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**BAGWELL COLLEGE OF EDUCATION
&
PROFESSIONAL TEACHER EDUCATION UNIT**

Conceptual Framework

**Collaborative Development of Expertise in
Teaching and Learning**

Over the past several years, PTEU has developed a conceptual framework to articulate our philosophical understanding of teaching and learning, as well as the learning outcomes that describe what our candidates will know and be able to do when they complete their preparation programs at Kennesaw State University. Our targeted outcomes for teacher candidates are based upon the current research and informed by institutional, state and national standards, including the Georgia Board of Regents, National Boards on Professional Teaching, and the Interstate School Leaders, Licensure Standards. As part of the development process, members of the PTEU, worked in collaboration with our current students, as well as our professional partners in the local schools to assure that our framework reflected the values, principles and practices of all constituent groups.

A summary of the conceptual framework is provided in the [Kennesaw State University - Undergraduate Catalog](#) (p.95) and in all syllabi of undergraduate and graduate courses. The summary is as follows:

The Professional Teacher Education Unit (PTEU) at Kennesaw State University is committed to developing expertise among candidates in initial and advanced programs as teachers and 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 who enhance the structures that support all learning. To that end, the PTEU fosters the development of candidates as they progress through stages of growth from novice to proficient to expert and leader. Within the PTEU 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 PTEU 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, the public and private schools, parents and other professional partners, the PTEU meets the ultimate goal of assisting Georgia schools in bringing all students to high levels of learning.

The conceptual framework can be found in its entirety on the I:\ Drive at: [I:\TED Teacher Education\TED FILES 2002 - 2003\BCOE 2002 - 2003\BCOE Assistant Dean\CF Draft July 28 03.doc](#).

KENNESAW STATE UNIVERSITY
Professional Teacher Education Unit
Teacher Preparation Programs Report Card

MISSION

Founded in 1963 as a junior college, Kennesaw State University (KSU) is a Georgia Board of Regents public institution of higher learning. It is a growing and progressive university in Georgia's public system of higher education. Kennesaw State University enrolls 13,000 traditional and non-traditional baccalaureate and masters students on its campus in suburban metropolitan Atlanta in Northwest Georgia. It is one of the state's largest preparers of undergraduate teachers. The core values of the mission of Kennesaw State University are teaching, learning, service and scholarship. The Professional Teacher Education Unit at Kennesaw State University has a mission that was adopted in 1994 and reaffirmed in 1998 by the Professional Teacher Education Unit (PTEU).

The Kennesaw State University **Professional Teacher Education Unit** (PTEU) faculty is committed to quality undergraduate and graduate teacher preparation programs grounded in the liberal arts tradition. Programs, **developed and implemented through multiple collaboration**, integrate strong academic preparation; pedagogical study and school based professional experiences. The Kennesaw State University teacher education faculty is committed to preparing teachers who demonstrate expertise in facilitating learning in all students. Toward that end, the KSU teacher education community strongly upholds the concept of collaborative preparation requiring guidance from professionals inside and outside the university. In tandem with this belief is the understanding that teacher expertise develops along a continuum which includes the stages of preservice, induction, in-service, and renewal; further, as candidates develop a strong research-based knowledge of content and pedagogy, they develop their professional expertise in recognizing, facilitating, assessing, and evaluating student learning.

TEACHER PREPARATION PROGRAMS

Kennesaw State University's four-year undergraduate teacher education programs combine a pedagogical base and subject matter base major and/or minor concentrations with integrated field experiences followed by a full semester capstone of a student teaching internship in a P-12 school. Students are recommended for Georgia P-12 (Art, Foreign Languages, Health and Physical Education, Music, Special Education); Early Childhood and Elementary or Secondary certification upon satisfactory completion of the programs of study and the passing of the PRAXIS I and PRAXIS II, the teacher test required by the state of Georgia for certification. The pass rate for program completers during 2000-2001 was **97.1%**.

STUDENT CHARACTERISTICS - PROGRAM COMPLETERS

Undergraduates who complete teacher education programs during the 1999-2000 fiscal year (alternative certifications and regular programs), 97 percent of the students are from Georgia and 1 percent are international students.

The average SAT total score was 973. Upon admission, the cumulative grade point average for students in all programs was 3.25 on a 4.0 scale.

APPLICATION AND ADMISSION

To be eligible for consideration for admission to the teacher education programs, students must complete an application for admission, which includes two recommendations, satisfy EDUC 2201 and 2204, have a minimum grade point average of 2.75, have passed the Regents Test and PRAXIS I, and passed a criminal background check. These are some of the conditions for admission to the program. Upon completion of the core curriculum and having satisfied all other conditions, students are admitted to the program as they enter their junior year of matriculation.

TEACHING OF SUBJECT SPECIFIC METHODS (TOSS); INSTRUCTIONAL DESIGN AND APPLICATION (IDA) AND PRACTICUM APPLICATION AND ADMISSION

These field experiences vary in number and length by program area.

STUDENT TEACHING, INTERNSHIP ADMISSION

Prior to student teaching, the student must have:

1. A grade of C or higher in TOSS/Practicum coursework;
2. A 2.75 adjusted or cumulative G.P.A. in all coursework at KSU;
3. Positive evaluations in field experiences;
4. Exhibited responsible behavior in all classes, field experiences, and interactions with peers and faculty;
5. Positive recommendation from the instructor(s) of the Teaching of Specific Subject (TOSS) course(s), and;
6. Approval by the Center for Field Experiences and Partnerships and the Admissions and Academic Standing Committee of the appropriate program area.

ACCREDITATION AND AFFILIATIONS

Kennesaw State University is accredited by the Southern Association of Colleges and Schools. The Professional Teacher Education Unit is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (PSC). Most programs are accredited by their specialty organizations, such as the National Council for Social Studies (NCSS), the National Council for Teachers of Mathematics (NCTM), National Association for Sports and Physical Education – Basic Physical Education (AAHPERD/NASPE), Council for Exceptional Children (CEC), National Council of Teachers of English (NCTE), and National Middle School Association (NMSA).

The Professional Teacher Education Unit is also a member of the distinguished Renaissance Group. It is one of only two teacher preparation programs in Georgia who hold membership in this organization.

Finally, the Professional Teacher Education Unit is in the process of meeting all Board of Regents Principles in the Preparation of Teacher Educators.

KEY FEATURES OF PROFESSIONAL TEACHER EDUCATION UNIT PROGRAMS

- o Kennesaw State University is committed to teacher preparation as an all campus responsibility.
- o A university-wide commitment to collaborative teacher preparation is formalized through the Professional Teacher Education Unit that consists of arts and sciences, education faculty, and practicing professionals in area schools. The governance structure consists of eleven (11) departments, four (4) colleges, and one (1) school. (See listing below)

Colleges and Schools of the PTEU

- Bagwell College of Education
 - College of Health and Human Services
 - College of Humanities and Social Sciences
 - College of Science and Mathematics
 - School of Arts
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- o The Teacher Education Council (TEC) – a collaborative governance structure within the PTEU – is the college level curriculum committee that addresses all matters pertaining to teacher education courses, programs, requirements and policies. This committee includes all program coordinators, deans, and department chairs from all program areas; directors of support services; professionals in the field and graduate and undergraduate student representatives.
 - o The PTEU conceptual framework is a collaborative development of expertise in teaching and learning and is grounded in a knowledge base and best practices that underlie the philosophy and assumptions of teacher preparation programs at Kennesaw State University.
 - o Teacher preparation programs are aligned with state of Georgia K-12 Standards, Board of Regents and National Standards, including NBPTS, NCATE, and INTASC.
 - o Technology and Diversity training are integrated throughout teacher preparation programs and also, offered as separate courses.
 - o Selected methods courses are team taught by university and public school faculty in P-12 schools.
 - o Collaboration occurs through a network of partnership schools to inform programs and best practices in teaching and learning.
 - o Service learning is a strong component in introductory courses in education
 - o Concerns with providing students with multiple, varied and extended field experiences throughout the program to prepare them to teach and make a positive impact on all student learning in their P-12 classroom.
 - o A strong induction program for beginning teachers is offered through the Center for Field Experiences and Partnerships.
 - o Concerns implementation of a Warranty Program to provide beginning teachers, upon recommendation of the principal, with remediation needed to return to the classroom.
 - o All programs have a strong commitment to recruitment, retention and graduation of diverse undergraduate and graduate students in teacher preparation.
 - o PRAXIS II is a requirement for certification but not a condition for graduation.
 - o TITLE II pass rates within the context of local and state, public and private colleges and universities and other American Association of State Colleges and Universities and American Association of Colleges for Teacher Education member teacher preparation program are outstanding. Since some institutions mandate a 100-pass rate as a condition of program completion and others do not, it is impossible to compare pass rates among institutions on a local, state or national level.
 - o Graduates are highly recruited, retained and recognized by P-12 public school systems in Georgia. Some students also successfully teach in schools outside of Georgia and abroad.
 - o Students receive outstanding ratings on all performance assessment measures, including PRAXIS I and PRAXIS II.

MAJOR ACCOMPLISHMENTS AND COLLABORATIVES

- o Distinguished alumni who hold teacher of the year awards and serve as principals and superintendents in P-12 schools.

- o Distinguished faculty who contribute to the profession in leadership roles on a local, state, national and international level.
- o Program Title/Activity: NW Georgia P-16 Council/Powerful Pathways to Success Project
Brief Description of the Purpose, Nature and status of Project: The NW Georgia P-16 Council is one of 15 councils across the state that has been involved in promoting student success. Our motto has been “Together we can make a difference.” Within that framework we have worked collaboratively with 7 school systems and 3 other colleges that serve more than 170,000 students and 9,000 teachers in our service area. Faculty from KSU have worked actively with our colleagues in the public schools and colleges to look at ways in which we could ensure that “the successful student has met high standards, demonstrated achievement at each level, and is ready to advance to the next level: of work, occupational training, and/or education; resulting in productive employment and responsible citizenship.”

The NW Georgia P-16 Council has worked on a number of fronts to meet the stated goals of the Georgia P-16 Initiative over the last 5-6 years. Our major focus had been the Powerful Pathways to Success Project for which we were awarded a \$200,000 grant. This three-year grant provided us with resources to conduct a research study, to support the work of discipline academies, and to support a series of workshops which focused on identifying those pathways which would most likely provide the student with the background to be successful in entering the college of choice and in doing college level work. The academies – college and public school faculty and administrators and some members of the business community –looked at a variety of areas of curriculum and instruction to determine what characterized the most Powerful Pathways to Success. In addition, we sent out 10,000 questionnaires to graduates of all schools in 6 systems and a representative sample of high schools in a 7th system to determine from the students point of view, the degree of preparation for whatever post secondary route they took. Form these sources as well as a series of conversation between high schools and college faculty and the use of other research, we have identified what characterizes those most powerful pathways, issues related to the community – parents, students, counselors.

We believe that we can make a difference in the nature of the work – quality and quantity – of work engaged in by students which will better prepare high school graduates for whatever post-secondary option they choose.

- o Program Title/Activity: T³ Summer Workshops
Brief Description of the Purpose, Nature and status of Project: Workshops for teachers in the north metro area on integrating technology (Texas Instruments) into their classroom is provided annually. Teachers receive three staff development credits for their participation. These workshops benefit educators and P-12 students in mathematics and science classrooms.
- o Program Title/Activity: Project WINning Team and Project WINS
Brief Description of the Purpose, Nature and status of Project: Project WINning TEAM is a professional development initiative that supports all staff (teachers, administrators, paraprofessionals and related service providers) in four (4) school districts and ten (10) schools. This Project is funded through the Georgia Department of Education and the State Board of Education. Presently, the Project works directly with the Georgia Learning Connection to assure that all students, including those with significant disabilities, are educated in the Georgia Quality Core Curriculum. In addition, ten new schools in four school districts have requested service from WINning Team. These services include cross training of general education teachers in special education practices by the Department of Special Education at Kennesaw State University. Cross training will directly address how schools can meet the mandate of House Bill 1187 such that teachers can raise the achievement of all students, including those with significant disabilities.

Winning Ideas Network for Schools is a collaborative effort to build the capacity of schools and agencies to provide education services to students with a full range of disabilities in general education classrooms and to strengthen the capacity of schools to effectively educate all students. Project WINS is funded by the Governor's Council on Developmental Disabilities. Since its inception in Fall 1998, Project WINS has been providing technical support and training to 12 schools in 8 public school districts and three private schools/agencies throughout the state.

- o Program Title/Activity: Educational Technology and Training Center Collaborative Activities
Brief Description of the Purpose, Nature and status of Project:

Collaborative activities of the center have included the following:

- Train approximately 12,000 educators annually in P-12 schools on instructional technology (integration, multimedia, internet, networking, productivity, etc.) Educators receive SDU credit towards their recertification.
 - Developed the InTech model that brings a team of five teachers from individual schools over a seven-day period to learn the management and integration of technology into their classrooms and to become more student centered in their instruction. Teachers receive 5 SDU's toward their recertification.
 - Developed a preservice InTech model for KSU students that are participating in student teaching in the Spring and Fall semesters. These students attend the InTech training along with their supervisory teachers and receive training on how to develop technology-connected lessons along with other areas listed above. They attend the training one-day per week for seven weeks.
 - Collaborated with the Paulding County, Marietta City and Cherokee County school systems on the Technology Literacy Challenge Fund grant. The total awarded for the grant was \$405,000 and it funded hardware for the participating schools along with their participation in the InTech program. We based the grant on the preservice model using student teachers placed in the school system listed above.
 - Chair the Technology Academy for the NW GA P-16 council, which brings together educators across P-16 to develop technology standards for teachers and student.
- o Program Title/Activity: Kennesaw Mountain Writing Project (KMWP)
Brief Description of the Purpose, Nature and status of Project: Directed by Sarah Robbins and employing the NWP's teachers-teaching-teachers philosophy, the project initially followed two central goals: 1) to prepare teachers to apply what they learned during an intense, four-week Summer Invitational Institute to become more effective teachers of writing in their own classrooms and 2) to prepare teacher leaders who could serve as mentors or teacher consultants—teaching colleagues the best practices for literacy instruction.

The Kennesaw Mountain Writing Project seeks to encourage initiative, recognize individual contributions, promote creativity, enhance communities, and provide opportunities for professional growth. The goals of the KMWP are:

- To provide a program for teachers-teaching-teachers in order to improve writing instruction from kindergarten through college.
- To facilitate professionalization of the teacher as writer, consultant, leader, and researcher.
- To value racial, ethnic, economic, linguistic, and other areas of diversity in project leadership.
- To foster positive relationships in the classroom and the community through trust and mutual respect.
- To develop a wide array of teacher leadership opportunities so that we can have a positive and lasting impact on the teaching profession.
- To promote student empowerment through teacher professional development.

Guiding Principles

INTERDEPENDENCE. We believe that we have the capacity to act autonomously and simultaneously, in order to work independently. We strive to incorporate efficacy, flexibility, craftsmanship, sensitivity, and interdependence into all our work.

LEARNING. We believe that all learning requires an engagement of and transformation of the mind.

DIVERSITY. We believe by valuing diversity we enrich our lives and professional practices.

TRUST. We believe that people have the inner resources to achieve excellence.

LEADERSHIP. We believe that teacher leadership, an essential ingredient in any KMWP program, can be exercised in a variety of ways. The inaugural Summer Institute brought together more than twenty teachers from all grade levels of urban, suburban, and rural schools selected through a competitive application process to participate in a collaborative learning environment of fellowship and sharing.

The KMWP offers workshops and courses for teachers and other professionals who wish to improve their writing and other aspects of their workplace literacy. Contracts for staff development are tailored to meet the needs of specific clients – individual schools, districts, and other organizations promoting the growth of good writers in a professional context. The KMWP participates in three networks with other NWP sites around the country who have similar interests and responsibilities to the schools in their service areas: the Rural Sites Network, the Urban Sites Network, and the English Language Learners Network. A pre-institute workshop and welcome dinner is held in late May each year. The institute itself takes place on campus four weeks in June and July, Monday through Friday, from 9:00am to 3:00pm. Graduate credit, with tuition paid by the project, and a stipend are provided for participants. A variety of dissemination activities, including workshops, study groups, courses and community outreach programs, keep former summer fellows in close contact with the Kennesaw Mountain Writing Project. For example, the KMWP provides assistance to teachers preparing proposals for sessions at professional organizations, developing new curriculum for their own classrooms, or leading staff development programs in their schools or districts. Several specialized grant-funded projects complement this basic school-year continuity program for all KMWP affiliates. (Currently, for instance, the KMWP is sponsoring a three-year community outreach program funded by the National Endowment for the Humanities.)

o Program Title/Activity: ECE 3330 Tutorial Project - Brief Description of the Purpose, Nature and status of Project: Preparation of pre-service teachers for literacy instruction through a service learning project for seventy-two (72) element children identified with reading difficulties.

o As a result of collaborative activities with P-12 schools, the mathematics education program and other programs continue to grow and provide highly qualified teachers to teach in P-12 Georgia classrooms and other school systems throughout the U.S. and abroad.

o Advisory boards made up of P-12 administrators, P-12 teachers, and student representatives have been very resourceful in assisting with program planning in teacher education.

o The numerous partner schools that collaborate with Kennesaw State University Professional Teacher Education Unit Programs have been recognized for their contributions to our programs and students.

o Outcomes of these partnerships have allowed our students to benefit from supervision by master teachers in P-12 classrooms while engaging in the best instructional practices; contributing to improvements in P-12 learners achievement in all fields, especially in reading, mathematics, writing, science and special education.

o Currently we use feedback from classroom teachers as well as assessment data to assess project effectiveness and to make project modifications.

o Project WINS has helped schools throughout the state of Georgia through statewide training and building-based technical assistance. Data collection evaluates the educational benefits of inclusive education for all students (general and special education) and teachers that result from the implementation of research-based inclusive school practices. Project WINS staff have made presentations for schools and parent organizations throughout Georgia and to state, national and international professional organization conferences.

o Benefits to KSU have included increased visibility throughout the state of Georgia as Project WINS models whole school reform in building the capacity of schools to educate all students. Access to workshops by nationally recognized leaders in the field for KSU students and opportunities for faculty to provide leadership in moving Georgia to meet the mandate of HB 1187.

Consistent with the strengths of the university and, more particularly, the KSU English department, our National Writing Project aims to:

o Reconceptualize the K-12 teacher's role to include expanded opportunities for formal and informal publication of their own best practices to a wider audience.

o Foster reflective practice and, more specifically, teacher research about writing instruction.

o Blur (and ultimately erase) the traditional role-boundaries separating college and K-12 educators.

o Give teachers rich opportunities to interact with colleagues from different cultural and ethnic backgrounds to promote understanding of diversity in teaching and learning.

- o Facilitate improved links between composition and literature teaching.
- o Help K-12 writing teachers make full use of new technologies acquired from state lottery funds. Finally, evidence of positive change from collaborative activities with P-12 schools is shown by:
 - o Team teaching of undergraduate teacher preparation students by selected P-12 faculty and university faculty out in partnership schools.
 - o Improvement in student achievement, faculty development initiatives offered for P-12 teachers by university and P-12 faculty.
 - o Increased emphasis by both P-12 and university teachers to improve student achievement in all disciplines and in regular and special education classrooms.
 - o Effective use of technology by P-12 and university teachers and their students.
 - o Increased opportunities to recruit diverse and high achieving students through relationships with partner schools.
 - o Notable accomplishments of P-12 and university faculty who have come together to engage in research, professional development and other collaborative intellectual activities on teaching and learning for the benefit of preservice teachers, in-service teachers, and P-12 learners in Georgia and our nation's schools.

ACADEMIC ADVISING

The Bagwell College of Education provides academic advising for the benefit of its students through the [Dr. William D. Impey Teacher Education Advisement Center](#) (Mrs. Rachel Blase – Advising Coordinator - Ext. 6105 rblase@kennesaw.edu). The purposes of this center are as follows:

- ★ to provide programs of study for each major offered in the Bagwell College of Education
- ★ to indicate to transfer students the specific credits done at other institutions which can be applied toward the Education degree
- ★ to predetermine eligibility for entry to teacher education
- ★ to assist students in course selections and schedule revisions each quarter
- ★ to explain catalog regulations
- ★ to administer policies for the College and the University
- ★ to refer students to other sources of help in the University

Students are advised by appointment except during walk-in times that are provided for brief questions that can be resolved in ten or fewer minutes. Students must schedule appointments a minimum of two days in advance so updated records can be provided. The Teacher Education Advisement Center is open five days a week and has a site on the Internet.

All Freshmen, Sophomores, transfers, undeclared and those interested in education are advised through the Teacher Education Advisement Center (excluding [Health, Physical Education and Sport Science](#) majors). At the time the student is admitted into teacher education, the student is placed with a faculty advisor for the completion of his/her degree. Students who are admitted into teacher education are placed with a faculty advisor housed in one of the appropriate departments as follows: Department of English ([English Education](#)), Department of Mathematics ([Math Education](#)), Department of Biology and Physical Sciences ([Science Education](#)), Department of History & Philosophy ([Social Science Education](#)), Department of Visual Arts ([Art Education](#)), Department of Foreign Languages ([Foreign Language Education](#) - French and Spanish Foreign Language Education), Department of Music & Performing Arts ([Music Education](#)). A professor/advisor, in addition to maintaining a regular advisement caseload, provides initial advising to enrolled and prospective students who are considering a teacher education major.

Semester advising is not mandatory, but the Bagwell College of Education encourages students to schedule and obtain academic advising when they first decide to pursue a teacher preparation program, prior to applying for admission to teacher education, and prior to applying for student teaching.

STUDENT RESPONSIBILITIES

The advisement process depends on the thoughtful participation of students interacting with the Teacher Education Advisement Center and professor advisors. The prospective teacher should know and meet the graduation and other requirements contained in the appropriate catalog, class schedule, and other College of Education publications. Each student preparing to become a public school teacher should maintain his/her own personal academic advising folder, and should take this folder to each advising appointment. It is recommended that this folder include:

- ★ Unofficial copies of prior college transcripts;
- ★ Evaluations of transfer credit;
- ★ Program of study forms;
- ★ Semester grade reports;
- ★ Tentative schedules and other notes from formal advising sessions; and
- ★ Copies of course substitution and other appropriate forms.
- ★ Copies of any student transcript audits.

Each student should be responsible for setting up appointments to obtain academic advising at appropriate intervals after initial advisement. The student in teacher education should choose a schedule of classes that incorporates the academic advice that has been given. Each student has the opportunity to evaluate his/her academic advisor through the Teacher Education Advisement Center (TEAC)

ADVISOR RESPONSIBILITIES

Just like the students, each academic adviser in teacher education has responsibilities. It is the responsibility of all academic advisers to:

- ★ Set and keep regular office hours
- ★ Make special appointments at other times with students who cannot meet for legitimate reasons at the scheduled times
- ★ Know all appropriate teacher education requirements
- ★ Assist the student with applying for admission to teacher education
- ★ Keep a written record of all substantive advice for the student's file
- ★ Provide the student with a copy of the appropriate program of study form
- ★ Help the student understand the policies, practices, and procedures of Kennesaw State University
- ★ Make the student aware of the wide range of campus services
- ★ Know appropriate forms for appropriate advising situations
- ★ Be empathetic to the cares and concerns of the academic and relevant non-academic lives of the student

ADMISSION TO TEACHER EDUCATION

To be considered for one of the teacher education programs at Kennesaw State University an individual must meet the following conditions:

- be admitted to Kennesaw State University
- have as an officially declared major one of the University's teacher education programs
- have an adviser-signed [Application for Admission to Teacher Education](#) on file in the Office of the Associate Dean by the appropriate deadline.

Mrs. Virginia Donovan – PTEU Admission's Coordinator (ext. 6105 - vdonovan@kennesaw.edu), screens all applications for admission. This office makes admission decisions on the basis of five criteria, which are listed below.

- Complete at least 45 hours of the general education requirements, including ENGL 1101 and 1102. Transfer students must complete 15 semester hours at Kennesaw State University prior to enrolling in the professional education sequence of the Teacher Education Programs.
- Pass all areas of the Regents' Test and Praxis I.
- Complete the first two courses in professional education with at least a grade of C and with positive recommendations from those two instructors regarding professional behavior in classes and field experiences, proficiency in oral communication, and potential for success in the program.
- Earn an adjusted or cumulative GPA of 2.75 for all **new** students admitted Fall 1999 and thereafter in course work taken at Kennesaw State University. Students admitted prior to Fall 1999 need a 2.5 GPA for program admittance.
- Satisfy any additional admission requirements of the specific degree program in teacher education and be recommended for admission by the coordinator of the degree program. (See Appendix A)

The following paragraphs explain each criterion and suggest how prospective applicants can prepare for the teacher licensure program.

ACADEMIC PREPARATION

Applicants should be academically prepared to teach subjects that are in demand in the schools. The PTEU Admission's Coordinator considers the entire range of each applicant's academic preparation, including the total number of hours completed (quantity) through the minimum acceptable grade (quality). Although an applicant must complete ENGL 1101 and ENGL 1102, it is recommended that prospective teachers complete a diversified general education program of study.

EXAMINATION STATUS

Each applicant must pass the Regents' Test. This test assesses the competency level in reading and writing of all students enrolled in undergraduate degree programs. With the test Kennesaw State University assures other institutions that students obtaining a teacher education degree possess literacy competence, that is, certain minimum skills in reading and writing. Passing the Regent's Test is defined as having passed all components of the test by scoring a minimum of 61 in reading and a minimum average of 2 in writing. Students with 30 hours of Kennesaw State University credit should sign up to take the Regents' Test; transfer students with 30 or more transfer credit hours must sign up to take the test during their first semester at Kennesaw State.

The Praxis I exam is required for admission to the Teacher Education Program for all students admitted after Summer 1998. The Praxis II exam is required for certification in the state of Georgia and should be taken after TOSS. Registration bulletins and test-at-a-glance booklets are located outside the Teacher Education Advisement Center (KH 3018).

FIELD EXPERIENCE

Candidates should have had relevant field experiences before applying for admission. EDUC 2201 provides students with opportunities to exhibit their professional behavior, proficiency in oral communication, and potential for success in teacher education. The duration and intensity of these experiences are considered, and prospective candidates are strongly urged to arrange quality pre-professional experiences.

GRADE POINT AVERAGE

Grades in previous classes represent important criterion for admission. Cumulative, or adjusted for those students receiving an academic fresh start or repeating course work, grade point average of 2.75 or higher in the fall 1999 is required. This GPA means that each applicant must earn more "B" than "C" grades, at a minimum.

INDIVIDUALIZED REQUIREMENT

Each teacher education program may establish additional admission requirements. The prospective applicant should consult his/her adviser in order to determine individualized teacher education requirements.

TEACHING CERTIFICATES THAT MAY BE EARNED

A teaching certificate is a license from the State of Georgia authorizing the holder to teach in public schools. The Professional Standards Commission issues licenses upon the recommendation of authorized colleges and universities such as Kennesaw State University. The four basic certificates are: the Early Childhood Teaching License, Middle Grades Teaching License, Secondary Teaching License, and P-12 Teaching License.

License & Certificate

The Early Childhood Teaching License authorizes the holder to teach in self-contained classrooms in preschool, kindergartens, and grades one through five. In a self-contained classroom many subjects are taught such as language arts, science, mathematics, social science, creative arts, and physical education. This license is appropriate for prospective preschool to fifth grade teachers.

The Middle Grades Teaching License authorizes the holder or to teach one or two specific subjects in middle schools. It is most appropriate for prospective teachers of grades fourth through eighth. In a few elementary and secondary schools, middle grades teachers serve as subject area specialist teaching the same subject in several classrooms.

The Secondary Teaching License authorizes the holder to teach one or more specified subjects in high schools. It is most appropriate for prospective secondary teachers (grades seven through twelve). In a few middle schools, subject area specialists teach the some subject in several classrooms. This subject area specialist position requires a Secondary Teaching License.

The P-12 Teaching License authorizes the holder to teach in the subject area (at KSU - Art, Music, HPE, Foreign Language) in grades P-12 (preschool - grade 12).

The Teaching License is renewable every five years. Students who complete a teacher education program at Kennesaw State University are recommended for the appropriate teacher license to the Professional Standards Commission. The specific requirements for each teaching license at Kennesaw State follow. If there is any doubt as to whether these requirements have been met, a student should talk to his/her advisor immediately.

Licensure requirements are subject to change because of state law. Check periodically with the [certification officer](#) or [program coordinator](#).

CERTIFICATION

- A. All teacher education programs at KSU are approved by the [Georgia Professional Standards Commission](#) (PSC) which licenses public school teachers in Georgia. The PSC approves all teacher education programs in accredited public and private colleges and universities throughout the state. The PSC issues licenses upon the recommendation of authorized colleges and universities such as Kennesaw State University.
1. The Bagwell College of Education has a [certification officer](#), currently **Mr. David Baugher (6043 - dbaugher@kennesaw.edu)**, who assists KSU students with the certification process in the following ways:
 - . verifies completion of all state-approved teacher education programs
 - . distributes certification forms to students completing state-approved programs at KSU
 - . keeps current state certification and state-approved program standards
 - . serves as the Praxis testing contact person
 2. Application forms for certification are available in KH 3018. Undergraduate students receive assistance in completing forms during a student teaching seminar.
 3. One requirement for completion of a state-approved program is passing a subject area exam. The current exam is the PRAXIS II test. As information becomes available it will be distributed. Application booklets and study guides are available in the Teacher Education Advisement Center. Test dates for the 2001-2002 year are listed below:

PRAXIS

The Praxis Series is a series of tests designed to evaluate potential educators. There are two sets of Praxis tests that Georgia uses: Praxis I and Praxis II.

Praxis I

Praxis I is a test of basic competency that is a requirement for admission to the Teacher Education program (if a student entered KSU before Fall 1998 the test is not required for admission but is required for certification). There are three separate tests involved covering reading, writing and math. Students may take the Praxis I test either in the paper version (see dates below) or in a computer version. To register for the test, students should obtain a Praxis Registration Bulletin from the Teacher Education Advisement Center (KH 3018).
(<http://www.kennesaw.edu/education/gradstud/Webcertification/PraxisI.htm>)

A student can be exempt from the Praxis I test by meeting the following scores:

- SAT, with at least 480 verbal AND 520 math
- ACT, with at least 21 english AND 22 math
- GRE, with at least 490 verbal AND 540 quantitative

(<http://www.kennesaw.edu/education/gradstud/Webcertification/PraxisIexemption.htm>)

If a student meets any of the above criteria they must provide a copy of the scores to the certification officer, David Baugher, in KH 3018.

Praxis II

Praxis II is the certification test. The test is content specific. There are two tests that make up the Praxis II test. For most fields, one test is a multiple-choice test and the other test is constructed response. Praxis II is only offered in the paper format. To register for the Praxis II test students should obtain a Praxis Registration Bulletin from the Teacher Education Advisement Center (KH 3018). The test dates for the 2003-2004 year are listed below.
(<http://www.kennesaw.edu/education/gradstud/Webcertification/PraxisII.htm>)

2003-2004 Dates for Praxis I and Praxis II Tests

Deadline to Register	Test Date
8/12/03	9/13/03

10/14/03	11/15/03
12/09/03	01/10/04
02/03/04	03/06/04
03/16/04	04/17/04
05/11/04	06/12/04

If there are any questions about any of the Praxis tests please contact the certification officer, David Baugher, at 770-423-6043 or dbaugher@kennesaw.edu

Praxis I is a requirement for entrance into the teacher education program. Students **must** take and pass the Praxis II before certification is recommended

4. The [Georgia Professional Standards Commission](#) is an independent body reporting directly to the Governor's Office. The PSC evaluates applicants who possess Bachelor degrees for qualifications for a provisional teaching license (except in the area of Early Childhood Education). However, all applicants for a regular clear-renewable five-year certificate must complete a state-approved program. KSU offers undergraduate programs for initial certification. Licensed teachers also may request and receive evaluations to add new areas to existing certificates. The PSC telephone number is (404) 657-9000.
5. KSU offers state-approved programs for initial certification (Bachelor's level) in the following areas:
 - ★ [Early Childhood Education \(P-5\)](#)
 - ★ [Middle Grades Education \(4-8\)](#)
 - ★ 7-12 areas:
 - [English Education](#)
 - [Math Education](#)
 - [Biology Education](#)
 - [Chemistry Education](#)
 - [Social Science Education](#)
 - ★ P-12 Areas:
 - [Art Education](#)
 - [Music Education \(vocal, instrumental, and general\)](#)
 - [Health and Physical Education](#)
 - [Foreign Language Education - French](#)
 - [Foreign Language Education - Spanish](#)
6. KSU offers state-approved programs for advanced preparation at the graduate level (Master's Degree) in:
 - [Early Childhood Education \(P-5\)](#)
 - [Middle Grades Education \(4-8\)](#)
 - [Special Education](#)
 - [Educational Leadership](#)

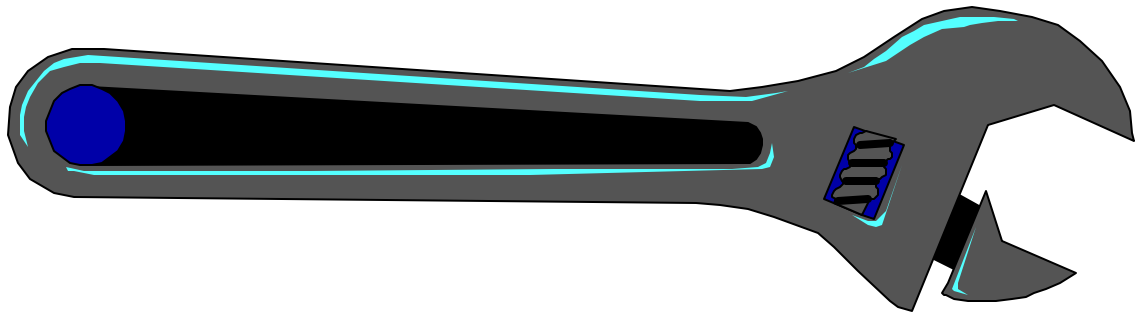
In addition, KSU offers non-degree, graduate level, state-approved endorsements for certified teachers in:

- [Gifted Education](#)
- [English for Speakers of Other Languages \(ESOL\)](#)
- [Teacher Support Specialist \(TSS\)](#)
- [Pre-School Special Education](#)
- [Reading Endorsement](#)
- [Educational Leadership](#)
- [Learning Disabilities](#)
- [Behavior Disorders](#)
- [Interrelated Special Education](#)
- [Intellectual Disabilities](#)

Centers and Such

- [Educational Technology Center](#) – Mrs. Leigh Funk
- [Center for Field Experiences and Partnerships](#) – Dr. Vicki McLain and Mrs. Ann Marie Fenton
- [Dr. William D. Impey Teacher Education Advisement Center \(TEAC\)](#) – Mrs. Ginny Donovan
- [Teacher Resource Activity Center \(TRAC\)](#) – Mrs. Diana Poore
- [Office of Teacher Certification](#) – Mr. David Baugher
- Teacher Education Research and Assessment Office – Dr. Anita VanBrackle
- [PTEU P-12 Reading Institute](#) – Dr. Linda Akanbi

NUTS AND BOLTS



NUTS AND BOLTS

SUPPORT

Many people in your department and around campus are available for assistance. Two of the most important are the colleague/mentor and your department.

- ◆ Each new faculty member is assigned a colleague from his/her department to serve as a mentor during the first year. This individual can answer questions, guide you to resources, and help you "learn the ropes."
- ◆ Your departmental secretary is an important source of information about office procedures, including typing of course materials such as syllabi and exams. This person will also provide information about use of copying machines and other departmental equipment. The secretary should also be consulted in order to receive teaching and office supplies and desk copies of texts.

CLASS STUFF

- ◆ Course Syllabi

All faculty must prepare a syllabus for each class taught each semester. The syllabus will follow a standard format to ensure that essential information is included. A sample is on the [I:\ drive](#).

The syllabus serves as a contract with the student and deviations from the syllabus can be cause for grade appeals. If it is necessary to make a change in the syllabus during the quarter, the changes must be announced and/or published.

Syllabi must include how technology and multicultural education will be infused into the course and assessed.

Two copies must be given to the departmental secretary. This file copy is necessary for COE, SACS, and NCATE evaluation and accreditation.

- ◆ Class Scheduling

Each faculty member is expected to meet his/her classes as printed in the semester schedule. Requests to change room must be made through the departmental secretary.

Final exams are to be given according to the schedule printed in the semester schedule.

- ◆ Policy on Academic Dishonesty

The Bagwell College of Education adheres to the Kennesaw State University policy on academic honesty as outlined in the University catalog.

- ◆ Grades

All final grades are to be reported on the grade sheets that are provided for this purpose. This form is to be signed by the instructor and submitted to the departmental secretary. The department chair will review and initial the grade sheet and forward it to the Registrar's office. **You must receive the students' permission prior to posting individual grades.**

See the faculty handbook for university policy on incompletes. If an incomplete is given, a form outlining the procedure for finalizing the grade is to be attached to the grade sheet. Incomplete forms are available from the departmental secretary.

IN ADDITION TO TEACHING

- ◆ Student Advising

Advisement of students is expected of each faculty as part of the faculty member's service to the university. Advisee folders are maintained in the departmental office. Advisors are to complete, with the student, a degree plan that will be maintained in the student's advisement folder. This degree plan will be updated with each advisement session.

◆ **Committee Work**

Another aspect of the faculty member's service to the university is committee work. Each faculty member is expected to serve on departmental, school, and college wide committees as requested/ selected to serve.

◆ **Course Development/New Course Proposals**

Proposals regarding curriculum revisions may be initiated by a faculty member. Course proposal forms are available from the departmental secretary and the following web address: [Curriculum Approval Forms](#)
New course proposals are submitted to the departmental curriculum committee for initial review. The proposal is routed to the department chair, the appropriate PTEU program committee/the college curriculum committee, Teacher Education Council, the dean, the college-wide curriculum committee, and to the Vice-President for Academic Affairs.

◆ **Travel**

Travel by car to meetings on university business, to conferences, and to supervise students is reimbursed at \$0.28 per mile. Careful records must be kept in order to receive this reimbursement.

Limited departmental funds are available to help defray travel expenses to conferences when the faculty member is a participant (giving a paper, serving on a panel, etc.). Each department sets its own priorities concerning the distribution of these travel funds.

See the faculty handbook for more information on travel.

◆ **Absence from Campus**

Complete a Request to Travel form if you must be off campus for professional business, such as to attend a conference. This form should be completed several days before leaving campus and must be signed by the department chair.

If illness prevents you from meeting a class, you must complete a Leave Request/Report form upon your return to campus. These forms are available from the departmental secretary.

It is generally a simple matter to arrange for a colleague to meet your classes (show a video, proctor an exam, etc.) when you have to miss a day or so.

CAMPUS RESOURCES

- ◆ Center for Excellence in Teaching and Learning ([CETL](#)): services include Leadership Kennesaw, Reaching Through Teaching quarterly newsletter, new and part-time faculty orientation, and faculty development programs.
- ◆ Presentation Technology Department ([PTD](#)) provides media services such as media production, media equipment, a full multi-media lab, as well as color printing (fee based) and equipment for scanning, velo-binding, and lamination. Training workshops are offered regularly and are posted on their web site. Faculty can schedule class workshops. The department also sponsors the [STARS program](#) where qualified trained students aid faculty in designing and launching media programs, like web sites, etc.
- ◆ Teacher Resource and Activity Center ([TRAC](#)) contains a curriculum library and resources for the development of curriculum materials. A list of some of the resources maintained by TRAC is attached.
- ◆ [Sturgis Library](#)
- ◆ [Academic Computing](#) is the department that oversees the student computer lab in the Burruss Bldg; [Administrative Computing](#) provides administrative computer services.
- ◆ [Writing Center](#): provides assistance to students in such matters as composition organization, documentation, and remediation of grammar and punctuation problems.
- ◆ [Mathematics Laboratory](#): provides math assistance to students.
- ◆ Counseling, Advisement, and Placement Services ([CAPS](#)) provides a variety of services to students.
- ◆ [Lifelong Learning Center](#): a resource center for students over the traditional age (25 and older).
- ◆ [Student Life Center](#): provides extracurricular activities for students.
- ◆ [Educational Technology Center](#): designed primarily to provide workshop services for public school educators in the northern half of Georgia, this center is where KSU education students take their educational technology classes. Education students and PTEU faculty can participate on a space available basis in the workshops offered by the center.
- ◆ The Center for Field Experiences and Partnerships ([CFEP](#)): develops and promotes partnerships and collaborative efforts with the university, the community, and schools to advance public P - 12 education. The director and assistant director of the Center, work with teacher education faculty and appropriate school personnel, to plan and implement the selection of school sites and classrooms appropriate to the needs of Kennesaw State University candidates and the goals of the Professional Teacher Education Program. The Center supports teacher development from preservice education to teacher induction through mentoring programs and staff development.

EVALUATION OF FACULTY

Institutional policies concerning the evaluation of faculty for tenure, promotion, merit, and retention are presented in the [Kennesaw State University Faculty Handbook](#). In addition, policies concerning faculty workload and instructional responsibilities are included in the [KSU Faculty Handbook](#). New faculty members are encouraged to read these sections at the beginning of their first year at KSU and to discuss any questions they may have with their department chairs, faculty mentors, and other faculty colleagues.

WHAT DID WE FORGET?

Is there some bit of information that would have been useful to you that we have neglected to include? Please communicate this to members of the BCOE New Faculty Induction Committee.

Topics for Mentors to Discuss

Secretaries:

Division of duties - what kinds of work can be requested, what forms to use

Where, when, how to get supplies

History of department & people in department/college/university

Interpersonal relationships

How holidays, Secretary's Day, etc. are handled

Activity Hours (T&T hour) Mondays & Wednesdays 3:30-4:45pm; Tuesdays and Thursdays 12:30 - 1:45pm- (No classes are scheduled during these blocks)

Office hours, department meetings

Scheduling - requests by year, semester, coordination required among department members

Refrigerator, microwave, etc (and who cleans)

Copying - retractions on number, copyright, other copy machines if department's is down - course packs

Summer- committee meetings, etc. come up - need to check mail, messages, etc.

Syllabi - PTEU log, NCATE format, standard policy statements, MUST maintain objectives, copies to Department Chair, etc.

Attendance, withdrawal procedures

Legal issues: Buckley Amendment, privacy, posting grades, no announcing grades, advising only for courses in approved program of study, academic vs. personal coverage of topics (religion etc.) in class, documentation & signatures

Attendance - meeting attendance is required – You can be dropped from committees for non-attendance.

Tenure-track - Annual meeting with chair, maintain documentation for your accomplishments

**NEW PTEU AND BAGWELL COLLEGE OF EDUCATION FACULTY CHECKLIST
2003-2004 ACADEMIC YEAR**

WHAT TO DO	WHERE TO GO	OTHER
YOUR OFFICE: Office and building keys	1. Department Secretary 2. Sam Gardner (6726) Library G-6 8:30-9:30 or 3:30-4:30	Need form for keys
Parking Information	Public Safety - 6206	\$20.00/Payroll Deduction
Office Supplies	Department Secretary	
Phone and Answering system on campus: dial last 4 digits off campus: 6000 extensions dial 423 3000 extensions dial 499 dial 9 to call off-campus	Department Secretary Mentor	Area code 770
Mail: 1000 Chastain Rd. Kennesaw, GA 30144-5591	Department Secretary Mentor	
Computer/printer needs	Department Chair	6999 for computer help
E-mail	Call 6999	Password
Fax	Department Secretary	
Business Cards	Department Secretary	
Stationery	Department Secretary	
Telephone Directory	Department Secretary	
Other: Course schedule Catalogs (undergraduate & graduate)	Department Secretary	Kennesaw State University - Undergraduate Catalog
PREPARING FOR CLASSES: Course syllabi sample on: I:\ Drive	Mentor and Department Chair	Use NCATE syllabus model
Color PTEU logo sample on I:\ Drive	Department Secretary	For first page of syllabi
Office Hours	Department Chair and mentor	
Copies	Department Secretary	Need number
Attendance Policy	Mentor	
Desk Copies	1. Department Secretary 2. Bookstore	Need form for KSU bookstore
Copies of syllabi	1 copy of each to Department Secretary	

**NEW PTEU AND BAGWELL COLLEGE OF EDUCATION FACULTY CHECKLIST
2003-2004 ACADEMIC YEAR**

WHAT TO DO	WHERE TO GO	OTHER
Media Support	Presentation Technology Dept. (PTD)	6057
Educational Resources	Teacher Resource and Activity Center (TRAC)	6420
Technology	Computer Services Educational Technology Center	6999 3262
Class Roster	Department Secretary	
Getting Started	Mentor and Colleagues	
STUDENT ADVISEMENT		
List of advisees	Department Chair	
How to advise	Department Chair & Mentor	
Advisement Forms Program of Study Transition forms old/new programs Tentative program of study form Record of advising sessions Admission to teacher education Admission to student teaching Pre-admissions advisement	Department Secretary Teacher Education Advisement Center (TEAC)	6105
Advisee folders	Department Secretary	
Student records computer access	Department Chair Registrar – Bill Hamrick	Password 6200
FIELD EXPERIENCE/STUDENT TEACHING SUPERVISION		
Who? Where? How?	Center for Field Experience and Partnerships Department Chair Mentor	Dr. Vicki McLain, Director 6734
Mileage log with odometer readings Travel Expense Statement	Center for Field Experience and Partnerships	6411; keep good records
TRAVEL		
Request for Authority to Travel at University Expense	Department Secretary Department Chair	Required even if no expenses – includes approval to be absent from campus
Travel Expense Statement odometer readings receipts attach approved request form (see above)	Department Secretary	for field supervision and professional travel

NEW PTEU AND BAGWELL COLLEGE OF EDUCATION FACULTY CHECKLIST
2003-2004 ACADEMIC YEAR

WHAT TO DO	WHERE TO GO	OTHER
American Express Card	Jo Wilhelm - Personnel Services	6371
PERSONNEL QUESTIONS:		
Payroll: Direct Deposit First Check – August 31	Personnel Campus Services Bldg.	6019
Insurance/Benefits: Coverage begins when signed Forms	Personnel Campus Services Bldg.	6030
OTHER: Misc. Questions	Mentor	

APPENDIX A

CONTACT PERSON Effective Fall Semester 2002 Bagwell College of Education

PROGRAM	CONTACT PERSON
UNDERGRADUATE	
Early Childhood Education	Dr. Maudine Jefferson ext 3387
Middle Grades Education	Dr. Lynn Stallings ext 4477
English Education	Dr. Carol Harrell ext 6492
Mathematics Education	Dr. Barbara Ferguson (ext. 6349)
Science Education	Dr. Tom Howick ext. 3631
Art Education	Dr. Rick Garner ext 6137
Foreign Languages Education	Dr. Anja Bernardy ext. 6609
Health & Physical Education	Dr. Gail Webster ext 6544
Music Education	Dr. Michael Walters (ext 6392) Dr. Barbara Hammond (ext. 6153)
Social Science	Dr. Nancy Stroud ext. 6291
GRADUATE (MASTER OF EDUCATION)	
Early Childhood Education	Dr. John Ouyang (ext 6626)
Middle Grades Education	Dr. Nita Paris (ext 6636)
Special Education	Dr. Toni Strieker (ext. 6593)
Educational Leadership	Dr. Linda Webb (ext. 6401)

COLLABORATING DEANS

COLLEGE/SCHOOL	DEAN
Bagwell College of Education	Dr. Yiping Wan
College of Humanities and Social Sciences	Dr. Linda Noble
College of Mathematics and Science	Dr. Laurence Peterson
College of Health and Human Services	Dr. Richard Sowell
School of Arts	Dean Joe Meeks
Dean of Undergraduate and University Studies	Dr. Mary Lou Frank
Dean of Graduate Studies	Dr. Teresa Joyce