

1. HPE 4650 YEAR LONG CLINICAL EXPERIENCE IN HEALTH AND PHYSICAL EDUCATION (P-12)

DEPARTMENT OF HEALTH PROMOTION AND PHYSICAL EDUCATION

FALL 2017

1. FACULTY AND COURSE INFORMATION

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| INSTRUCTOR: | | |  | Dr. Brian Culp |
|  | | |  | Dr. Tom Donovan |
|  | | |  | Mr. Andrew Smith |
| INSTRUCTOR CONTACT INFORMATION: | | |  | Dr. Culp: |
|  |  |  |  | CC 3052; email: bculp1@kennesaw.edu |
|  |  |  |  | 470-578-3052 |
|  |  |  |  | Office Hours: By appointment |
|  |  |  |  | Dr. Donovan:  CC 3041 ; email: tdonovan@kennesaw.edu  470-578-6485  Office Hours: By appointment |
|  |  |  |  | Mr. Smith |
|  |  |  |  | CC 3053; email: asmit242@kennesaw.edu |
|  |  |  |  | 470-578-2196 |
|  |  |  |  | Office Hours: By appointment |
| CLASS LOCATION: |  |  |  | CC 1054 |
| CLASS MEETING TIMES: |  |  |  | Tuesday 3:30-4:45 PM |

COURSE COMMUNICATIONS:

Email communications: The best way to communicate with the instructor is through the KSU email system.

If you have not heard from the faculty member within 48 hours, please feel free to contact them by phone.

Office hours: Faculty are happy to meet with students by appointment, either in person on campus, or by pre-scheduled telephone conference. Many times a spontaneous or pre-scheduled telephone conference can provide the assistance that you need, very promptly. Other times, it may be more helpful to schedule a face-to-face appointment on campus. Please email or call to schedule an appointment.

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.

REQUIRED TEXTS OR TECHNOLOGY RESOURCES:

Center for Field Experiences and Partnerships. [Field Experience Handbook. K](http://bagwell.kennesaw.edu/centers/cepp/field-experiences/student-teachingpracticum-3)ennesaw, GA: Bagwell College of Education, Kennesaw State University

Chalk and Wire ePortfolio Account

All teacher education candidates will be required to purchase a Chalk and Wire ePortfolio account. This web-based application will be used in multiple courses throughout your program, but you will only need to purchase your account ONE time since the accounts are good for five years. Accounts must be purchased through the KSU Bookstore. For additional information on how to purchase the account, the purpose of Chalk and Wire, and training opportunities please visit [http://bagwell.kennesaw.edu/bcoe/chalkand-wire](http://bagwell.kennesaw.edu/bcoe/chalk-and-wire)

REQUIRED MATERIAL:

For the purpose of recording edTPA lessons, candidates will need to reserve a camera, tripod and wireless microphone through [KSU UITS](http://uits.kennesaw.edu/support/formselect.php?s=av#av_equipment_checkout) . Students will need to provide their own SD card to store and transfer video data. A 16GB SD card should be sufficient. Additionally, students will need to provide 4 AA batteries for the wireless microphone and receiver. It’s recommended that you use fresh batteries and have a backup set on hand in the event they are needed

III. COURSE DESCRIPTION, CREDIT HOURS, AND PREREQUISITES:

This course is the first semester of an intensive and extensive co-teaching yearlong clinical experience in Health and Physical 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. This experience includes regularly scheduled professional seminars. Proof of liability insurance is required.

Semester Credits: 9 credit hours.

Prerequisites/Co-requisites: Admission to HPE student teaching.

PURPOSE/RATIONALE:

The purpose of this course is to develop and refine the skills required to integrate the pedagogical skills of health & physical education into a comprehensive delivery system for the selected grade level of instruction.

Conceptual Framework:

Our vision as a nationally recognized Education Program Provider (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 Education Program Provider (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: The physical education teaching field component includes the study of human movement

and the knowledge from allied fields. The discipline expressed through the required coursework known as the teaching field is comprised of an integrated knowledge base grounded in the sciences and behavioral sciences that contribute to our understanding of human behavior in the context of movement. Therefore, this body of knowledge underlying human movement may extend well beyond that which prospective teachers may be expected to teach.

Skill: Prospective teachers should also be proficient in a variety of movement forms (dance, sport, leisure, and fitness activities, and basic skills fundamental to sports and games). In addition, they should demonstrate competence in skills necessary to plan, implement, and evaluate physical education programs. These skills include effective instructional methods skills, organizational and managerial techniques, analysis of human movement relative to desirable models and corrective feedback techniques to improve movement proficiency, and finally, assessment techniques to determine student achievement and instructional effectiveness.

Commitment: Finally, commitment to the profession is a component stressed throughout coursework and field experiences. Knowledge and skill in one's teaching specialty are important but having the right attitude clearly distinguishes those who view teaching as a profession and those who view it as a job. Commitment is evident when students attend professional meetings to learn, when their lessons show energy and enthusiasm, when they volunteer to be a part of community based activities related to their teaching fields, and when they put in extra hours in preparation for their lessons because they care about the quality of the learning experiences for their students. Commitment is measured by the quality of responsible efforts.

*Knowledge Base:* The knowledge base for the student teaching experience is derived form the KSU physical education core of courses along with the professional skills' classes and professional education courses in health and physical education.

*Diversity:* 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.

*Accommodating Students with Disabilities*

In compliance with applicable disability law, qualified students with a disability may be entitled to *reasonable accommodation*. Any student with a documented disability (hidden or visible) needing academic adjustments, including classroom or test accommodations is requested to notify the instructor. Verification from KSU Student Disability Services is required. All discussions and documentation will remain confidential. Student Disability Services, Building 5 – Carmichael Student Center, Room 269A, Main Telephone: 470-578-6443, 8:00 am to 6:00 pm (Monday thru Thursday), 8:00 am to 5:00 pm (Friday)

Professional Involvement. While participating in all field experiences, you are encouraged to be involved in a variety of school-based activities directed at the improvement of teaching and learning. Activities may include, but are not limited to, tutoring students, assisting teachers or other school personnel, attending school board meetings, and participating in education-related community events. As you continue your field experiences, you are encouraged to explore every opportunity to learn by doing.

IV. 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 – Health and Physical Education:

<http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.49.pdf>

Georgia Professional Standards Commission – Ethics Standards

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

CAEP – Council for the Accreditation of Educator Preparation

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

InTASC - Interstate Teacher Assessment and Support Consortium

[http://www.ccsso.org/Documents/2013/2013\_INTASC\_Learning\_Progressions\_for\_Teac hers.pdf](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\_p erformance\_standards.pdf](https://caepnet.files.wordpress.com/2014/10/breakout_iii_candidate_assessment_on_performance_standards.pdf)

NAPSE – The National Initial Physical Education Teacher Education Standards, National Association for Sport and Physical Education (NASPE) will be used for all HPE P-12 courses. They can be found at:

<http://www.ncate.org/LinkClick.aspx?fileticket=9jpRd%2B5aH84%3D&tabid=676>

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| --- | --- | --- | --- | --- |
|  | Goals/Objectives | Standards | Activities | Assessment |
| 1. | Plan lessons and units of instruction that are appropriate to the level of student achievement and demonstrate concepts and strategies related to skillful movement and physical activity | CAPS 1,2  NASPE 1.1-1.3,  3.1-3.6  InTASC 5. 7  CAEP 1 | Lesson/Unit Plans | CAPS, Weekly CT  Evaluations,  Observation forms, edTPA |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Goals/Objectives | Standards | Activities | Assessment |
| 2. | Use a variety of sources for evaluation of one's own teaching effectiveness | CAPS 6,9  NASPE 5.2, 5.3  CAEP 1  InTASC 6,9 |  | Weekly Journals,  Weekly CT  Evaluations, edTPA |
| 3. | Demonstrate good teaching skills in all instructional classes that incorporate interdisciplinary learning experiences from multiple subject areas and use appropriate cues and prompts. | CAPS 3.4  NASPE 4.1-4.6  CAEP 1  InTASC 3,5,8 | Facilitation of Learning | Weekly CT  Evaluations, CAPS, edTPA |
| 4. | Evaluate student progress using tests and methods judged as valid measures of performance and understands and uses formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners in physical activity. | CAPS 5,6  NASPE 5.1, 5.2  CAEP 1  InTASC 6 | edTPA | CAPS, edTPA |
| 5. | Demonstrate that all aspects of the instructional process (plan, execute, evaluate) take into account the  developmental characteristics of the learner  and promote the assumption of responsibility for one’s own learning. | CAPS 1,2,7,8  NASPE 1.2, 1.3,  3.5, 3.6, 4.6  CAEP 1  InTASC 1,2,7 | Unit/Lesson Plans,  Facilitation of  Learning, edTPA | CAPS, edTPA |
| 6. | Demonstrate proper use of the English language in all forms of communication. The preservice teacher will use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings. | CAPS 10  NASPE 4.1, 6.4  CAEP 1  InTASC 9 | Weekly Journals,  Facilitation of  Learning | Observation forms |
| 7. | Plan, execute, and evaluate at least one complete unit of instruction that is developed in a format appropriate for the grade level and utilizes the state’s GPS and NASPE Standards. | CAPS 2,5,6,8,9  NASPE 3.1-3.7,  4.1-4.6, 5.1, 5.2  CAEP 1  InTASC 6,7 | edTPA | edTPA |
| 8. | After a period of orientation and a gradual  increase in responsibility, take full responsibility in all classes for daily instruction, including planning and evaluation of each unit, at least 70% of the total number of weeks. | CAPS 9  NASPE 6.2  CAEP 1  InTASC 9 | Unit/Lesson Plans,  Facilitation of  Learning | Weekly CT  Evaluations,  Weekly Journals |
| 9. | Demonstrate flexibility and good judgment in handling unexpected interruptions, emergencies, and student misconduct. | CAPS 9, 10  NASPE 4.4, 4.6,  6.3 | Facilitation of Learning | Weekly CT  Evaluations,  Weekly Journals |
|  | Goals/Objectives | Standards | Activities | Assessment |
| 10. | Plan and carryout instruction that takes into account different physical/mental barriers that some students have in acquiring skill and knowledge of subject matter. | CAPS 2,4,7  NASPE 3.4, 3.6,  6.1  CAEP 1  InTASC 2,3 | Facilitation of Learning | CAPS, edTPA |
| 11. | Use technology in at least one of their lessons. | NASPE 3.7  CAEP 1  InTASC 5 | Facilitation of Learning |  |
| 12 | Understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences. | CAPS 1, 4  NASPE 3.4-3.6 CAEP 1  InTASC 2 | Unit/Lesson Plans,  Facilitation of  Learning | CAPS, edTPA |
| 13. | Evaluate the effects of his/her actions on others (e.g. learners, parents/guardians, and professionals in the learning community) and seek opportunities to grow professionally through attendance and participation at workshops, conferences, and utilize professional literature to facilitate their teaching. | CAPS 9,10  NASPE 6.2, 6.3,  6.4  CAEP 1  InTASC 9,10 | Weekly Journals | Weekly CT  Evaluations,  Weekly Journals |
| 14. | Foster relationships with colleagues, parents/guardians, and community agencies to support learners’ growth and well-being. | CAPS 9, 10  NASPE 6.2-6.4  CAEP 1  InTASC 10 |  | Weekly CT  Evaluations,  Weekly Journals |

1. COURSE OUTLINE AND REQUIREMENTS:

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| DATE | Requirements |
| 7/24-8/4 | Complete 40 hr requirements for EDUC 4610 at schools |
| 8/14-  12/1 | Candidates report to schools one/two days a week (8 hours) to observe, assist, and lead instruction |
| 9/11-15 | Week 5 is when we expect you to start planning and teaching classes while at school. You should submit your lesson plans for your classes 48 hours prior to your teaching dates. |
| 10/13 | First formal lesson observation to be scheduled by 10/13 |
| 10/13 | edTPA Task 1 deadline- Submit via Chalk and Wire |
| 11/17 | edTPA unit taught & second formal Observation to be completed by 11/17 or earlier |
| 11/29 | edTPA Task 2 & 3 deadline- Submit via Chalk and Wire |
| Spring Planning | Return to schools week of Jan 8, KSU Semester begins  Final edTPA submitted to supervisor for technical review- March 22 & to  Pearson for formal evaluation- March 29  Last day to attempt GACE content & Ethics Exams- early April (TBA) |

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| --- | --- | --- | --- |
|  |  | Hours/Days |  |
| Week 1 | 8/14- 8/18 | 8 | Start of KSU Fall Semester; Candidates report 1-2 days per week for entire semester |
| Week 2 | 8/21-8/25 | 8 |  |
| Week 3 | 8/28-9/1 | 8 |  |
| Week 4 | 9/4-9/8 | 8 | Mon 9/4 Labor Day |
| Week 5 | 9/11-9/15 | 8 | \*Start planning/teaching full time while at school |
| Week 6 | 9/18-9/22 | 8 |  |
| Week 7 | 9/25-9/29 | 8 | Cobb's Fall Break |
| Week 8 | 10/2-10/6 | 8 | Dekalb Fall Break Oct 5,6 & 9 |
| Week 9 | 10/9-10/13 | edTPA unit 8+ | edTPA Task 1 due 10/13, First Formal Observation (not edTPA) to be complete  by 10/13 |
| Week 10 | 10/16-10/20 | edTPA unit 8+ | Bartow Break Oct 16-17 |
| Week 11 | 10/23-10/27 | edTPA unit 8+ |  |
| Week 12 | 10/30-11/3 | edTPA unit 8+ |  |
| Week 13 | 11/6-11/10 | edTPA unit 8+ | Tues Nov 7- Election Day |
| Week 14 | 11/13-11/17 | edTPA unit 8+ | edTPA Unit to be completed by 11/17, with 2nd formal observation |
| Fall  Break | 11/20-11/24 |  | Thanksgiving Break |
| Week 15 | 11/29-12/1 | 8 | edTPA Task 2 & 3 due by 11/29, KSU Semester ends 12/1 |

FINAL EXAM: NA

DISCLAIMER:

This syllabus is subject to change as the need arises, these changes should be expected, and will be clearly communicated.

1. EVALUATION & GRADING SCALE:

All assessments for student teaching will be ongoing and provided by the collaborating teacher and the university supervisor. Candidates receive regular visits from the university supervisor to assess their performance of the stated objectives. There is a formal CAPS assessment at mid-term and end of term which are completed by the cooperating teacher and the university supervisor. The evaluation of the candidate's teaching performance is accomplished with on-site visits.

EVALUATION SCALE: Satisfactory/Unsatisfactory (Pass/Fail)

To earn a satisfactory grade student must:

* + 1. Demonstrate responsible behaviors when working with the public school students, collaborating teacher(s) and the KSU supervisor. All aspects involved in taking full responsibility for instruction are met with no concerns from the school and university supervisor.

* + 1. Candidate must achieve an overall average rating greater than L2 on the CAPS Evaluation Form

* + 1. Candidate must demonstrate adequate effort and performance on their initial EdTPA project. Failure to meet basic expectations on practice edTPA is grounds for removal from student teaching. A meeting between candidate and supervisor(s) will be required to make this decision.

Students will receive an “Unsatisfactory” grade in this course for failing to meet attendance and behavioral expectations defined in this syllabus and the [BCOE Field Experience Handbook.](http://bagwell.kennesaw.edu/index.php/download_file/view/1780/1328/) Additionally, demonstrating performance below Level 2-“Needs Improvement” on the final CAPS assessment will result in a “Unsatisfactory” grade. Failure to submit requirements on time may result in an unsatisfactory grade in this course.

1. ASSIGNMENTS/REQUIREMENTS:

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| --- | --- |
| ASSIGNMENT |  |
| Weekly Lesson Plans and reflections starting week 5, Sept 11. |  |
| 2 formal lesson evaluations (pre edTPA and edTPA), using [Observation Summary Forms](https://ep.chalkandwire.com/ep2_kennesaw2/ArtifactDownload.aspx?u=guest&t=&cus=160&artifactId=392978&s=5334&mac=q8CNSK2Y5CN6QRywf4xCqg==&asModal=1) contributing to end of ter[m CAPS assessment.](https://ep.chalkandwire.com/ep2_kennesaw2/ArtifactDownload.aspx?u=guest&t=&cus=160&artifactId=392924&s=7747&mac=mLvtkKjIE5JUqMPb5udz6Q==&asModal=1) |  |
| HPE CT Mid Term Feedback Form |  |
| Practice edTPA |  |

1. COURSE POLICIES:

Attendance Policy:

(see also KSU Field Experience Handbook)

* 1. Regular attendance and punctuality are critical to success in student teaching.
  2. Student teachers will follow the calendar schedule of the school district in which they are placed. For example, the student teacher will observe the spring break, fall break, Thanksgiving holiday, etc. of the school district in which he/she is placed (and not the holiday schedule of KSU).
  3. If the school district closes schools for inclement weather or other reasons, the student teacher will follow the same attendance instructions as faculty. NOTE: If school system make-up days occur during the scheduled 15 weeks of student teaching, the student teacher will follow the same schedule as faculty. If not, the student teacher will not be required to make up the missed days
  4. Student Teachers must notify the collaborating teacher and the university supervisor of any absence. When a student teacher knows in advance of an absence, he/she must notify and obtain approval from the collaborating teacher and the university supervisor. The collaborating teacher and the university supervisor, working together, will decide and then will inform the student teacher if the absence must be made up. If the absence is an emergency, the student teacher must notify the Collaborating Teacher and the University Supervisor who will again discuss the situation and inform the student teacher if the absence must be made up.
  5. Student teachers will follow the daily faculty schedule of the school in which they are placed and will comply with any additional requests from the collaborating teacher. For example, if the collaborating teacher requests that the student teacher be in the classroom ready to receive students earlier than the school schedule requires, the student teacher must comply.
  6. Student teachers must participate in any school system in-service day, faculty meeting, PTSA

meeting, etc. required of the collaborating teacher. Additionally, student teachers must attend

mandatory university seminars.

* 1. Not following the agreed upon schedule, being late or absent often, not showing up at the school, or failing to notify the collaborating teacher & supervisor can result in the candidates removal from the field experience. Once removed, the candidate will not be reassigned within the same semester and will receive no credit for the field experience. Additionally, at the discretion of the supervisor and collaborating teacher, the student teaching experience can be extended if needed to make-up for excessive absences.
  2. It is important that candidates participating in a field experience protect themselves from illnesses that could result in an absence. Taking the precaution of obtaining the appropriate vaccinations for the flu and childhood diseases is an important first step. The general rule to help prevent the spread of virus’ is that teachers should not report when they have a fever of 100F or signs of a fever (chills, feeling very warm, flushed appearance, or sweating), and should not return until at least 24 hours after they no longer have a fever of 100 degrees Fahrenheit without the use of fever-reducing medicine.

NOTE: Nonattendance in a course does not constitute a drop or withdrawal from the course. Students are responsible for withdrawing from the course.

APPROPRIATE DRESS: KSU 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.

It is expected that KSU 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 collaborating teacher and/or supervisor. It is generally recommended that you wear a collared shirt with traditionally styled shorts or pants.

Disruptive Behavior Policy: The University has a stringent policy and procedure for dealing with behavior that disrupts the learning environment. Consistent with the belief that your behavior can interrupt the learning of others, behavior fitting the University’s definition of disruptive behavior will not be tolerated. Refer to *the Kennesaw State University Undergraduate Catalog, 2015-2016*, for further detail.

KSU candidates participating in a field experience are expected to conduct themselves with the professionalism that is required of regular faculty. They will follow all policies of the cooperating 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 field experience.

KSU candidates are expected to conduct themselves in a professional manner at all times, meeting the same standards of conduct held for the regular faculty and/or any standards identified by the building administrator at the field site. 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.

Make-up and Late Work Policy:

Candidates who are absent more than 5 days of classes may be required to make up those days after the KSU Semester has ended; based on a decision by KSU Supervisor and CT.

Quiz/Exam Policy:

No formal quizzes or exams

Course Technology:

Chalk and Wire ePortfolio Account

All teacher education candidates will be required to purchase a Chalk and Wire ePortfolio account. This web-based application will be used in multiple courses throughout your program, but you will only need to purchase your account ONE time since the accounts are good for five years. Accounts must be purchased through the KSU Bookstore. For additional information on how to purchase the account, the purpose of Chalk and Wire, and training opportunities please visit [http://bagwell.kennesaw.edu/bcoe/chalkand-wire](http://bagwell.kennesaw.edu/bcoe/chalk-and-wire)

Technology Skills: In order to succeed in this course, you will need the following skills:

* Access to a reliable computer and high speed Internet
* Working understanding of navigating websites
* Familiarity with Microsoft Office Products (esp. Word and PowerPoint)
* Knowledge and experience using emails and attachments
* Ability to find files on your machine and upload them into D2L
* Knowledge and experience with setting the properties of your browser (e.g., enable/disable pop-up boxes)
* Familiarity with using online resources such as wen instructional materials; online talks, presentations, and discussion boards

Technology Requirements:

* Regular access to a computer that is connected to the Internet (preferably high speed connection)
* Microsoft Office (or other program that can save in .doc or .docx format)

Technical Assistance: If you have problems with D2L, there are resources on campus for assistance. The facilitator (faculty) generally cannot assist with technical problems. Please utilize theses resources to assist you with any problems with D2L.

* Visit this link for online assistance with D2L: <http://its.kennesaw.edu/students.htm>
* For IT help for students and on campus lab hours: <http://its.kennesaw.edu/students.htm>
* For technical problems: Email mailto:studenthelpdesk@kennesaw.edu or telephone

470.578.3555. Walk in help is available in Lab BB475

Other Policies:

One of the core goals of the HPE P-12 program at KSU is to graduate teacher candidates who demonstrate high levels of professional and ethical behavior. Without these traits, regardless of subject matter expertise and pedagogical skills, candidates are unlikely to develop into quality HPE teachers who enhance the lives of their students. Thus, a disposition assessment rubric is administered in all required teacher education courses. Candidates who are assessed as L1 (unacceptable) or L2 (marginal) are required to undergo remediation. Dispositions can be used to remove a teacher candidate from a field placement or the HPE P-12 program.

Feedback/Replies in a Timely Manner:

Candidates should expect a reply to email and feedback on lessons in 48 hours or less

Course Withdrawal:

October 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.

IX. EDTPA INFORMATION AND EPP POLICY STATEMENTS:

Important information about edTPA and the following EPP Policy Statements are located at [http://bagwell.kennesaw.edu/bcoe/epp-syllabus-statements.](http://bagwell.kennesaw.edu/bcoe/epp-syllabus-statements)

1. edTPA Information
2. Video Recording Release Forms for Assignments Other than edTPA
3. KSU EPP Conceptual Framework
4. Use of Technology Statement
5. School-Based Activities Statement
6. EPP Diversity Statement
7. Campus Resources Statement

Effective for Fall 2016, the KSU Acting General Counsel in consultation with the IRB Chairperson has concluded that the FERPA (Family Educational Rights and Privacy Act) requirements are being met through the parental consent protocols in place with edTPA and that IRB approval is not necessary. Discussions regarding IRB requirements continue as the semester begins, so additional steps and protocols may be required in the future, but education candidates completing edTPA are approved to proceed with the usual edTPA process of using the parental consent forms to identify P-12 students who can be included in the edTPA video segments and whose work samples can be used in the edTPA portfolio. As is common practice, ALL P-12 student information must be de-identified and under no circumstances can any student work be made public. Candidates will be notified immediately IF additional approvals or actions are required.

Candidates should use the approved edTPA Parental Consent forms that will be available in Chalk and Wire in both English and Spanish. You may view the forms directly at [https://ep.chalkandwire.com/ep2\_kennesaw2/SecureUrlPage.aspx?urlId=109609638&u=guest&cus=160.](https://ep.chalkandwire.com/ep2_kennesaw2/SecureUrlPage.aspx?urlId=109609638&u=guest&cus=160)

If candidates need the consent form in any other language(s) please contact Angela Lewis at alewi166@kennesaw.edu.

Candidates who complete their final clinical experience on or after September 1, 2017 (Fall 2017), a minimum edTPA score is required in order to receive an Induction Teaching Certificate by the Georgia Professional Standards Commission enabling them to teach in Georgia public schools.

As part of your final clinical experience (student teaching/clinical experience II/practicum/internship, etc.) you must prepare an edTPA portfolio and submit that portfolio to Pearson Education, Inc. for national scoring. As of Fall 2017, the Georgia Professional Standards Commission determined the following minimum scores on edTPA: 38 (handbooks with 15 rubrics).

If your score report indicates that you met the cut score for your edTPA handbook, no further action is required on your part.

In the event that you do not meet the minimum score, your program area faculty (including field supervisor), a Retake Consultant and possibly other faculty members will schedule a meeting with you to review your portfolio and scores and determine the most appropriate retake process given your circumstances..

Decisions about when and how you can complete a retake will occur on a case-by-case basis. In some situations, candidates who do not meet the cut score may be able to complete their retake without returning to the field. In this situation candidates can complete the retake immediately. This situation might typically occur when a technical issue exists with the portfolio, or if you have evidence you are allowed to use that does not require reteaching or recreating plans and developing new assessments, etc. These situations will NOT constitute the majority of cases.

However, if your portfolio indicates more pervasive needs (low scores across all tasks, for example), you will need to return to the field during a subsequent semester. In this case you will need to register and pay for a class. While you may need to submit only one task to be re-scored, you cannot complete tasks 2 & 3 again without having developed and written a new task 1. Therefore, candidates will often complete more than one task, but officially submit only the needed task for scoring.

In summary, depending on your individual circumstance, you may retake the complete edTPA or submit a partial retake. While Pearson will accept up to two tasks this fall for retakes, there will be few, if any, situations where completing two tasks will be in your best interest. The majority of candidates will either retake the complete edTPA or one task. Should you submit a full retake of edTPA (all tasks) to Pearson, you will pay a fee of $300. Should you submit a partial retake, you will pay $100 per task.

If you receive your score report and did not meet the minimum edTPA score for your handbook, please forward a copy of the report to Dr. Peter St. Pierre, HPE P-12 Program Coordinator. Candidates needing to retake the entire assessment and/or requiring additional work in the schools will complete the requirements a subsequent semester. Placements requiring additional time in the P-12 schools will be contingent upon the needs and approval of the P-12 schools.