



**I. ECE 4473. Student Teaching: Early Childhood (P-5). 12 credit hours.**  
Kennesaw State University, Elementary & Early Childhood Education  
Fall 2007

**II. Instructor:**  
Office:  
Office Hours:  
Phone: 770/423-6121 (ECE Dept. Office)  
E-mail:

**III. Catalog Course Description:** Full-time teaching experience under the supervision of a public school cooperating teacher and college supervisor. Verification of professional liability insurance is required before placement in student teaching.

**IV. CONCEPTUAL FRAMEWORK**

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.

**V. DIVERSITY**

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

Kennesaw State University provides program accessibility and accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to support students with disabilities within their academic program. In order to make arrangements for special services, students must visit the Office of Disabled Student Support Services (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.

## **VI. USE OF TECHNOLOGY**

**Integrated Use of Technology:** The Bagwell College of Education recognizes the importance of preparing future educators and K-12 students to develop technology skills that enhance learning, personal productivity, decision making, their daily activities in the 21st century. As a result, the ISTE NETS\*T Technology Standards for Teachers are integrated throughout the teacher preparation program enabling teacher candidates to explore and apply best practices in technology enhanced instructional strategies. They include power-points, internet sites, overheads, Microsoft word and creating Web Quests.

## **VII. IMPACT ON STUDENT LEARNING ANALYSIS**

It is our assumption that you are already assessing the influence of your instruction on your students' learning and that you are considering what factors, such as student diversity, might affect your students' achievement. For this assignment, you will select a lesson, activity, unit, or skill that you plan to teach this semester and analyze its impact on your students' learning. Then, you will reflect on the impact on your students' learning on that particular lesson, activity, unit, or skill using the "Impact on Student Learning Analysis" Rubric as a guide. You will want to consider how the differences that every student brings to the classroom setting may have influenced learning (see definition of "every student" at the top of attached "Impact on Student Learning" rubric). (See Directions for "Impact on Student Learning Analysis" that accompanies the Rubric for greater detail.)

## **VIII. FIELD EXPERIENCE STATEMENT**

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.

## **IX. PROFESSIONAL PORTFOLIO NARRATIVE**

A required element in each portfolio for TOSS, Student Teaching, and the Graduate Program is the portfolio narrative. The purpose of the portfolio narrative is to ensure that every candidate reflects on each of the proficiencies on the CPI with regard to what evidence the candidate has selected for his/her portfolio. In your portfolio, you need to include a brief narrative in which you reflect on the proficiency and how you make the case that the evidence you have selected in your portfolio supports a particular proficiency, using the Portfolio Narrative Rubric as a guide. The narrative should be concise.

## **X. ACADEMIC INTEGRITY**

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

#### **XI. Evaluation and Grading:**

The university supervisor and collaborating teacher will complete [formal mid-term and final evaluations](#) as well as an evaluation of your professional [dispositions](#). In close collaboration with the cooperating teacher, the university supervisor will assign a final course grade of either “S” (satisfactory) or “U” (unsatisfactory).

#### **XII. Academic Honesty:**

Please see the current undergraduate catalog for the KSU policy on academic honesty. Students are responsible for reviewing and understanding the policy.

#### **XIII. Attendance Policy:**

See page 7 in the [Field Experiences Handbook](#) and Rules for Student Teachers in Field Center Schools. The one item I want to stress is that if you are forced to be absent for any reason, you must call your cooperating teacher, the school principal (main office), and me -- your most heinous master.

### **RULES FOR STUDENT TEACHERS IN FIELD CENTER SCHOOLS**

1. In general, do as regularly employed teachers are supposed to do. This does not mean do what some teachers are able to get by with; it means to do what is officially expected of teachers. The Student Teaching Manual covers these things in detail. For quick reference, here are some specifics:
2. **Absences**--Your absences from school must be made up. Three people are always to be notified as soon as possible: your cooperating teacher, the principal's office, and your university supervisor.
3. In case of illness you are to make three telephone calls. Always have the home telephone number for your cooperating teacher and the school office.
4. **Arrival and Departure Times**--Know and follow established procedures and set times for your school's faculty.
5. **Lunch**--Teachers are generally expected to stay in the school building for their lunch period. You may partake of the sumptuous repast available in the school cafeteria; you may brown bag it; or you may try to do without.
6. **Faculty Meetings**--You should attend both departmental and school-wide meetings as called by the department head or principal. Restrain yourself to the role of an observer unless you are specifically invited to do otherwise.
7. **School Calendar/Schedule**-- Once you begin your official stay, you are to follow the schedule for the school in which you are working. This is true for all circumstances--vacations, holidays, make-up days (on Saturdays, if necessary).
8. **Dress**--Not only should you follow the rules and/or custom for all teachers, but you should be even more discreet than some experienced teachers. This is true because you are on trial, especially in the eyes of your students. The more you "look like a teacher" the more likely you will be regarded as one, and that has direct payoff in classroom discipline.
9. **General Conduct**--While it is both impossible and distasteful to list all possible matters that may be of concern, sound judgment should guide your behavior in all matters where it is directly or indirectly connected with your role in your school. For instance, having some students in your home/apartment for either social or educational purposes may easily be seen as suspect behavior by school officials and parents, regardless of how innocent and humane the truth may be. The fact is that you may be held responsible for events over which you have no power, such as the automobile ride to and from your abode, Chili's, Ruby Tuesday's, etc.

10. Speak no evil of the professional efforts of others, especially not when you have not had sufficient experience on which to base judgments. What appears to be a questionable practice at first may later be seen as desirable or at least necessary. Your job is to soak up, learn, and try--to become a TEACHER. Amen. Shalom.

### **Lesson Plan Format**

Lesson Plans for Student Teaching:

Until at least the middle of the term, student teachers must complete full lesson plans for all material that is taught. Planning is an important skill for student teachers to develop. The style of the lesson plan follows the Kennesaw State model and includes the following:

**Name of student teacher**

**Title of plan**

**Content Area(s)**

**Day and date of plan** (Tuesday, March 23, for example)

**Anticipated length of time** for the lesson (30 minutes, for example)

**Standards-** County/State-these are written out completely, including numbers and descriptions and incorporate any areas covered by the lesson. In many cases, while the focus of the plan may be one area of curriculum (i.e. science), the plan may also incorporate other areas, such as language arts, technology, etc. These standards are also to be listed.

**Objectives and/or Essential Questions-** these will depend on the emphasis of your district, school, and/or teacher

**Materials-** list all materials needed, including the name of text, name and author of non-text materials, page numbers, handouts (including sources), supplies, etc.

**Procedures-** be specific and sequential- someone else may have to teach from your plans. This will also help you remember the order of your activities while teaching. Scripting is not needed in student teaching.

**Accommodations/Modifications-** What accommodations or modifications are needed for students with special learning or language needs? (EIP, ESOL, Spec. Ed, etc.)

**Assessments-** formal and informal-How will you know they have learned what you taught?

**Reflection-** left blank when writing the plan, but filled in after teaching the plan, so that you know what went well and what did not

Organize your lesson plans in a notebook by either week or subject, including copies of the handouts and assessments where applicable. These will serve as a valuable resource for you in the years to come.

After mid-term CPI, your CT and supervisor will decide when you can go to shortened plans, based on your planning abilities in the first half of the experience.

If you have any questions or concerns about plan format or related subjects, please feel free to contact your university supervisor.

EECE Department



**UNDERGRADUATE IMPACT ON STUDENT LEARNING ANALYSIS  
KENNESAW STATE UNIVERSITY  
Bagwell College of Education**

Candidate's Name: \_\_\_\_\_ Course: \_\_\_\_\_ Semester: \_\_\_\_\_

III.

Program: \_\_\_\_\_ Evaluator: \_\_\_\_\_

*Please indicate the candidate's rating on each proficiency by checking the appropriate box.*

Rating Indicator	1 Little or No Evidence	2 Limited Evidence	3 Clear Evidence	4 Clear, Consistent, and Convincing Evidence
<b>SUBJECT MATTER EXPERTS</b>				
<b>Uses content and pedagogical knowledge to assist students in the mastery of subject matter knowledge. (1.3)</b>	There is no evidence of knowledge of subject matter; unable to give examples of important principles or concepts.  <input type="checkbox"/>	There is limited evidence of knowledge of subject matter. Candidate's presentation of content appears to contain numerous inaccuracies.  <input type="checkbox"/>	There is clear evidence that the candidate knows the subject matter and can explain important principles to every student.  <input type="checkbox"/>	There is clear, consistent, and convincing evidence of critical analysis and synthesis of the subject. Where appropriate, candidate makes connections from the content to other parts of the content and to other content areas.  <input type="checkbox"/>
<b>A. FACILITATOR OF LEARNING</b>				
<b>Uses knowledge of the influences of society, culture, community, and family on schools and learning to create and implement instruction that embodies multiple cultures and a rich, diverse curriculum (2.2)</b>	The candidate incorporates information restricted to those of similar beliefs and cultural identity. There is no evidence that the candidate incorporates multiple perspectives and accurate information.  <input type="checkbox"/>	The candidate makes minimal attempts to incorporate multiple perspectives or accurate information to address the multiple attributes of multicultural populations, in order to provide a rich diverse curriculum.  <input type="checkbox"/>	There is clear evidence that the candidate incorporates multiple perspectives and accurate information to address the multiple attributes of multicultural populations, in order to provide a rich diverse curriculum.  <input type="checkbox"/>	There is clear, consistent and convincing evidence that the candidate incorporates multiple perspectives and accurate information to address the multiple attributes of multicultural populations, in order to provide a rich diverse curriculum  <input type="checkbox"/>
<b>Effective use of a variety of methods [that reflect high expectations] for every student (2.4)</b>	The candidate uses predominantly one form of instruction, does not differentiate instruction, and does not successfully accommodate the learning needs of every student.  <input type="checkbox"/>	The candidate incorporates a variety of instructional strategies, but there is limited evidence that the candidate effectively differentiates instruction and successfully accommodates the learning needs of every student.  <input type="checkbox"/>	There is clear evidence that the candidate effectively uses multiple instructional strategies to differentiate instruction and successfully accommodates the learning needs of every student.  <input type="checkbox"/>	There is clear, consistent and convincing evidence that the candidate effectively uses multiple instructional strategies to differentiate instruction and successfully accommodates the learning needs of every student.  <input type="checkbox"/>
<b>Utilizes a variety of assessments [that reflect high expectations] to evaluate learning for all students (2.5)</b>	The candidate uses predominantly one form of assessment.  <input type="checkbox"/>	The candidate uses multiple forms of assessment, but there is limited evidence that the candidate successfully determines the learning needs of every student.  <input type="checkbox"/>	There is clear evidence that the candidate effectively uses multiple and appropriate forms of assessment to determine the learning needs of every student.  <input type="checkbox"/>	There is clear, consistent and convincing evidence that the candidate effectively uses multiple and appropriate forms of assessment to determine the learning needs of every student  <input type="checkbox"/>

Rating Indicator	1 Little or No Evidence	2 Limited Evidence	3 Clear Evidence	4 Clear, Consistent, and Convincing Evidence
<b>Impacting the learning</b>	There is no evidence of impact on the learning of every student. Data is poorly presented, the interpretation is inaccurate, and conclusions are missing or unsupported.  <b>L1</b>	There is limited or incomplete evidence of the impact on learning of every student in terms of numbers of students who achieved and made progress towards each learning objective. Conclusions are limited, incomplete, and/or not fully supported by data.  <b>L2</b>	Analysis of student learning includes complete evidence of the impact on learning of every student in terms of the number of students who achieved and made progress towards each learning objective. Interpretation is technically accurate, complete, and consistent.  <b>L3</b>	Analysis of student learning includes clear, consistent and convincing evidence of the impact on learning of every student in terms of the number of students who achieved and made progress towards each learning objective. Meaningful interpretation and appropriate conclusions are determined based on the data.  <b>L4</b>
<b>Uses the assessment results to improve the quality of instruction for every student (2.5)</b>	In reflecting on his/her analysis of student learning, candidate provides no rationale for why some activities were more successful than others.  <b>L1</b>	In reflecting on his/her analysis of student learning, candidate provides limited evidence to identify successful and unsuccessful activities and superficially explores reasons for their success or lack thereof.  <b>L2</b>	In reflecting on his/her analysis of student learning, candidate provides evidence to identify successful and unsuccessful activities and provides plausible reasons for their success or lack thereof.  <b>L3</b>	In reflecting on his/her analysis of student learning, candidate provides clear, consistent and convincing evidence to identify successful and unsuccessful activities and provides plausible reasons for their success or lack thereof.  <b>L4</b>
<b>B. COLLABORATIVE/PROFESSIONAL</b>				
<b>Reflects upon and improves professional performance (3.1)</b>	There is no evidence that the candidate reflects upon and improves professional performance based on professional standards, feedback, best practices, and effective communication. Candidate provides no reflection on future professional performance related to insights and experiences.  <b>L1</b>	There is limited evidence that the candidate reflects upon and improves professional performance based on professional standards, feedback, best practices, and effective communication. Candidate provides limited reflection on the impact of the candidate's insights and experiences for future professional performance.  <b>L2</b>	There is clear evidence that the candidate reflects upon and improves professional performance based on professional standards, feedback, best practices, and effective communication. Candidate provides clear reflection on future professional performance related to insights and experiences.  <b>L3</b>	There is clear, consistent, and convincing evidence that the candidate reflects upon and improves professional performance based on professional standards, feedback, best practices, and effective communication. The candidate recognizes improvements for future professional performance related to insights and experiences and identifies ways to improve.  <b>L4</b>

Our use of the phrase “every student” is inclusive of these attributes of multicultural populations: Age, disability, ethnicity, family structure, gender, geographic region, giftedness, language, race, religion, sexual orientation, and socioeconomic status.