of the following outcomes:
  1. Candidate may apply for another placement in a subsequent semester.
  2. Candidate may not reapply for another placement in the future.

The candidate may ask for the decision to be reviewed by the SMGE Academic Standing Committee within one calendar year of the date of withdrawal from the placement. A subsequent placement will not be considered after one year has passed.

**Note:** A candidate may not attempt a clinical experience more than twice. For detailed procedures on removal and appeal procedures, see the KSU FE Handbook at <https://bagwell.kennesaw.edu/units/cepp/index.php>

### **EPP Teacher Education Field/Clinical Placement Policies**

1. Candidates must meet all KSU teacher education requirements for field and clinical placements. Failure to meet these requirements on time can result in a candidate not being able to register for a course with a field component, having to withdraw from a course with a field assignment, and/or being academically withdrawn from a course. Any of these scenarios can delay graduation; thus, candidates are encouraged to seek regular advising from their program areas.
2. Should a candidate need to drop a class with a field component and/or is academically withdrawn from the course due to not having met the requirements, financial aid may be impacted if a student's status is changed from full-time to part-time. It is the candidate's responsibility to verify that he/she has completed all requirements to enter the field. Questions regarding eligibility and required coursework to enter in field experiences should be directed to Education Student Services (ESS) in the Bagwell College of Education. Questions about specific assignments should be directed to the KSU faculty member teaching the course.
3. Upon admission to KSU, all students are assigned an official KSU email address. CEPP and ESS communicate with candidates through these official email addresses only. Failure to read these official email accounts can result in missing critical information about field/clinical placements and or teacher education requirements.
4. The Clinical Experiences, Placements and Partnerships office (CEPP) places several thousand candidates in the field per year. All placements have sign-up or application deadlines. These deadlines are shared with program areas in advance and are firm. Candidates should consult with their program area advisors for information about deadlines. Late placements are granted only for extenuating circumstances. In such cases, a candidate must submit a late placement request form to CEPP. (Since all deadlines are shared with program areas in advance, not knowing a deadline does not constitute an extenuating circumstance.)
5. Placement of candidates in specific schools with specific collaborating teachers is the responsibility of CEPP. CEPP works in collaboration with KSU teacher education program areas and school districts. Candidates are not to contact schools to request their own placements. Once a candidate knows his/her placement, he/she should consult with his/her program area about the appropriate protocol for making initial contact with the teacher and school.
6. All placements will be designed to encourage professional and personal growth of the candidate as an emerging professional learning facilitator and to support all P-12 learners. When signing up for placements, candidates will be asked for recommendations. These are recommendations only and are not a guarantee of placement. CEPP is responsible for ensuring that all candidates meet all state and national accreditation requirements for placements, including grade band requirements and diverse field experiences. While meeting these requirements ensure that our programs stay accredited, they also ensure that candidates will meet state mandated regulations to receive certification.
7. Candidates will not be placed in schools where they have children or relatives in attendance or where children or relatives are employed in any position. If a candidate is inadvertently placed in such a situation, it is the responsibility of the candidate to contact CEPP and ask for a different placement (See consequences in #9 below.)

8. Unless there are extenuating circumstances or they are the teacher of record and have received approval to use their current classroom for their field placement, candidates will NOT be placed in schools where they are currently employed or in which they have been employed within the last ten years. Candidates will also not be placed in schools they have attended within the past ten years. If a candidate is inadvertently placed in such a situation, it is the responsibility of the candidate to contact CEPP and ask for a different placement. (See consequences in #9 below.)
9. Failure to abide by #7 and #8 above will result in removal from the site and possibly the program, which can jeopardize the candidate's ability to complete the course and which can also impact financial aid and delay graduation.
10. While CEPP works diligently to place candidates in locations close to campus and/or close to a candidate's home, there are times when candidates may have to commute to complete a field assignment. Depending on the availability of placements, candidates may drive up to an hour or longer each way for a placement depending on the nature of the placement. [1]  
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11. Once a placement is made, it will be changed only at the request of the school district or if CEPP, in consultation with the program area and approved by the Associate Dean for Undergraduate Studies, determines extenuating circumstances exist.
12. Initial contact and determination of field and clinical placements with the public school district and communication with all parties involved is the responsibility of the office of Clinical Experience, Placements and Partnerships. Final selection of specific sites and collaborating teachers must be approved by the appropriate public school district personnel.
13. All Kennesaw State University candidates who are accepted into a teacher education program and will be completing a field placement must complete the requirements to obtain a Pre-Service Certificate through the Georgia Professional Standards Commission which includes a criminal background check and the ethics module. Candidates accepted into teacher education programs, will not be able to begin their field placement(s) until they receive their Pre-Service certificate number from the GaPSC and provide proof to the Office of Clinical Experiences, Placements and Partnerships.
14. All Kennesaw State University candidates are required to complete an Opening School experience. Opening school experiences vary by program and can include the KSU candidate spending 1-2 weeks with a mentor teacher during pre-planning and the first week of school. Due to the schedules of the county schools where KSU places candidates, the opening school experience may occur prior to the start of the KSU fall term. Candidates should check with their program faculty regarding the specific number of days/hours required for their opening school experience for their program.
15. All Kennesaw State University candidates who are enrolled in classes on the Paulding or Atlanta campus, must be placed in Paulding or Atlanta Public schools for all field placements.
16. Decisions made regarding a candidate's eligibility, readiness for placement, retention in student teaching or withdrawal from student teaching may be appealed in writing to the program area's Admissions and Academic Standing Committee. An appeal must be based on exceptional and extenuating circumstances and/or other pertinent information not previously available or considered. For additional information about the retention and appeals process please see <http://bagwell.kennesaw.edu/policies/retention-teacher-education/index.php> and <http://bagwell.kennesaw.edu/policies/appeals-admission-decisions.php> (See Kennesaw State University Undergraduate Catalog for additional information).
17. If a candidate withdraws or is removed from a field experience, a new application must be processed through CEPP by the designated deadline given at the time of approval to resubmit. If the committee gives approval after the designated deadline, a late placement request must be submitted to CEPP with appropriate signatures.