



# CLEMSON UNIVERSITY TEACHING FELLOWS

**PROGRAM HANDBOOK 2020 - 2021**



**TEACHING  
FELLOWS**

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## ABOUT THE PROGRAM

Teaching Fellows is an initiative of the Center for Educator Recruitment, Retention and Advancement (CERRA). The mission of the South Carolina Teaching Fellows Program is to recruit talented high school seniors into the teaching profession and to help them build leadership qualities. Each year, subject to funding from the SC General Assembly, the program provides fellowships for seniors who have exhibited high academic achievement, a history of service to the school and/or community, and a desire to teach in a South Carolina public school.

Clemson University College of Education partners with CERRA as a Teaching Fellows Institution providing participating Teaching Fellows with an advanced enrichment program. Specifically, Clemson's program includes monthly professional development seminars, service-learning opportunities, additional field experiences, and yearly cohort experiences. Throughout the program activities, Teaching Fellows will focus on building skills in four primary professional areas: leadership, advocacy, effective teaching, and diversity and inclusion.

The **mission of the Clemson Teaching Fellows program** is to foster future educators who are innovative thinkers, adaptable to varied teaching environments, competent in working with the diverse cultures throughout South Carolina, and inspired to make a meaningful difference in the world. To meet this mission, Clemson's program has six primary goals:

- Cultivate highly prepared leaders in the field
- Enhance the image and esteem of the teaching profession
- Foster a rich understanding of the educational needs across the state
- Celebrate diversity and build community
- Enhance pre-professional preparation through diverse field experiences
- Prepare Fellows to be advocates for themselves and their profession

## ABOUT THE COLLEGE OF EDUCATION

Clemson University's College of Education is a transformative leader in systematically improving education, beginning at birth. We train teachers, counselors, and leaders for P-12 schools; prepare counselors to serve in communities; train student affairs practitioners, administrators, and faculty to serve in higher education; and prepare training and development specialists for business and industry. But, we do even more. **We engage tomorrow's educators in high-quality research and professional learning that will help them make a difference in the world.**

The College of Education is dedicated to enhancing the education and development of all students, particularly those in underserved communities. We not only shape the lives of individuals; we also help transform families and communities. **We see a significant role for our college in the economic development of our state and nation, and we embrace Clemson's land-grant mission to better the lives of South Carolina's citizens.**

## PROGRAM ADMINISTRATION

### CAMPUS DIRECTOR, TEACHING FELLOWS

- Staci Koonce, 105-C Tillman Hall, [skoonce@clemson.edu](mailto:skoonce@clemson.edu), 864.656.0491

### COLLEGE OF EDUCATION ADMINISTRATION

- George Petersen, Founding Dean, College of Education
- Michelle Cook, Associate Dean, Undergraduate Programs
- Cynthia Deaton, Department Chair, Teaching and Learning
- Debi Switzer, Department Chair, Education and Human Development

### CERRA ADMINISTRATION

- Jenna Hallman, CERRA Assistant Director and Program Director of Teaching Fellows
- Michael Fleming, Program Facilitator
- Katie Gibson, Program Specialist, [teachingfellows@cerra.org](mailto:teachingfellows@cerra.org), 803.323.2600
- Arlene Crisco, Teaching Fellows Accounts Analyst

### CLEMSON TEACHING FELLOWS ADVISORY COUNCIL

- Clemson Faculty & Staff
  - Paula Adams, Field and Clinical Partnerships and Outreach
  - Shanita Anderson, Teaching and Learning Faculty
  - Michelle Cook, Associate Dean, Undergraduate Programs
  - Jamie Garland, CoE Academic Advising
  - Sarah Jessica Garner, Graduate Student, Former Teaching Fellow
  - Mason Hill, University Admissions
  - Amber Lange, Executive Director, College Preparation and Outreach, Office of Inclusion and Equity
  - Leigh Martin, Executive Director, Field and Clinical Partnerships and Outreach
  - Misty Swiney, ClemsonLIFE
  - Phillip Wilder, Education and Human Development Faculty
  - Daphne Wiles, Teaching and Learning Faculty
- Community Participants
  - Jennifer Eaton, Mt. Lebanon Elementary, Anderson Four School District
  - Shannon Frydenlund, Hunt Meadows Elementary School, Anderson One School District
  - Sara Jackson, Hunt Meadows Elementary School, Anderson One School District
  - Leslie Martin, Powdersville High School, Anderson One School District
  - Mairin Mcleer, Gettys Middle School, Pickens County School District

## TEACHING FELLOWS LEADERSHIP OPPORTUNITIES

### TEACHING FELLOWS SERVICE COMMITTEES

The first Teaching Fellows cohort will work with the Campus Director and College of Education Graduate Assistant to develop a Teaching Fellows Leadership Board and service committees. The purpose of the service committees and Board is to assist in facilitating various aspects of the Teaching Fellows program.

In year one, all students will participate in one of the following **Teaching Fellows Committees**:

- Social
  - Conceptualizes and organizes social gatherings to build community within the Teaching Fellows program
- Community Engagement & Service
  - Conceptualizes and organizes opportunities for Teaching Fellows to give back to the community through service efforts
- PR and Recruitment
  - Conceptualizes and organizes opportunities to promote Teaching Fellows and the teaching profession
- Welcome
  - Conceptualizes and organizes ways in which the current Teaching Fellows will welcome the new Teaching Fellows cohort, including facilitating a Teaching Fellows mentor program

Additional committee opportunities are to be determined by the Teaching Fellows cohort.

Committee chairs will be determined by the committee and will serve as a member of the Leadership Board.

### TEACHING FELLOWS LEADERSHIP BOARD

The **Leadership Board** will be comprised of the following membership:

- President
  - Maintains contact with committee chairs and oversees activity; liaises with Campus Director regularly regarding Teaching Fellows initiatives; Leads group meetings
  - To be eligible for this position, student must have held a previous leadership role within Teaching Fellows.
- Vice-President & Secretary
  - Assists President and Campus Director as needed; records meeting minutes and maintains records from group meetings; manages correspondence for Teaching Fellows, including assisting Campus Director with newsletter
  - To be eligible for this position, student must have held a previous leadership role within Teaching Fellows.
- Social Chair
  - Presides over the business of the social committee; reports back to President / Leadership Board regarding ideas for approval
- Community Engagement & Service Chair
  - Presides over the business of the community engagement & service committee; reports back to President / Leadership Board regarding ideas for approval

- Promotion & Recruitment Chair
  - Presides over the business of the promotion and recruitment committee; reports back to President / Leadership Board regarding ideas for approval
- Welcome Committee Chair
  - Presides over the business of the welcome committee; reports back to President / Leadership Board regarding ideas for approval
- Cohort Representatives
  - Beginning in year 2 and beyond, each Teaching Fellows cohort will have a representative to serve as the voice of that cohort for the Leadership Board.

## APPOINTMENTS AND ELECTIONS

Teaching Fellows participants will have choice in which **committee** they would like to serve on. Each year in the program, Fellows (with the exception of officers) are expected to serve as a member of one of the Teaching Fellows committees.

Once the committees are formed, the membership within the committee will determine who will serve as the **committee chair**. Interested students will express their intent to the President. If more than one student is interested in serving as chair, there will be a vote to determine the chair of the committee.

**Cohort Representatives** will be nominated by and voted on by all the members of that Teaching Fellows cohort.

Both **President** and **Vice-President & Secretary** will be determined by the Teaching Fellows Advisory Committee as follows:

- Students interested in these positions will identify themselves by submitting a letter of intent to the Campus Director. This letter should include why they are seeking this position, their goals for their time in this position, and how their service in this role could benefit the Teaching Fellows program.
- These letters will be reviewed by the Advisory Committee, and students will be invited to a brief interview with members of the committee to discuss in more detail.
- The Advisory Committee will then decide who will serve in these roles.
- To be eligible for this position, student must have held a previous leadership role within Teaching Fellows.
- Elections for President and Vice-President & Secretary will begin in the Spring 2022 semester.

**Service in appointed or elected positions will last for one academic year** that begins in the spring and concludes the following spring when a new member is elected to that position.

## DELEGATED STUDENT ORGANIZATION

In year one, Fellows will work with the Campus Director to develop this structure beginning in the Spring 2021 semester. The Leadership Board will then work with the Campus Director to apply through University Student Affairs to become an established delegated student organization, recognized by the University structure.

## TEACHING FELLOWS PROGRAM COMPONENTS

### PROFESSIONAL DEVELOPMENT SEMINARS

Each cohort will **participate in a schedule of monthly professional development seminars**. Professional development will take place on Tuesday evenings from approximately 5-7pm as follows:

- 1<sup>st</sup> Tuesday: Freshmen Cohort
- 2<sup>nd</sup> Tuesday: Sophomore Cohort
- 3<sup>rd</sup> Tuesday: Junior Cohort
- 4<sup>th</sup> Tuesday: Senior Cohort

Professional development is designed to support Teaching Fellows in developing leadership skills, effective teaching strategies, advocacy skills, and diversity competencies. At the start of each academic year, students will be provided with a calendar of professional development seminars.

Following professional development seminars, students should use their ePortfolio to reflect on takeaways. ePortfolios will be regularly evaluated by the Campus Director.

### SERVICE LEARNING & FIELD EXPERIENCES

Educational **service-learning opportunities are designed to gain practical and professional experiences**. Students will participate in both internal service (service to the College of Education or Teaching Fellows program) and external service (service in the field in an education-based site). Teaching Fellows service and field placements are in addition to any service or experiences that are required as part of the Fellow's curriculum requirements.

Examples of internal service includes:

- Volunteering for College of Education events, such as A Day in the Life of an Education Major
- University yield events, such as: Future Tiger Day, Experience Clemson, El Camino to Clemson
- Outreach to Teacher Cadet classrooms or participation in College Day
- Prospective student meetings through the CoE Academic Advising Center
- Serving as an Orientation Ambassador for CoE
- Tutoring education students in coursework or Praxis prep

External service differs by cohort, as follows:

- Freshman Year: 15 hours in an academic setting with a diverse student population
- Sophomore Year: 20 hours in a year-long placement in an educational setting of student's choosing; Goal of placement is diving into an educational issue of interest and drawing implications; Service is accompanied by planning, reflection, and research.
- Junior Year: 15 hours in a field placement outside of student's intended grade level for the purpose of understanding an educational trajectory
- Senior Year: 10 hours committed to professional mentoring relationships with Clemson alumni

Students should use their ePortfolio to keep a record of their service using the provided time logs. Reflection should also be captured on the ePortfolio. ePortfolios will be regularly evaluated by the Campus Director.

## YEARLY EXPERIENCES

Each year CERRA provides funding for Teaching Fellows cohorts to **participate in enrichment experiences**. Enrichment experiences vary by cohort, as follows:

- Freshman Year: CERRA orientation, Clemson Teaching Fellows Orientation, Cohort team-building experience
- Sophomore Year: Cohort trip or professional conference, for example: Listen and Learn Tour
- Junior Year: CERRA Conference
- Senior Year: Fellows are encouraged to pursue individual professional experiences for which they will be reimbursed up to \$300.

Following experiences, students should use their ePortfolio to reflect on takeaways. ePortfolios will be regularly evaluated by the Campus Director.

## PORTFOLIO

Students will use Google Sites to **maintain an electronic record of their experiences in the Teaching Fellows program**. Students will build pages consisting of uploaded documents, photos, reflective copy, and any other materials that would be helpful for them in accomplishing the following:

- Maintain appropriate documentation that students are successfully meeting Teaching Fellows requirements
- Reflect on Teaching Fellows experiences for the purposes of contemplating how Fellows will utilize their experiences in their professional career
- Reflect on personal growth as an educational leader

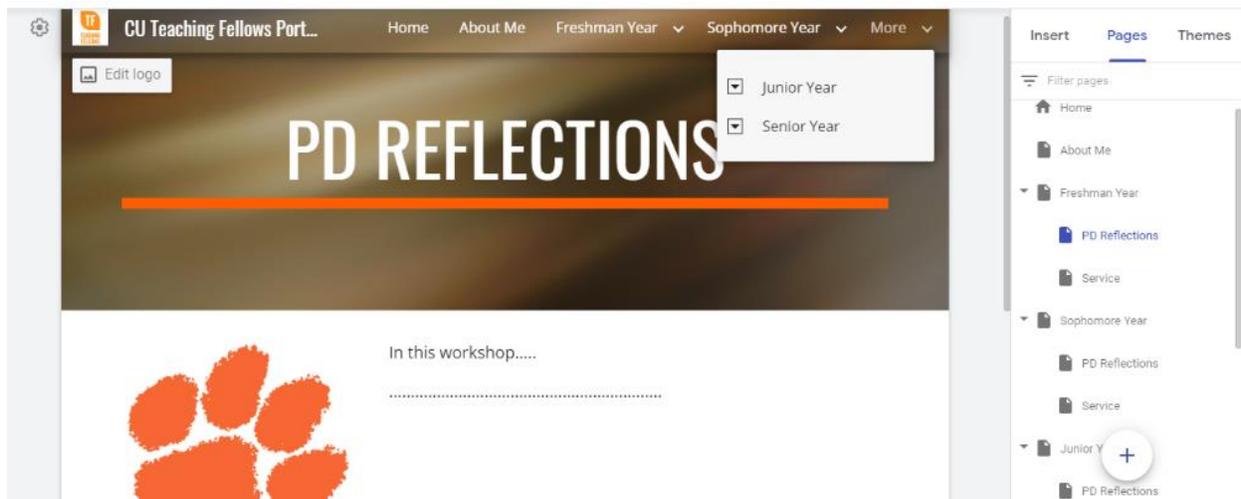
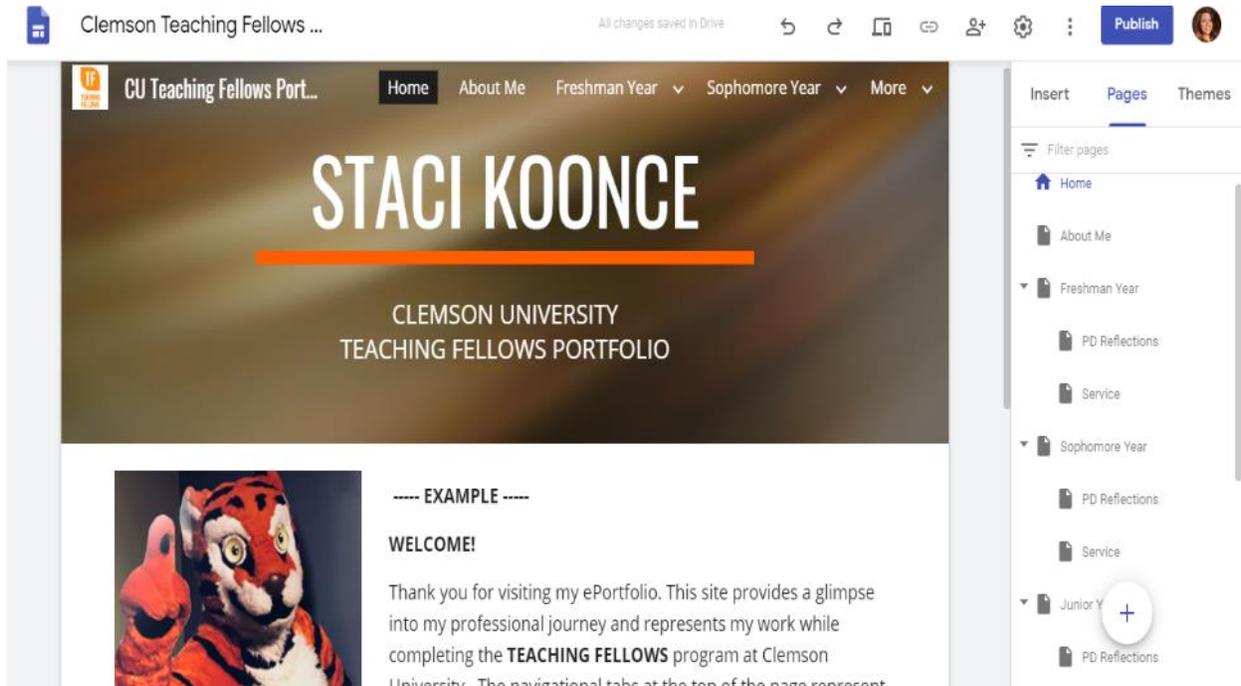
ePortfolio should be **arranged by cohort year and should include**, at minimum, the following components:

- A personal statement of leadership; personal professional goals
- Professional resume
- Professional development reflections
  - Minimum of three reflections from professional development seminars; Fellows should select the most meaningful experiences
- Service log and reflection
  - Log indicating completed hours and signature of supervisor should be uploaded; Fellows should reflect on the overall experience for that cohort year
- Yearly experience reflections

**ePortfolio reflections** should include the following information:

- Description of event
- Analysis of why the event was important
- Answering the following questions:
  - What did you learn?
  - How will it help you in the future?
  - What are your significant takeaways?
  - How will what you learned make you a better teacher?

EXAMPLE ePORTFOLIO



## PROFESSIONAL STANDARDS

**As a Clemson Tiger**, you are expected to uphold the standards and core values of the University. Clemson University was established to fulfill its founder's vision of a "high seminary of learning," to develop the resources of South Carolina, and to enhance the economic opportunities for South Carolina's citizens. Today, Clemson is a nationally recognized land-grant research university committed to the core values of **integrity**, **honesty**, and **respect**.

For additional information regarding student conduct: <https://www.clemson.edu/campus-life/student-conduct/index.html>.

**As a College of Education teacher candidate**, you are an ambassador for the College and the University when you enter the community for service-learning and field experiences. Your goal is to extend your attitudes and actions beyond those of a college student by exemplifying characteristics of a pre-service educator. Expectations include:

- Punctuality
- Effective and professional communication
- Professional conduct
- Appropriate confidentiality in service and placement environments
- Professional dress in service-learning and field experiences
- Responsible use of social media

Please see the provided professionalism standards for clinical experiences for additional information:

<https://www.clemson.edu/education/documents/2018-2019/student-resources/professionalism-standards-hr.pdf>

**As a Teaching Fellow**, you are a recipient of outside support that is being invested in your professional development. Both the College of Education and the South Carolina General Assembly are making an investment in your pursuit of becoming an educator. Therefore, Teaching Fellows are expected to make significant efforts in their service to the profession and state while maintaining the highest professional and ethical standards.

## TEACHING FELLOWS PROGRAM POLICIES

To maintain satisfactory progress in the Teaching Fellows programs, students must meet CERRA requirements and the policies of the Clemson Teaching Fellows program.

### CERRA REQUIREMENTS

Teaching Fellows must:

- Maintain **continuous and successful progress** toward South Carolina teacher certification
- Maintain **satisfactory progress toward graduation**, earning a minimum of 30 credit hours per academic year of approved university courses
- Maintain a **minimum university cumulative GPA of 2.8**
- Remain **full-time student status** during the fall and spring semester terms
- **Attend Teaching Fellows Institution programs** as assigned by the institution
- **Attend all CERRA enrichment programs**
- **Remain in compliance** with the campus regulations for student academics and conduct
- Fellows must **participate in the evaluation** of the program, **assist with the orientation** of new Fellows, and **participate in the recruitment** of new Teaching Fellows.

### CLEMSON REQUIREMENTS

Teaching Fellows must:

- Attend all Teaching Fellows **professional development seminars** (cohort) and **business meetings** (all program)
- Participate in institution **annual enrichment activities** (experiences)
- Complete required service hours
  - **Internal service** to the Teaching Fellows program or College of Education
    - 10 hours/year as Freshman & Sophomore; 8 hours/year as Junior & Senior
  - **External service** completed in field experiences in the community
    - 15 hours/year as Freshman: external field placement
    - 20 hours/year as Sophomore: service and advocacy project
    - 15 hours/year as Junior: outside of grade level placement
    - 10 hours/year as Senior: professional mentorship with CU alum
- Participate as an active **member of a Teaching Fellows Committee**
- **Meet once each term with the Campus Director** for program advising (This meeting is in addition to your required meeting with your academic advisor.)

- **Maintain ePortfolio** as a record of Teaching Fellows program progress and reflection of program activities; ePortfolio shared with Campus Director

CERRA and/or the Campus Director have the authority to change Teaching Fellows program requirements.

#### ATTENDANCE POLICY

Teaching Fellows are expected to prioritize program activities. Attendance at cohort professional development seminars and program business meetings is **mandatory**.

Students are allowed no more than:

- One excused absence per academic year from professional development seminars, and
- One excused absence per academic year from program business meetings.

Excused absences include:

- Illness
- Class conflicts
- Family emergencies
- Religious holidays

**Teaching Fellows are required to contact the Campus Director in advance of the scheduled meeting if he / she will be absent.**

#### CONSEQUENCES FOR NOT ABIDING BY PROGRAM REQUIREMENTS:

- For failure to meet program requirements, including excessive absences, Fellow will be placed on a behavioral contract with Campus Director.
- If behavior continues without a sufficient response to the behavioral contract, the Fellow will be placed on probationary standing within the program.
- If behavior is not rectified, the Fellow will be placed on CERRA probation.
- Regarding GPA requirement, if a Fellow falls to such a point that is not numerically possible to raise it to the required GPA during the next two consecutive semesters, the Fellow will be given the option of resigning from the program voluntarily or being withdrawn by the Campus Director.
- Students can be recommended for CERRA probation by the Campus Director for failure to meet program requirements and not maintaining continuous and successful progress toward graduation and teacher certification.

The Campus Director has the authority to adapt and/or change consequences depending on specific situations.

**VERIFICATION OF RECEIPT OF THE TEACHING FELLOWS HANDBOOK**

This handbook outlines important information regarding policies, procedures, expectations and other related information associated with your time as a Clemson University Teaching Fellow. Therefore, Teaching Fellows are required to sign the below statement indicating that they have received and are aware of the policies and procedures outlined in this handbook.

I certify that I have read and understand the policies, procedures, and expectations detailed in this handbook.

NAME \_\_\_\_\_ CUID \_\_\_\_\_

PROGRAM (MAJOR) \_\_\_\_\_

SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

ACADEMIC ADVISOR \_\_\_\_\_

