



ENG 3241: TECHNOLOGY AND DIGITAL MEDIA
IN ENGLISH LANGUAGE ARTS
FALL 2018

FACULTY AND COURSE INFORMATION

INSTRUCTOR

DR. CLARICE M. MORAN, ASSISTANT PROFESSOR OF ENGLISH AND ENGLISH EDUCATION

INSTRUCTOR CONTACT INFORMATION

Email: cmoran6@kennesaw.edu

Mobile Phone: 919-539-7526 (Please state your name if you text me)

Office Phone: 470-578-2616

Office Location: EB 120

Office Hours: 10-12 M/W, or by appointment

CRN

10850

CLASS LOCATION

EB 253

CLASS MEETING TIMES

8 – 9:15 a.m. M/W

COURSE COMMUNICATIONS

Students may contact me via phone (text or call) or email for questions related to course work.

ELECTRONIC COMMUNICATIONS

The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, **this is the sole email account you should use to communicate with your instructor or other University officials and the account by which they will communicate with you.**

STUDENT SAFETY STATEMENT:

In case of an emergency, please call KSU Police at 470-578-6666 or use the LiveSafe app. LiveSafe is a free app that is user-friendly and can be used to submit emergencies, safety issues, or general questions straight to KSU Police in real-time. The Office of Emergency Management offers free training to faculty, staff and students year-round. Check out the classes at oem.kennesaw.edu or email at oem@kennesaw.edu. Follow OEM on social media for up-to-date information on campus closures, delays, or other important information. Twitter: @ksuoem Facebook: @kennesawstateOEM

REQUIRED TEXTS OR TECHNOLOGY RESOURCES

Thomas, A. (2017). *The hate u give*. New York: Balzer & Bray. ISBN – 978-0-06-249853-3

Chalk & Wire account (for **Education majors**) purchased at the KSU Bookstore or through this link: <http://bit.ly/2KIfW5k>

ADDITIONAL RESOURCES

- **Access to Google Drive** (through a free Gmail account) and KSU email account.
- **Chalk & Wire account** (for **Education majors**) purchased at the KSU Bookstore.
- Various online articles (through Google Drive).

COURSE DESCRIPTION, CREDIT HOURS, AND PREREQUISITES

3 Class Hours, 0 Laboratory Hours, 3 Credit Hours. Prerequisite: ENGL 2271 and admission into the English Education program. This course provides students with experience in the ways that digital media and technology can be used meaningfully in the English Language Arts classroom. Students consider, experiment with, and apply specific technologies in order to develop comfort with and control over these tools. The course prepares students to develop adolescents' literacy practices with technology in the English/Language Arts classroom.

Purpose and Rationale: This course is designed to give you experiences with the ways in which digital media and technology can be taken up meaningfully in your personal lives and in the English language arts classroom. Students will consider, experiment, and play with specific technologies in order to develop comfort with and control over social and technological affordances of these tools. The ultimate purpose of the course is to prepare students to use technology to develop adolescents' literacy practices with technology in the English language arts classroom.

COURSE GOALS/OBJECTIVES/STANDARDS/ACTIVITIES

This course is part of a KSU teacher education program that is guided by and/or accredited by the following organizations and standards:

*Georgia Professional Standards Commission – Program Area Standards

<http://www.gapsc.com/Rules/Current/EducatorPreparation/505E3E.17.pdf>

*Georgia Professional Standards Commission – Ethics Standards

<http://www.gapsc.com/Ethics/Home.aspx>

ENGL 3241 - Moran – Fall 2018

*CAEP – Council for the Accreditation of Educator Preparation

<http://www.caepnet.org/standards/introduction>

*InTASC E Interstate Teacher Assessment and Support Consortium

http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

*CAPS – Candidate Assessment on Performance Standards

https://caepnet.files.wordpress.com/2014/10/breakout_iii_candidate_assessment_on_performance_standards.pdf

National Council for Teachers of English -- <http://ncte.org>

This course is designed around active work and study that provides successful students with an opportunity to:

GOALS/OBJECTIVES	NCTE STANDARDS	ISTE STANDARDS (TEACHERS)	INTASC STANDARDS	CAEP STANDARDS	ACTIVITIES & ASSESSMENTS
analyze how the combination of semiotic modes influences and comprehending across communities and audiences.	1.1, 2.1	5.c	2, 4	1.1, 1.3, 1.5	1. Parallel Composing Project 2. Critical Digital Media 3. Affinity Space Video Essay 4. Critical Reflection on Teaching
compose and critique multimodal texts (e.g., video, graphic, photographic, audio, and other multimedia texts)	1.1, 2.1	3.d	4, 5	1.1, 1.5	1. Parallel Composing Project 2. Critical Digital Media 3. Affinity Space Video Essay 4. Critical Reflection on Teaching
create lessons that require students to use a critical lens to compose and critique multimodal texts.	1.1, 1.2, 2.1, 2.3, 4.1, 5.4	2.a, 2.b, 2.d	5, 7	1.1, 1.3, 1.5	1. Critical Digital Media LP 2. Digital Tutorial/HowETo Participatory Culture Activity
use digital tools to support and develop students' social and literacy practices.	1.2, 2.1, 2.3, 4.1, 5.2	4.c, 4.d, 5.a	2, 5, 7	1.1, 1.3, 1.5	1. Critical Digital Media LP 2. Digital Tutorial/HowETo Participatory Culture Activity
demonstrate facility and dexterity as a teacher across digital tools and platforms.	1.2, 2.1, 4.1	3.a	4, 5	1.1, 1.5	All assignments and learning activities

COURSE OUTLINE AND REQUIREMENTS

COURSE CONTENT

- Cultural models and primary theories
- Affordances vs. constraints
- Flipped Learning
- Remixing texts
- Copyright and fair use
- Remediation and double exposure
- Composing and design decisions
- Tools and processes for creating digital multimodal compositions
- Affinity spaces, social networks, and online communities
- Critical digital media
- Examining representations of teaching
- Digital teacher identities

COURSE OUTLINE

THE COURSE CALENDAR ATTACHED TO THIS SYLLABUS IS A GENERAL GUIDE TO THE ASSIGNMENTS AND CONTENT FOR THIS COURSE. YOU CAN FIND IT ONLINE HERE:

[HTTP://BIT.LY/2AXIWX7](http://bit.ly/2AXIWX7)

DISCLAIMER

The course calendar is subject to change as the need arises. In this event, changes will be clearly communicated.

FINAL EXAM

All materials due by Monday, Dec. 3, before 12 p.m.

EVALUATION & GRADING SCALE

The successful completion of this course requires that evidence be shown of achievement of each of the course objectives.

The student is responsible for providing the necessary evidence.

The following course assignments each will help the student show achievement of multiple course objectives.

ASSIGNMENTS/REQUIREMENTS

ASSIGNMENT	POINTS
Learning Activities/Participation	100 points
Parallel Composing Project	100 points
Critical Digital Media Lesson Plan	50 points
Integrated Technology Lesson Plan	100 points
Flipped Video Project	150 points
Virtual Collaboration	50 points
Critical Reflection on Teaching: Video Commentary	100 points
Participatory Culture/Twitter Project	150 points
Digital Portfolio	200 points
TOTAL POINTS	1,000 points

1,000-900 points (100-90%) - A

899-800 points (89-80%) - B

799-700 points (79-70%) - C

699-600 points (69-60%) – D

Below 599 points (<60%) - F

Assignments are due on date assigned. All written assignments must be typed in 12-point font with standard margins **in APA format**. **Work that is unedited or not submitted in APA format will be returned for revision with a 10-point automatic deduction.**

1. Learning Activities/Participation 100 points

During our modules, we will engage in many discussions to further explore the concepts presented in course readings, our learning experiences, etc. We will also engage in many activities designed to explore issues in teaching and to model activities you might use in your own classroom. Your

participation in these discussions and activities will play a critical role in your understanding of course concepts.

Because discussions and activities cannot be recreated outside of the classroom, your attendance is necessary to earn points for participation. You should notify me in advance via email if you need to miss a class meeting. Every absence in excess of two absences for the semester will result in a 20-point reduction. If you miss more than four classes during the semester, you may be asked to withdraw and take the class at another time. In addition, punctuality is one of the dispositions of an excellent and professional teacher. Please be on time to all class meetings and stay until the end. Students who are consistently late or leave early will lose 5 points for each infraction.

2. Critical Digital Media Lesson Plan 50 points

This project is designed to have you engage in one of the practices of English teachers: remixing of lesson ideas/plans and collaborative planning. You will work with a small group to develop a lesson that involves digital media and a critical perspective, and you will demo a segment of this lesson to the class.

3. Integrated Technology Lesson Plan 100 points

This assignment involves creating a lesson plan that integrates technology in a meaningful way. You may choose a short story or grammar/writing task as your focus. You will create an individual lesson plan that integrates the use of technology to help augment the teaching.

4. Parallel Composing Project (Storycorps Interview & Digital Multimodal Composition) 100 points

This assignment involves conducting and recording a Storycorps interview in accordance with NPR's guidelines, submitting the recording to NPR, and creating a digital multimodal composition by editing a 2-minute portion of the interview and adding digital pictures and videos in intentional ways to add to the meaning of the interview.

5. Flipped Video Project 150 points

This assignment involves creating a flipped video to help facilitate the discussion of a novel. The project will include management of specific digital tools, as well as creation of a digital video with course group members. Students will be expected to edit and publish the videos, as well as view videos created by classmates. The purpose of the assignment is to better understand the ways in which the flipped method can be used effectively in English language arts classrooms.

6. Virtual Reality Collaboration 50 points

This project involves working with students at a partner school through virtual collaboration (Google Drive, Skype, or other means). You will complete work and evaluate student work in connection to a unit that uses Virtual Reality.

7. Critical Reflection on Teaching: Video Commentary (C&W) 100 points

The purpose of this assignment is for students to identify or compose and critique a teaching video (in preparation for edTPA video analysis later in the program). Students will identify a video clip from online and use a collaborative annotation tool to provide commentary on the teaching within the video clip.

8. Participatory Culture/Twitter Project 150 points

This assignment is designed to engage students in some aspect of participatory culture, typically involving people beyond the members of the class. This activity involves using Twitter to post relevant ELA content onto the KSU English Education Twitter site. The goal is to learn about participatory culture through one's own participation. You will respond to news events and create content. There are EIGHT required tweets throughout the semester. In addition, you will write a reflection on the experience of participating in a wider social media culture.

9. Digital Portfolio 200 points

For this culminating assignment, you will create a digital portfolio of teaching strategies and tools through weebly.com or another website-building site. You will include at least 10 different tools and provide examples and applications for using the tools in an ELA classroom.

COURSE POLICIES

ATTENDANCE POLICY

Prepare for and participate actively in all class sessions. Interaction and collaboration are fundamental to building a collegial community of learners premised on shared responsibility and trust. This is a professional course – you are expected to act as professionals, exhibit appropriate **dispositions***, and prepare for and attend all class meetings. You will spend some of the class time in response groups or work teams with peers and the absence of one member can make progress on projects difficult. Certainly, there are legitimate excuses for absences. All I ask is that you act professionally and responsibly—informing me (and, if appropriate) your classmates of an impending absence. **If you must be absent, it is your responsibility to arrange prior to class for another class member to get handouts and assignments. If you miss four class meetings, your final grade will drop one letter grade. If you miss five class meetings, your final grade will drop two letter grades. More than five absences will result in an F for the course.** Should you need to miss class due to a religious holiday or observance, please make arrangements well in advance. In addition, there is no difference between “excused” and “unexcused” absences. Absent is absent.

The National Council for the Accreditation of Teacher Education (NCATE) defines **dispositions as “the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.”*

MAKE-UP AND LATE WORK POLICY

A key component of professionalism is punctuality with regards not only to participation but to
ENGL 3241 - Moran – Fall 2018

assignment due dates. As a general rule, late assignments of any nature (including drafts) will not be accepted for credit. You may, however, submit late assignments at my discretion for feedback. All major assignments listed in the syllabus will be penalized one letter grade for every day they are late, including weekend days.

If you are having particular trouble with some aspect of the course—such as completing an assignment, keeping regular attendance, or otherwise meeting expectations—**please speak to me as soon as possible**. Make an appointment with me or email me. My door is always open to you. Permission to turn in an assignment late and without penalty will be given rarely and only as a result of a conference with me (and never on the day the assignment is due). Please note, in order to pass the course, you **must** submit all assignments listed in the syllabus, even if they are late. **Because you must turn in all major assignments in order to pass this course, you must turn in an assignment even through it is late and may receive an F.**

QUIZ/EXAM POLICY

Not applicable. Proctored exam requirements – <http://www.kennesaw.edu/dlc/virtualexam/> .

COURSE TECHNOLOGY

- Please bring a laptop or tablet to class. All students are expected to have access to Microsoft Office Suite with Word, as well as access to a working printer. Please visit the Writing Center if you need assistance.
- Recommended: 1Gb or larger USB Flash Drive
- A statement about technology in the course:

KSU aims to incorporate technology wherever practical, particularly in this course centered around technology integration in ELA. With that said, we enter this endeavor with the understanding that new and emerging technologies, such as blogs, wikis, podcasts, social networking, and many other Web 2.0 tools are (sometimes drastically) changing the ways in which we read, write, process, information, and research online. Together in this course, we will explore many of these new tools for reading and writing on the web with the intention of creating our own texts for various purposes and to consider ways to disseminate our writing and ideas to wider audiences than what we could within the walls of our classroom. As we take this journey together, I ask for your patience and trust. Sometimes technology works well, and sometimes it causes headaches. Some of our work will be directly applicable to your students, but not all of it; some of it is for you as a teacher. In the end, I feel that spending some of our time learning about these new tools will reap dividends for you in terms of productivity and enjoyment as the course goes along, as well as in your role as a teacher of reading and writing in the 21st century.

OTHER POLICIES

Professionalism: The English Education courses you take provide you with the opportunity to further develop the habits essential to successful teachers. These include regular attendance and punctuality; successful completion of work prior to deadlines; active and engaged participation in class activities; careful revision and proofreading of your written work; proactive research and preparation of course and/or teaching content with which you are unfamiliar; and responsibly communicating with your instructors and/or supervisors when problems arise. It is vital for you to model the habits of work and of mind that you want your own students to have, and the English Education faculty expects you to demonstrate these habits throughout your coursework at KSU. Failure to do so will not only impact negatively on your grades in these courses, but course also affect your future success in your own English Language Arts classroom. Take this opportunity to stop seeing yourself as a student and start

ENGL 3241 - Moran – Fall 2018

seeing yourself as a future teacher. The goal is to apprentice you into the profession of teaching. Making mistakes is part of the process; however, not addressing concerns after they have been identified is irresponsible and unprofessional.

Quality of Work Submitted: All written assignments require that students submit coherent, logical, and carefully edited prose. All written assignments should be typed as Microsoft Word documents and submitted electronically as specified by the assignment description. All written assignments should include APA citations for information that is not originally from your own head/knowledge base.

Feedback/Replies in a Timely Manner: You can expect feedback on course assignments within a week of submitting them. You can expect a reply to emails and phone calls within 24 hours, Monday – Friday between 8:00 a.m. and 5:00 p.m.

Course Withdrawal: It is your responsibility to drop or withdraw from the course according to KSU policies, procedures, and deadlines should such action become necessary. Students who disappear without appropriately withdrawing from or dropping the class will earn a grade of F. The deadline for withdrawal without academic penalty for Fall 2016 is Oct. 5.

ACADEMIC INTEGRITY

Every KSU student is responsible for upholding all provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. The Code of Conduct includes the following:

Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

Students involved in off-campus activities shall not act in a disorderly or disruptive fashion, nor shall they conduct any dangerous activity.

Students involved in off-campus activities shall not take, damage or destroy or attempt to take, damage or destroy property of another.

ACCESSIBILITY

Kennesaw State University provides program accessibility and accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to support students with disabilities within their academic program. In order to make arrangements for special services, students must visit the Office of Disabled Student Support Services (ext. 6443) and develop an individual assistance plan. In some cases, certification of disability is required.

Please be aware there are other support/mentor groups on the campus of Kennesaw State University that address each of the multicultural variables outlined above.

EPP POLICY STATEMENTS:

KSU EPP CONCEPTUAL FRAMEWORK

Conceptual Framework Our vision as a nationally recognized Educator Preparation Program (EPP) is to remain at the forefront of educator preparation. Informed by responsive engagement in collaborative partnerships, we advance educational excellence through innovative teaching in an ever-changing global and digital learning environment. Our mission is to prepare educators to improve student learning within a collaborative teaching and learning community through innovative teaching, purposeful research, and engaged service. The essence of our vision and mission is captured in the theme Collaborative Development of Expertise in Teaching, Learning and Leadership, which was adopted in 2002 to express concisely the fundamental approach to educator preparation at KSU.

The EPP at Kennesaw State University is committed to developing expertise among candidates in initial and advanced programs as teachers, teacher leaders and school leaders who possess the capability, intent and expertise to facilitate high levels of learning in all of their students through effective, research-based practices in classroom instruction, and to enhance the structures that support all learning. To that end, the EPP fosters the development of candidates as they progress through stages of growth from novice to proficient to expert and leader. Within the EPP conceptual framework, expertise is viewed as a process of continued development, not an end-state. To be effective, teachers and educational leaders must embrace the notion that teaching and learning are entwined and that only through the implementation of validated practices can all students construct meaning and reach high levels of learning. In that way, candidates are facilitators of the teaching and learning process. Finally, the EPP recognizes, values and demonstrates collaborative practices across the college and university and extends collaboration to the community-at-large. Through this collaboration with professionals in the university, local communities, public and private schools and school districts, parents and other professional partners, the EPP meets the ultimate goal of bringing all of Georgia's students to high levels of learning.

Knowledge Base:

Teacher development is generally recognized as a continuum that includes four phases: pre-service, induction, in-service, renewal (Odell, Huling, and Sweeny, 2000). Just as Sternberg (1996) believes that the concept of expertise is central to analyzing the teaching- learning process, the teacher education faculty at KSU believes that the concept of expertise is central to preparing effective classroom teachers and teacher leaders. Researchers describe how during the continuum phases teachers progress from being Novices learning to survive in classrooms

toward becoming Experts who have achieved elegance in their teaching. We, like Sternberg (1998), believe that expertise is not an end-state but a process of continued development.

USE OF TECHNOLOGY STATEMENT

Technology Standards for Educators are required by the Professional Standards Commission. Telecommunication and information technologies will be integrated throughout the master teacher preparation program, and all candidates must be able to use technology to improve student learning and meet Georgia Technology Standards for Educators. During the courses, candidates will be provided with opportunities to explore and use instructional media, especially microcomputers, to assist teaching. They will master use of productivity tools, such as multimedia facilities, local-net and Internet, and feel confident to design multimedia presentations. In addition, teacher candidates will use technology to teach students, demonstrating an impact on student learning.

EPP DIVERSITY STATEMENT

A variety of materials and instructional strategies will be employed to meet the needs of the different learning styles of diverse learners in class. Candidates will gain knowledge as well as an understanding of differentiated strategies and curricula for providing effective instruction and assessment within multicultural classrooms. One element of course work is raising candidate awareness of critical multicultural issues. A second element is to cause candidates to explore how multiple attributes of multicultural populations influence decisions in employing specific methods and materials for every student. Among these attributes are ethnicity, race, socioeconomic status, gender, giftedness, disability, language, religion, family structure, sexual orientation, and geographic region. An emphasis on cognitive style differences provides a background for the consideration of cultural context.

Kennesaw State University provides program accessibility and accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to support students with disabilities within their academic program. In order to make arrangements for special services, students must visit the Office of Disabled Student Support Services (770-423- 6443) and develop an individual assistance plan. In some cases, certification of disability is required.

Please be aware that there are other support/mentor groups on the campus of Kennesaw State University that address each of the multicultural variables outlined above. For more information contact the Student Life Center at 770-423-6280.

The KSU Educator Preparation Provider (EPP) believes all learners are entitled to equitable educational opportunities. To that end, programs within the EPP consist of curricula, field experiences, and clinical practice that promote candidates' development of knowledge, skills,

and professional dispositions related to diversity identified in the unit's conceptual framework, including the local community, Georgia, the nation, and the world. Curricula and applied experiences are based on well-developed knowledge foundations for, and conceptualizations of, diversity and inclusion so that candidates can apply them effectively in schools. Candidates learn to contextualize teaching and draw effectively on representations from the students' own experiences and cultures. They learn to collaborate and engage with families in ways that value the resources, understandings, and knowledge that students bring from their home lives, communities and cultures as assets to enrich learning opportunities. Candidates maintain high expectations for all students (including English learners, students with exceptionalities and other historically marginalized and underrepresented students), and support student success through research-based culturally, linguistically, and socially relevant pedagogies and curricula.

CAMPUS RESOURCES

KSU Online Student Resources [<http://learnonline.kennesaw.edu/resources/index.php>] KSU Online Student Resources offers a variety of resources to support students enrolled in online classes, including tech support and student support resources.

Teacher Resource and Activity Center (TRAC) [<https://education.kennesaw.edu/trac/>] TRAC is a curriculum center designed to help education students, educators, and community members plan and prepare effective and creative classroom instruction and activity. TRAC houses over 8,000 books, more than 2,000 DVDs and videos, 500 kits and games, and 66 professional journals and periodicals. Visitors can check out books, DVDs, videos, and instructional enhancement items, conduct educational research, access the Internet, preview videos, make copies, and so much more! Visit our workroom to find everything you need to create manipulatives and projects. Friendly staff is available to assist visitors. The center is located in Room 2005 on the 2nd floor of Kennesaw Hall on the Kennesaw State University main campus. It is open to all KSU students, faculty, and staff.

Writing Center [<http://www.kennesaw.edu/writingcenter>] The KSU Writing Center helps students in all disciplines and at all levels of ability improve their written work. Experienced, friendly writing assistants work with you on topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment, visit the website or stop by Room 242 in the English Building.

ESL Tutoring Center [<http://www.kennesaw.edu/uc/esl/>] The ESL Tutoring Center provides computers for academic work and an extensive selection of ESL textbooks in an attractive, comfortable space located in Room 442 of the Library. At the Center, students are offered tutoring in writing, reading, pronunciation, and reviewing grammar as well as general education academic advisement.

KSU Safe Space Initiative [<http://www.kennesaw.edu/safespace/student/>] The KSU Safe Space Initiative offers teacher candidates resources and strategies for working with and supporting their future students.

Counseling and Psychological Services (CPS)

[<http://www.kennesaw.edu/studentsuccessservices/cps/cslgindex.html>] Counseling and Psychological

Services helps students to recognize their potential and overcome any obstacles that are preventing them from succeeding through individual or group personal counseling, career counseling, workshops, or class presentations. Appointments can be made by calling 470-578-6600 or by dropping by our office located on the 2nd floor of Kennesaw Hall, Room 2401.

edTPA Teacher Education Program Requirement

Teacher education candidates in all undergraduate and MAT programs will be required to complete and pass edTPA, a content pedagogy assessment before earning certification. This assessment is mandated by the Georgia Professional Standards Commission; thus, all education preparation providers in GA (e.g., public and private colleges/universities, RESAs, and school districts) will be required to administer it. Passing edTPA to receive certification is *in addition* to earning a passing score on the GACE content exams. (It is unknown at this time as to whether candidates will need to pass edTPA to earn a degree.) Candidates will complete edTPA during student teaching or final internship. Since edTPA is scored by external reviewers, as is GACE, students will pay a fee for the assessment. The amount of the fee is unknown at this time.

All candidates—both those currently enrolled and those who may not be taking coursework at this time—who cannot complete student teaching or their final internship prior to fall 2017 may be required to take additional coursework that will prepare them for this assessment if they are unable to complete student teaching or their final internship before fall 2017. All candidates should discuss their timelines for graduation with their program advisor.

edTPA Handbook/Materials Candidate Access

edTPA is a formal, copyrighted assessment. Handbooks, rubrics, candidate work, BE12 student work used in edTPA and video recordings for edTPA **must** remain behind a secure location. For this reason, KSU has chosen to use Chalk and Wire to distribute and store edTPA materials and candidate work. Handbooks, rubrics and candidate work, including video recordings, may not be emailed or loaded into an alternate site, such as D2L. All teacher candidates are required to **read carefully**, electronically sign, and abide by a confidentiality agreement located in Chalk and Wire within the first two weeks of class. Failure to do so will be viewed as a breach in ethics and may trigger a review by the department's admissions and academic standing committee to determine whether the candidate (and under what conditions) may continue in the program.

As candidates complete the edTPA tasks, they should review and use resources found in Chalk and Wire under **edTPA Resources**. Directions for accessing edTPA Resources in Chalk and Wire are below:

Log into Chalk and Wire and obtain the password for edTPA Resources under the "NEWS" section on the dashboard. Secure the password and go to the CEPP homepage. Click on "Resources," then click on "edTPA Resources," or paste the following into your browser:

<https://education.kennesaw.edu/cepp/content/edtapEresources>

When asked for the password, type in the password you retrieved from your Chalk and Wire account. At this site you will find specific guidelines and information on the following: A.) Guidelines and permission forms for securing permission from schools, parents, and BE12 students to record learning segments. Candidates are required to record a video of themselves teaching in schools.

Following appropriate protocol for securing permission and knowing WHAT to do with the required permission forms is essential. B) Directions for where to submit signed permission forms. C) Student confidentiality information.

