



CLEMSON UNIVERSITY TEACHING FELLOWS

PROGRAM HANDBOOK



TEACHING
FELLOWS

UPDATED 5.26.2023

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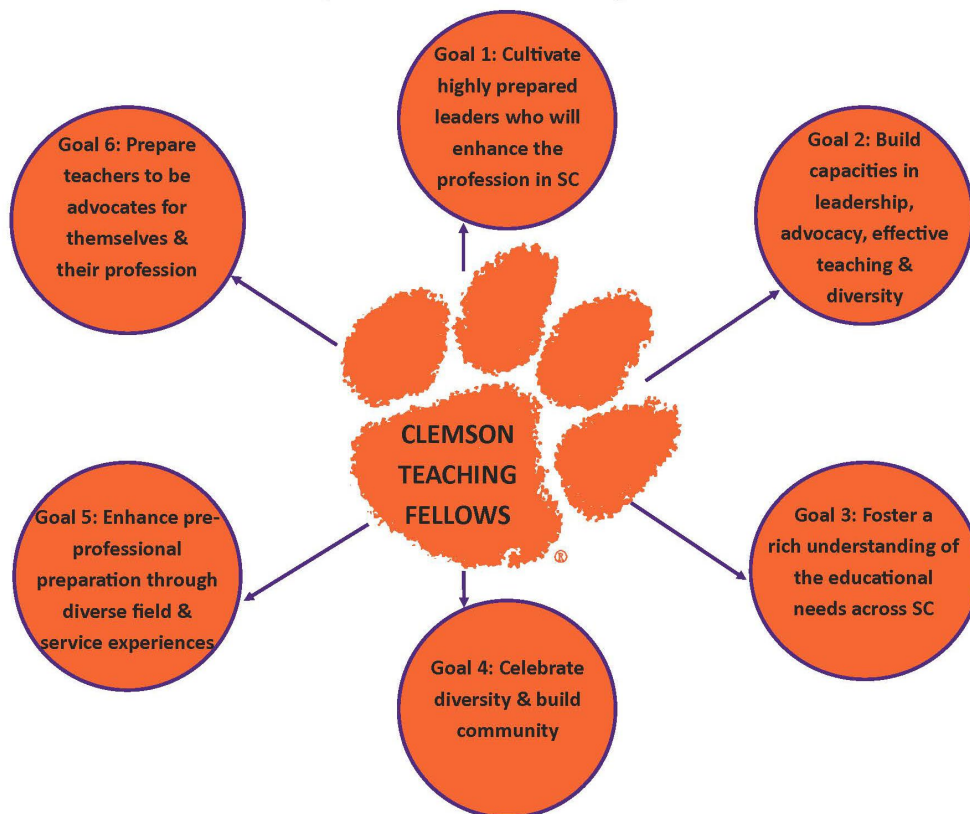
ABOUT THE PROGRAM

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 through education. To meet this mission, Clemson's program has six primary goals:

- Cultivate highly prepared leaders who will enhance the profession in SC
- Build capacities in leadership, advocacy, effective teaching, and diversity
- Foster a rich understanding of the educational needs across SC
- Celebrate diversity and build community
- Enhance pre-professional preparation through diverse field and service experiences
- Prepare teachers 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.**

COLLEGE OF EDUCATION RESOURCES

CoE Academic Advising Center

105 Tillman Hall
Clemson, SC 29634

Staci Koonce, Campus Director

105-C Tillman Hall

Office of Field Placement & Clinical Partnerships

100 Tillman Hall

Education Media Center & Digital Media Learning Lab

212 & 213 Tillman Hall

ADMINISTRATION

CAMPUS DIRECTOR, TEACHING FELLOWS

- Staci Koonce, 105-C Tillman Hall, skoonce@clemson.edu, 864.656.0491

COLLEGE OF EDUCATION ADMINISTRATION

- Kristin Gehsmann, Dean, College of Education (beginning September 1, 2023)
- Michelle Cook, Associate Dean, Undergraduate Programs
- David Fleming, Department Chair, Teaching and Learning
- Debi Switzer, Department Chair, Education and Human Development

CERRA ADMINISTRATION

- Jenna Hallman, CERRA Executive Director and Director of Collegiate Programs
- Michael Fleming, Program Facilitator
- Katie Gibson, Program Specialist, teachingfellows@cerra.org, 803.323.2600

CLEMSON TEACHING FELLOWS ADVISORY COUNCIL

- Clemson Faculty & Staff
 - Amber Lange, Executive Director, College Preparation and Outreach, Office of Inclusion and Equity
 - Daphne Wiles, Teaching and Learning Faculty
 - Jamie Garland, CoE Academic Advising
 - Latasha Chappelle, Field and Clinical Partnerships and Outreach
 - Laura Eicher, Director of Teacher Residency
 - Leigh Martin, Executive Director, Field and Clinical Partnerships and Outreach
 - Michelle Cook, Associate Dean, Undergraduate Programs
 - Misty Swiney, ClemsonLIFE & former Teaching Fellow at Winthrop
 - Paula Adams, Field and Clinical Partnerships and Outreach
 - Phillip Wilder, Education and Human Development Faculty
 - Valerie Oonk, Director of Undergraduate Student Services
- Community Participants
 - Brett Vaughn, Spartanburg School District 7, Director of Elementary Education & Title One
 - Darryl Imperati, Instructional Coach, Palmetto High & former Principal, Woodmont High
 - Jennifer Eaton, Mt. Lebanon Elementary, Anderson Four School District
 - Leslie Martin, Powdersville High School, Anderson One School District
 - Logan Wright, Clemson Ph.D. Student (Special Education), former Teaching Fellow at CofC
 - Mairin Mcleer, Woodmont Middle School, Greenville County School District
 - Sara VonMinden, Hunt Meadows Elementary School, Anderson One School District
 - Shannon Ford, Hunt Meadows Elementary School, Anderson One School District

TEACHING FELLOWS PROGRAM COMPONENTS

TEACHING FELLOWS REQUIRED MEETINGS

Students will meet on **Thursday evenings throughout the year, meeting approximately twice a month**. Some meetings will be dedicated to professional development while other meetings will be intended for Teaching Fellows program business and discussion.

Each year, students will receive a schedule of meeting dates, topics, and speakers.

Professional Development Seminars

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

Professional development is designed to support Teaching Fellows in developing leadership skills, effective teaching strategies, advocacy skills, and diversity competencies. Students will participate in different seminars each year that they are in the program. These meetings will occur primarily in smaller, cohort groups, but there will be occasional full-group PD meetings. At the start of each academic year, students will be provided with a calendar of professional development seminars. Updated syllabi for each cohort will be available in Canvas.

Following professional development seminars, **students should use their ePortfolio to reflect on takeaways**. (See "PORTFOLIO" section for more details about the ePortfolio.)

Business Meetings

Teaching Fellows business meetings allow for all cohorts to come together for various announcements and discussion. During business meetings Fellows will discuss field-related topics, share about their program experiences, hear from guest speakers, meet with Teaching Fellows service committees, and discuss program requirements.

Business meetings will occur in the 5 – 7 PM window and may be followed with an optional social activity organized by the Social Committee.

SERVICE LEARNING & FIELD EXPERIENCES

Educational **service-learning opportunities are designed to gain practical and professional experiences**. Students will participate in both internal service and external field service.

- Internal Service refers to service on behalf of the College of Education or the Teaching Fellows program. Students can also participate in individual professional development beyond that included in the Teaching Fellows seminar schedule.
- External Field Service refers to service completed in a field-based educational setting within the community or volunteer service conducted with an approved partner.

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. Students cannot count service that is conducted as part of another organization's requirement (such as Greek life service) as Teaching Fellows service. Teaching Fellows service must be conducted in the appropriate educational setting, per guidelines.

Service Hour Requirements:

- Freshman Year, **30 total service hours**
 - During the freshman year, Fellows will have a **10-hour field placement** in a local classroom lasting a minimum of 10-hours counting towards this service requirement.
 - Remaining 20-hours of service can be internal or external based on student choice. See “Examples of Service” for ideas on completing these hours.

- Sophomore Year, **30 total service hours**
 - During the sophomore year, Fellows will have a **10-hour field placement** in a local classroom lasting a minimum of 10-hours counting towards this service requirement.
 - Goal of this placement is diving into an educational issue surrounding student motivation and drawing implications through an action research initiative; Service is accompanied by planning, reflection, and research. Students will present on their findings.
 - Remaining 20-hours of service can be internal or external based on student choice. See “Examples of Service” for ideas on completing these hours.

- Junior Year, **20 total service hours**
 - During the junior year, 5-hours of service should come from **engagement in cultural events or activities that enhance cultural competence**. See “Examples of Service” for ideas on completing these hours.
 - Remaining 15-hours of service can be internal or external based on student choice. See “Examples of Service” for ideas on completing these hours.

- Senior Year, **10 total service hours**
 - During the senior year, all service can be internal or external based on student choice. See “Examples of Service” for ideas on completing these hours.
 - Seniors may also engage in professional mentoring relationships with Clemson alumni or Teaching Fellows Advisory Committee members and count these interactions toward service hours.

Tracking Service Hours:

Students should use provided time logs to keep a record of their service. These logs should be uploaded to the student’s ePortfolio. Students should also include reflective comments in their ePortfolio to capture their takeaways from service engagement. (See “PORTFOLIO” section for more details about the ePortfolio.)

The Teaching Fellows Community Engagement & Service Committee assists in tracking student service hours by monitoring Fellows’ ePortfolios.

Students should track the following information when engaging in service:

Date	Time (Start-End)	Location / Partner Organization	Description of Activities	Organization Contact
4.23.23	11 AM – 3 PM	Clemson LIFE; Bowman Field	Field Day social with Clemson LIFE students, hosting athletic actives & games for collaboration	Misty Sweeny
TOTAL HOURS	4 Hours			

Service log accessible on Canvas workgroup for Teaching Fellows.

Examples of Service:

Students may participate in both internal service and external volunteer experiences to complete their required service hours. Students may also participate in personal professional development above and beyond what Teaching Fellows requires.

Students are allowed to have any combination of the following service activities. Teaching Fellows service should be educational or youth-serving in nature and should not be double-dipped with service in other organizations or a students' curriculum requirements.

INTERNAL SERVICE	EXTERNAL SERVICE	PERSONAL PROFESSIONAL DEVELOPMENT
Volunteering for CoE events for prospective students, such as "A Day in the Life" or Teacher Cadet Day	Participating in a field placement organized specifically as part of the Teaching Fellows program (freshman & sophomore year)	Attending cultural events or discussions sponsored by the Gantt Multicultural Center
Outreach to local schools or Teacher Cadet classrooms to promote Teaching Fellows	Participating in group service activities scheduled by the Community Engagement & Service Committee	Attending arts and cultural events sponsored by the Brooks Center for the Performing Arts
Assisting in Clemson Teaching Fellows Mock-Interviews, CERRA official interviews, CERRA summer orientation, or other official events associated with Teaching Fellows	Working with an established service partner in a variety of educational or youth-serving activities for their organization; See "Service Partners" below for more information about these partners.	Attending Clemson PAWS workshops, other university sponsored guest speakers, or workshops provided through the Center for Career & Professional Development
Serving on a Teaching Fellows committee (planning meetings & working on initiatives) & participating in committee events *4-hours maximum cap for participation in TF social events	Volunteer with an educational or youth-serving organization beyond our list of established partners *Must first seek approval from the Service Committee via the request form in Canvas	Attending any professional development experience above and beyond what Teaching Fellows requires
Meeting with prospective students and families through the CoE Academic Advising Center	Participating in college and career fairs with local school districts to promote the education profession and Teaching Fellows to prospective students	Attending CERRA sponsored state-wide cohort meetings
Providing tutoring support to Teaching Fellows peers or mentoring support through the Teaching Fellows Mentor / Mentee initiative	Engage in advocacy efforts pertaining to education profession or policy	Engaging in professional mentoring experiences with Clemson alumni (Tiger Link) or with members of the Teaching Fellows Advisory Committee (senior year)

Additional information about service activities can be found in the Clemson Teaching Fellows Canvas workgroup.

(Continued next page)

Service Partners:

Clemson Teaching Fellows has established several **local partnerships where students can engage in service-learning opportunities** to meet service requirements. Provided is a list of approved partnerships. Additional information about these partners, including contact information, can be found in the Clemson Teaching Fellows Canvas workgroup. This list of established partnerships is an evolving list, so Fellows should check Canvas often for newly added partnerships and opportunities.

- Clemson Hope
- Clemson LIFE
- Fostering Great Ideas
- Girl Up GVL
- Junior Achievement
- Littlejohn Community Center
- New Foundations Home for Children
- Public Education Partners
- Roper Mountain Science Center
- SC Botanical Gardens

If Fellows would like to propose a new service partner or engage in volunteer service with an educational organization that is not listed here, then they are invited to submit a special request to the Community Engagement & Service Committee or to the Campus Director.

Students are invited to **take initiative in communicating with service partners**, using the contacts provided in Canvas to seek out opportunities. The Community Engagement & Service Committee will often schedule group service-based activities with these partners, but students are encouraged to seek their own opportunities through these provided networks.

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 Welcome Picnic, & Cohort team-building experience
- Sophomore Year: Cohort trip or professional conference, for example: Listen and Learn Tour or leadership retreat
- Junior Year: CERRA Conference
- Senior Year: Teaching Fellows Hill Day & Fellows are encouraged to pursue individual professional experiences for which they will be reimbursed up to \$300.
 - Guidelines for the \$300 reimbursement will be discussed with seniors at their first cohort meeting in the fall of their senior year. Paperwork and receipts are required for reimbursement.

OPPORTUNITIES FOR LEADERSHIP

Within Teaching Fellows, students can take on a leadership role in administering the program. (See section for “TEACHING FELLOWS LEADERSHIP OPPORTUNITIES” for more info.)

In addition to roles within the program structure, CERRA uses Stephen Covey’s *The 7 Habits of Highly Effective People* as the language to discuss leadership. Students will receive the text in their freshman year and will have multiple experiences to discuss the habits during the Teaching Fellows Seminar elective course they will enroll in during their first fall semester.

ePORTFOLIO

Students will maintain an electronic portfolio that captures their experiences in the program. The ePortfolio allows students to document and reflect on experiences. This will be one of the tools used to confirm that students are meeting requirements. See next section, “PORTFOLIO,” for details.

CANVAS

Clemson University utilizes Canvas to create online workgroups for courses and other programs on campus. All Teaching Fellows will be added to a “Clemson_Teaching_Fellows” Canvas workgroup which will contain important information about the program including expectations, due dates, and resources. In addition, Canvas announcements will be the primary form of communication with Teaching Fellows. Therefore, students should be sure to check the Canvas workgroup regularly and enable alerts for announcements.

To access Canvas: <https://www.clemson.edu/canvas/>

PORTFOLIO

Students will use Google Sites to **maintain an electronic record (ePortfolio) 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

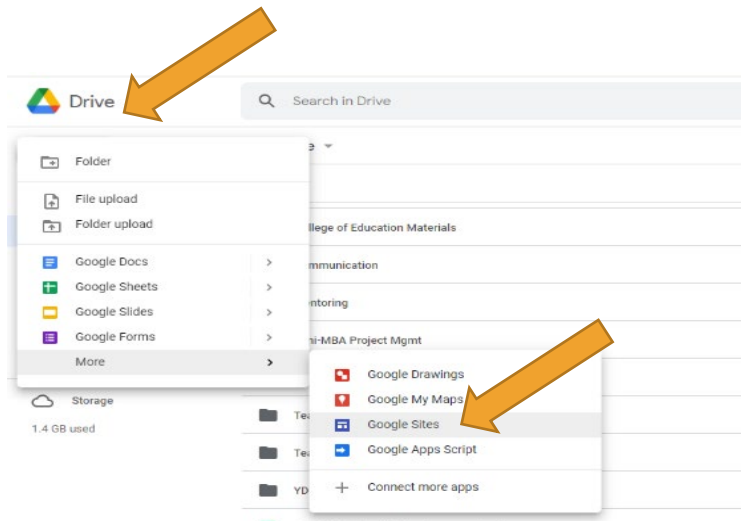
ePortfolio should be **arranged by cohort year and should include**, at minimum, the following components:

- Home page and “About Me” page that includes:
 - Personal statement of leadership; personal professional goals
 - Professional resume (which may be added later in the program)
- Professional development reflections
 - Minimum of **four (4) reflections from professional development seminars per year**
 - Fellows should select their most meaningful experiences for reflections
 - While only 4 reflections are required Fellows are welcome to compose as many reflections as they feel are helpful to their learning.
- Service log and reflection
 - Log indicating completed hours should be uploaded/updated; Fellows should reflect on the overall experience for that cohort year
 - **Descriptions in log should provide specific details.** For example, “classroom observation” alone does not depict experiences. Instead, “observed 5th grade classroom and assisted students in math exercises...” provides more specific learning experiences.
- Yearly experience reflections

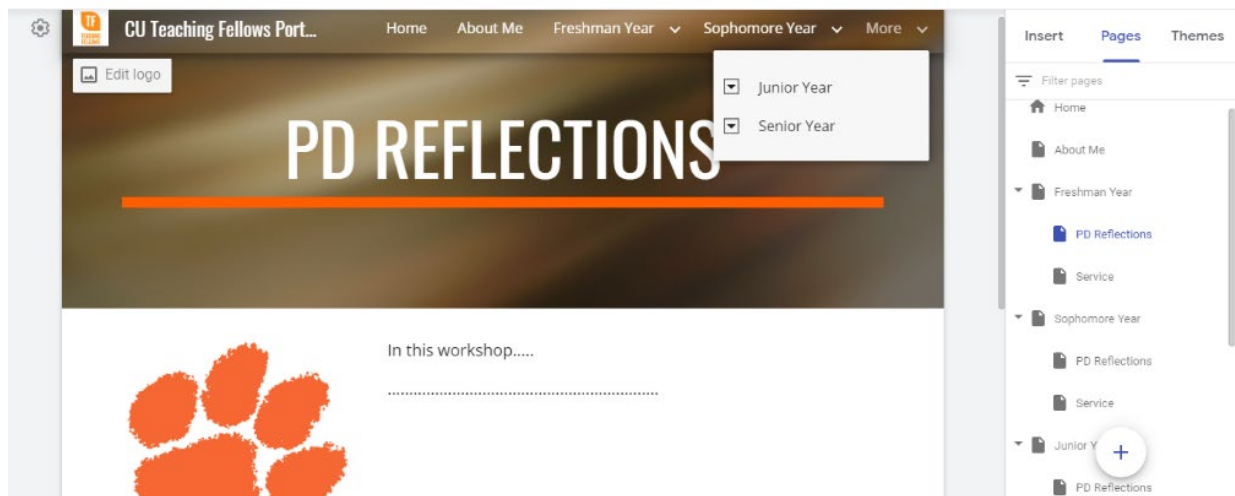
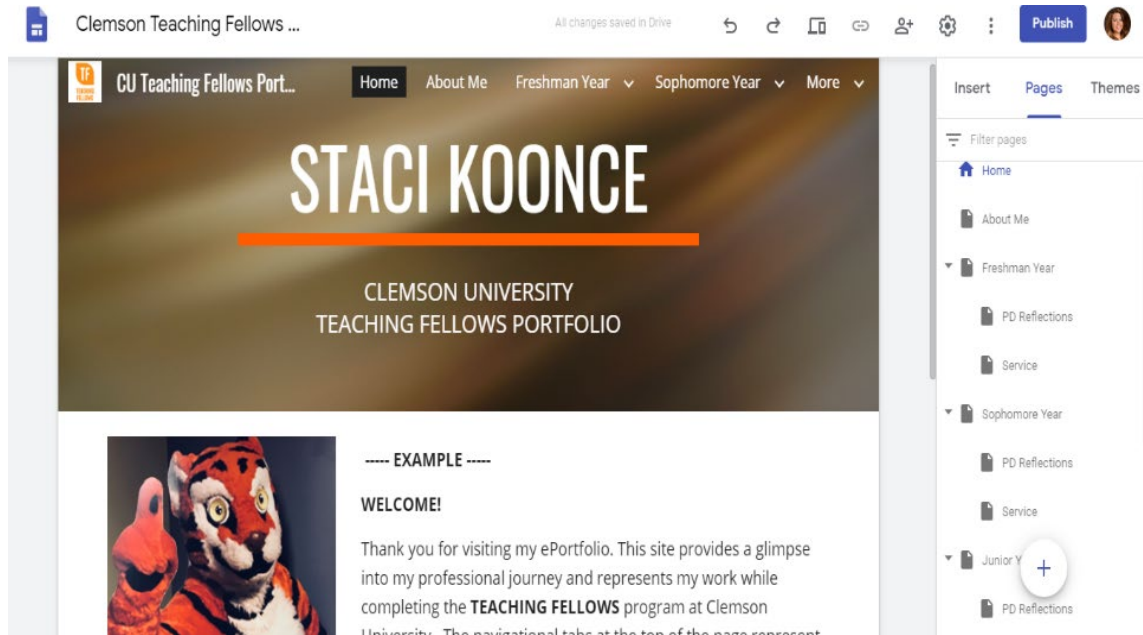
ePortfolio reflections should include the following information:

- Summary of event
- Evaluation of why the event was important to you and what you want to remember
 - **Answering the following questions:**
 - What are your significant takeaways?
 - 2 – 3 most important things you learned that you want to remember
 - How will learning these things help you in the future?
 - How will what you learned make you a better teacher?
 - Why was this an important workshop to participate in?

CREATING YOUR ePORTFOLIO



EXAMPLE

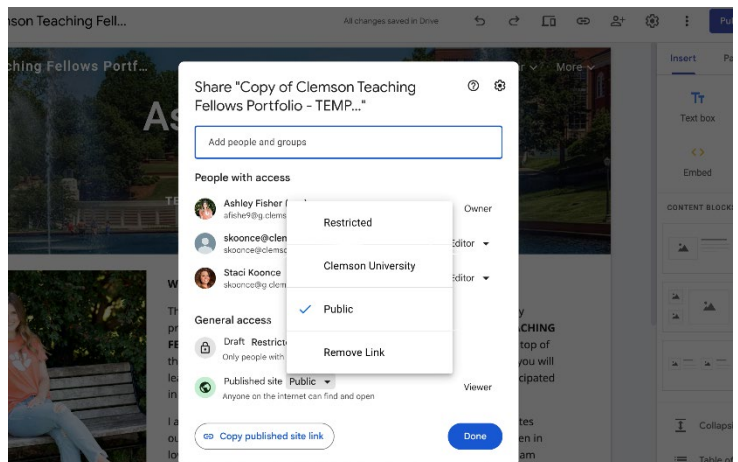


WHAT TO INCLUDE IN THE ePORTFOLIO

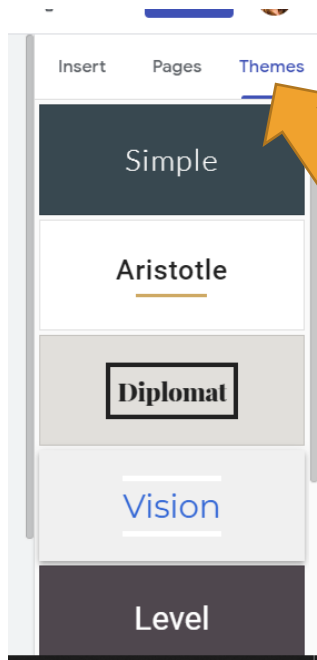
1. Home Page
 - a. Welcome and personal statement
 - b. Headshot
2. About Me
 - a. Resume (can come later in program)
 - b. Personal & Professional Leadership Development
3. Freshman Year
 - a. Landing page: summary of year / main take-aways / photos
 - b. Professional Development
 - i. Minimum of 4 reflection postings from PD seminars (most meaningful)
 - c. Service
 - i. Upload completed Service Log
 - ii. Include reflection, photos, or other documents pertaining to service
4. Sophomore Year
 - a. Landing page: summary of year / main take-aways / photos
 - b. Professional Development
 - i. Minimum of 4 reflection postings from PD seminars (most meaningful)
 - c. Service
 - i. Upload completed Service Log
 - ii. Include reflection, photos, or other documents pertaining to service
5. Junior Year
 - a. Landing page: summary of year / main take-aways / photos
 - b. Professional Development
 - i. Minimum of 4 reflection postings from PD seminars (most meaningful)
 - c. Service
 - i. Upload completed Service Log
 - ii. Include reflection, photos, or other documents pertaining to service
6. Senior Year
 - a. Landing page: summary of year / main take-aways / photos
 - b. Professional Development
 - i. Minimum of 4 reflection postings from PD seminars (most meaningful)
 - c. Service
 - i. Upload completed Service Log
 - ii. Include reflection, photos, or other documents pertaining to service

PROVIDE ACCESS FOR VIEWING PUBLISHED SITE

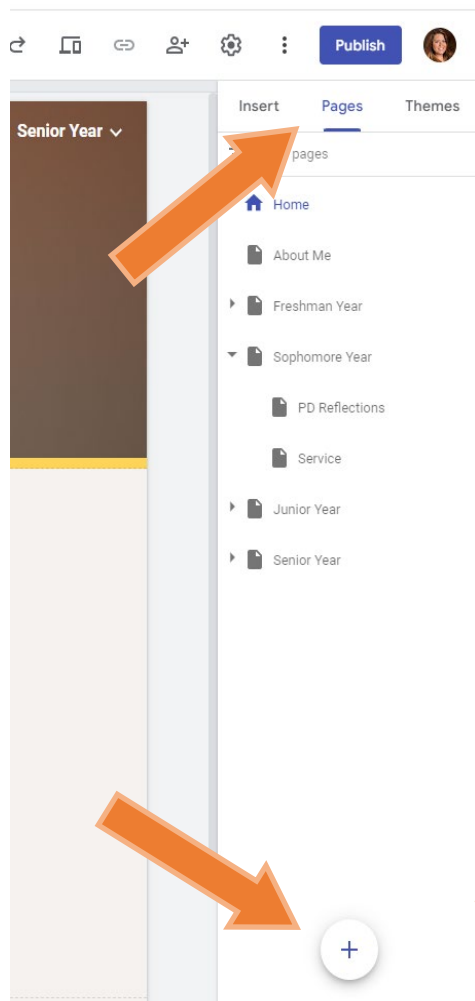
- Once you build your ePortfolio, you will “Publish” the site and share your published link with Campus Director, Staci Koonce: skoonce@g.clemson.edu
- Under settings, you should make your published link accessible wither to anyone from Clemson University or to any public viewer. This ensures your site is accessible by the Campus Director and the Service Committee who review ePortfolio service pages.



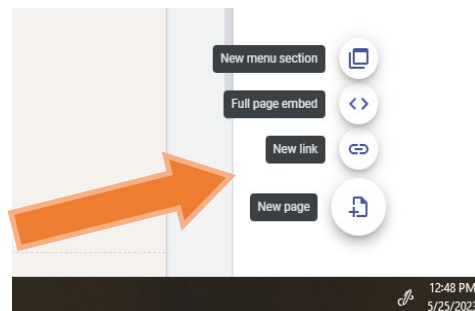
BUILDING PAGES

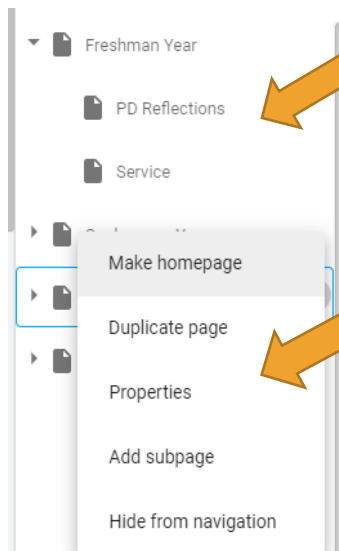


- Under “Themes” you can select the design aesthetic for your site.

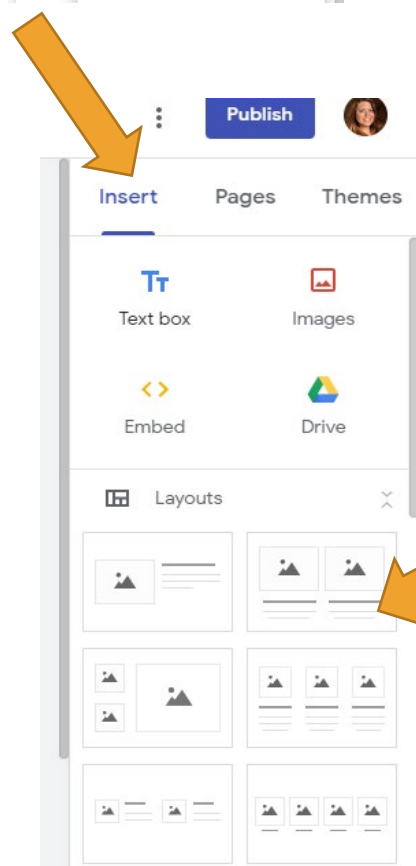


- Under “Pages,” click the plus sign at the bottom of the column to add new links, pages, or adjust the menu selection.

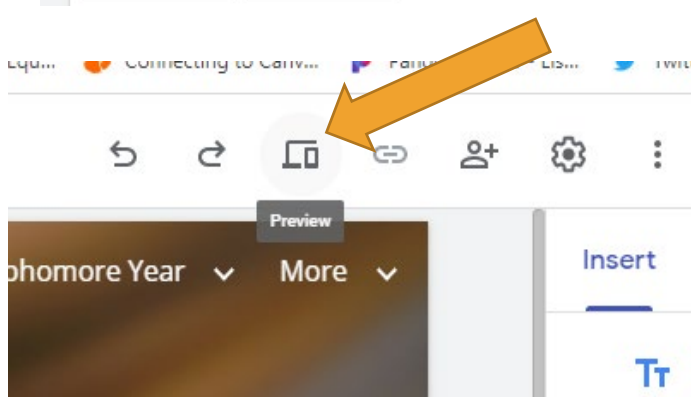




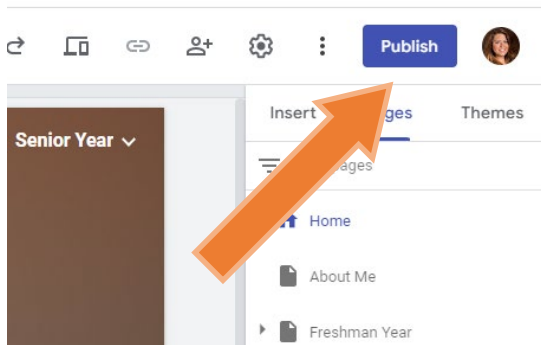
- Once created, you can drag to navigate as a “drop-down” to other pages.
- You can use the “more” dots to expand page options.



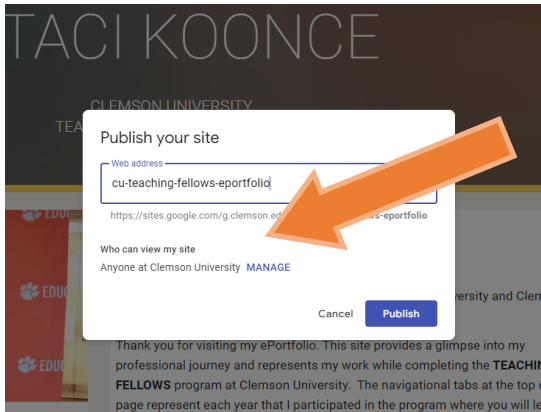
- Under "Insert" you can add text boxes, images, and embed links.
- You can choose different pre-designed website layouts if you don't want to design on your own or add several design features.



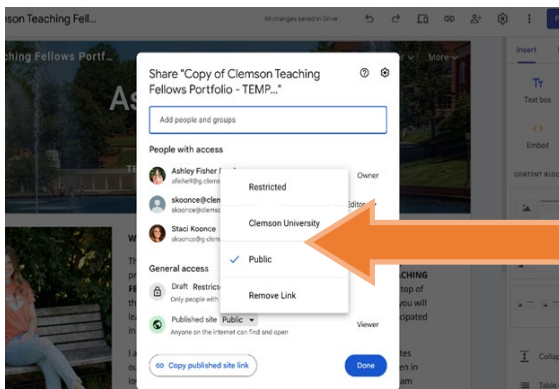
- Using “Preview” you can view what your site would look like published before publishing.



- You must publish your site and share your published link with the Campus Director in order for updates to be reviewed.



- You can name your published link as you see fit. Published links are also included in the program directory.



- Viewing permissions of the site should be set either to "public" or viewable by "anyone at Clemson University" so that reviewers have access.

UPLOADING DOCUMENTS TO ePORTFOLIO

In addition to sharing your site link with someone, if any documents are uploaded (for example your service log) the document also must be shared or set as accessible in viewing permissions.

Before uploading, the permissions on the document should be set to be viewed by anyone with the link.

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TOPICS TO DISCUSS IN REFLECTIONS

ePortfolio reflections should include the following information:

- Summary of event
- Explanation of why the event was important to you and what you want to remember
 - **Answering the following questions:**
 - What are your significant takeaways?
 - 2 – 3 most important things you learned that you want to remember
 - How will learning these things help you in the future?
 - How will what you learned make you a better teacher?

FOR ASSISTANCE USING GOOGLE SITES

- https://edu.google.com/teacher-center/products/sites/?modal_active=none
- Contact CCIT for assistance
 - ITHelp@clermson.edu
 - <https://ccit.clemson.edu/support/get-help/>

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TEACHING FELLOWS LEADERSHIP OPPORTUNITIES

Student leadership opportunities allow for student participants to take a role in shaping the program activities. Clemson Teaching Fellows is building its leadership structure and currently has several service committees, a leadership board, and cohort representative positions where students can engage in program leadership.

The leadership board and service in committees requires additional meetings for discussion and execution of goals. These meetings can be counted toward students' requirement for service hours.

TEACHING FELLOWS LEADERSHIP BOARD

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

- President
 - Tasks include:
 - Presides over the Leadership Board
 - Leads group business meetings; Drives content for these meetings in collaboration with Director
 - Represents program in CoE meetings
 - Serves as a member of the Advisory Committee
 - Liaises with Campus Director regularly regarding Teaching Fellows initiatives and helps to communicate requirements to students
 - Contributes to program mission and vision
 - To be eligible for this position, student must have held a previous leadership role within Teaching Fellows.
- Vice-President
 - Tasks include:
 - Assists President and Campus Director as needed
 - Monitors the work of the various Teaching Fellows Service Committees to help ensure they are meeting goals; Reports to Leadership Board regarding committee activities
 - Supports initiatives of various committees
 - Manages election process when electing new positions and new committee selections
 - May participate in advisory committee meetings
- Secretary
 - Tasks include:
 - Records business meeting minutes and maintains records from group meetings
 - Distributes regular newsletter / announcements for all Fellows; Assists Director and other leaders in distributing information to Fellows
 - Collects and helps to track attendance from meetings and completion of ePortfolio requirements
 - Maintain monthly calendars of activities and distributes to Fellows at each business meeting
 - Maintain directory
- Cohort Representatives
 - Each Teaching Fellows cohort will have two (2) – three (3) representatives to serve as the voice of that cohort for the Leadership Board and to support initiatives of the cohort.
 - Cohort Representative tasks include:
 - Distributing communication among cohort members
 - Assisting in keeping students motivated and accountable
 - Introduce speakers in PD meetings
 - Help to facilitate Q&A and reflection between speaker and students

- May present on behalf of cohort in business meetings
- Serve as voice of the cohort when required

The Leadership Board meets at least once a semester to discuss Teaching Fellows related business. Aside from this group meeting, other leadership related business may be conducted in smaller meetings or over email.

TEACHING FELLOWS SERVICE COMMITTEES

Teaching Fellows Service Committees allow for students to actively champion program initiatives. Students can earn service hours for participation in committees, which provide an opportunity to assist in facilitating various aspects of the Teaching Fellows program.

Freshmen and Sophomores are required to serve on a Teaching Fellows Service Committee.

Participation is **optional for juniors and seniors** but recommended to earn service hours.

The Teaching Fellows Service Committees are as follows:

- Community Engagement & Service
 - Conceptualizes and organizes opportunities for Teaching Fellows to give back to the community through service efforts; Maintains relationships with service partners; Helps to monitor service activities of Teaching Fellows
- Connections
 - Works to build community among Teaching Fellows cohorts, celebrate Fellows, and utilizes Covey's habits in initiatives to support wellbeing; Membership consists of juniors and seniors
- Inclusive Excellence
 - Works to help Teaching Fellows explore topics in diversity, equity, and inclusion and engage in activities that build cultural competence
- Mock Interview
 - Manages all aspects of Clemson mock interview experiences for prospective students including planning and executing event logistics
- PR and Recruitment
 - Conceptualizes and organizes opportunities to promote Teaching Fellows and the teaching profession
- Social
 - Conceptualizes and organizes social gatherings to build community within the Teaching Fellows program
- Social Media
 - Creates content for the Teaching Fellows Instagram and other social media accounts and works to build awareness online for Clemson Teaching Fellows
- 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.

Structure of Committees:

Committees are a way to include students in the work of leading the mission and goals of Teaching Fellows. These are small groups of students focused on specific issues and initiatives. Fellows will join a committee during their freshman year and are invited to continue serving in committees throughout their time at Clemson. Freshmen and sophomores are required to serve on committees, and juniors and seniors may continue to do so as a way of meeting service hour requirements.

Within each committee, there is a designated chair or co-chairs who lead(s) the committee efforts. The chair, along with members of the committee, should determine tasks and initiatives to meet their goals.

An **effective committee** has:

- Clear goals for activities
- Defined responsibilities for each member to contribute to goals and tasks
- Members who are committed and willing to spend the needed time to accomplish tasks
- Clear and effective communication among members; Agreed upon way to reach out to one another and responsive to others who ask questions
- Regular group meetings that include an agenda for discussion
- A sense of being a part of the full program and not working in isolation; Sharing committee initiatives with all Fellows so they can be involved in efforts
- Ownership of committee events and initiatives; Attending and promoting committee activities

Committee **initiatives are the work of the full committee**, not just the work of the chair. Committees are most successful when all members are contributing to goals.

COMMITTEE CHAIRS

Committee Chairs will be appointed for each Teaching Fellows Service Committee. Committee Chairs are not required to participate in Leadership Board meetings, but **Chairs should report back to the Teaching Fellows Vice-President** regarding their committee goals and activities.

Role of the Committee Chairs:

- Preside over their designated committee
- Set the goals for the committee activities and ensure that the goals are met
- Determine the working roles for members of the committee
- Hold regular committee meetings to discuss ideas; Honor all voices on the committee

Each Committee will have a chair or co-chair, as follows:

- Community Engagement & Service Chair
- Connections Committee Chair

- Inclusive Excellence Committee, Chair
- Mock-Interview Chair
- Promotion & Recruitment Chair
- Social Chair
- Social Media Chair
- Welcome Committee Chair

Committees may determine that they want two (2) co-chairs based on the work of the committee.

APPOINTMENTS AND ELECTIONS

Teaching Fellows participants will have choice in which **committee** they would like to participate. New students will sign up for committees during their first fall semester. At the end of the fall semester, all Fellows will be allowed to make changes in their committee assignments if desired. Committee assignments take effect in January and continue through the following January.

- **Freshmen and Sophomores are required** to serve on a Teaching Fellows Service Committee.
 - Freshmen will join a committee in their first fall semester.
 - Sophomores tenure on a committee continues into the fall of their junior year.
- Participation is **optional for juniors and seniors**; however, all Fellows are encouraged to actively serve as a member of a committee.
- Fellows serving in other elected roles are not expected to also serve as a member of one of the Teaching Fellows committees.

Elections

Elections into new positions will take place at the end of the fall semester. During the last business meeting of the fall semester, students will be presented with a slate of students who are interested in leadership positions. Interested students will express their intent in advance to the Campus Director or the Teaching Fellows President, per distributed deadlines.

Those students running for positions will have the opportunity to promote their goals to the full group by speaking at the business meeting or sharing a video. Following the business meeting, an electronic ballot will be distributed to all students with a deadline for submission. Following the deadline, students will be notified via Canvas announcement of the newly elected officers, based on student votes.

Upon being elected to a role, students will work in the spring to shadow the current officers as an “elect” position. This allows newly elected officers to receive training for their role while working alongside the current leadership. Newly elected officers roll fully into their roles in the summer term and serve summer, fall and spring.

Elections will be held for the following positions:

- Secretary
- Vice-President
- President

Cohort Representatives will be nominated by and voted on by the members of their Teaching Fellows cohort, only. Interested students should express their intent to the Campus Director. If only two (2) – three (3) students express interest, no vote is necessary. If four (4) or more students express interest, a vote by the cohort is required.

Committee Chairs will be appointed by the members of their committee. It is recommended that chairs have served on the committee before becoming the chair of the committee.

In an instance where a position becomes vacant, that role may be appointed by the Campus Director.

Term

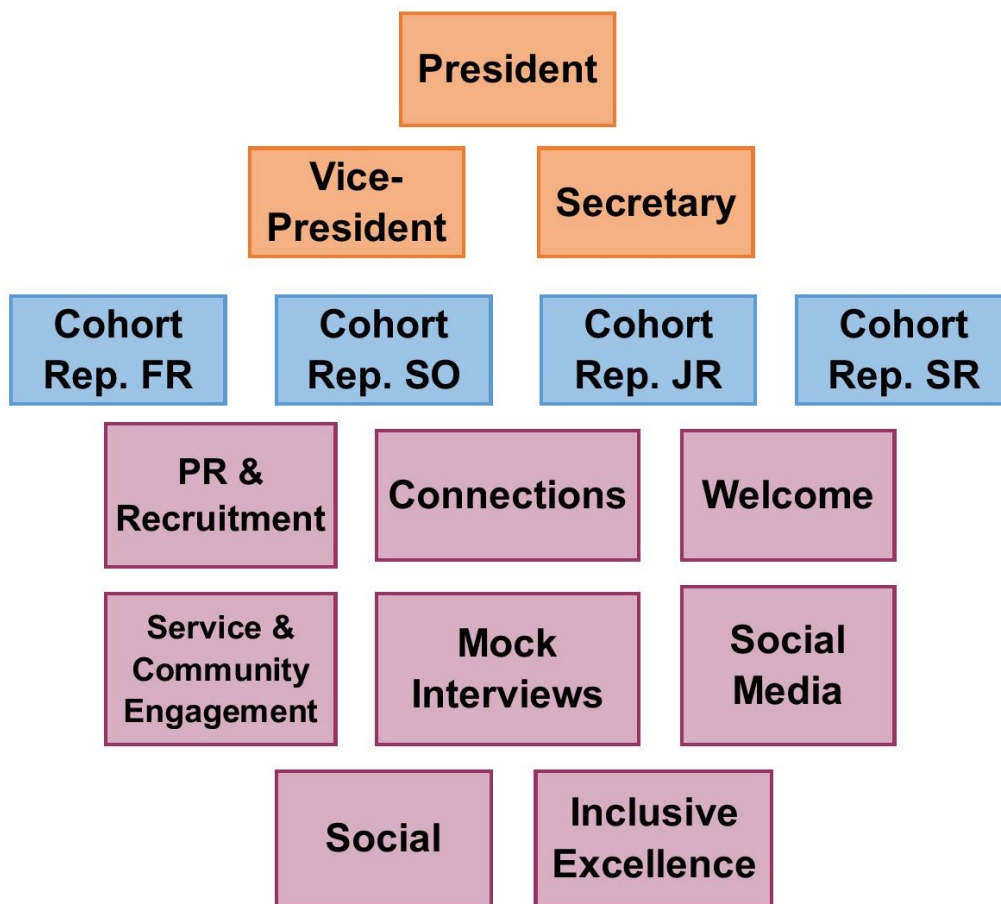
Service in elected positions and committee appointments will last for one academic year.

For the roles of President, Vice-President, and Secretary the term of service begins in summer and continues through fall and spring. During the spring prior to beginning service, newly elected officers should work to shadow the current officer in a training and support period in order to ensure a smooth transition to full service.

Cohort Representatives will be elected or appointed at the end of the spring semester.

Committee Chairs begin their roles in the spring and concludes the following spring when a new member is elected to that position. The full year of service in a committee consists of a spring / summer / fall commitment cycle.

Summary of Leadership Opportunities



TEACHING FELLOWS PROGRAM POLICIES

To maintain satisfactory progress in the Teaching Fellows program, 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 **cohort enrichment activities** (yearly experiences)
- Complete **required service hours**
 - Freshmen: 30 hours (10 hours from field placement)
 - Sophomores: 30 hours (10 hours from field placement with research project)
 - Juniors: 20 hours (5 hours cultural)
 - Seniors: 10 hours
- Participate as an **active member of Teaching Fellows initiatives** (committees, engagement activities, meetings, social, etc.)
- **Meet individually with the Campus Director** for program advising (This meeting is in addition to your required meeting with your academic advisor.)
 - Freshmen are required to meet in fall and spring. All other students are only required one individual meeting a year. All students must participate in end of year evaluation.
- **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 (1) absence per semester

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 they will be absent.

Unexcused absences should be avoided.

For students who miss more than the allowed number of absences, any missed meeting time should be made up attending additional professional development opportunities. Students in this instance should work with the Campus Director to determine an appropriate make-up experience.

CONSEQUENCES FOR NOT ABIDING BY PROGRAM REQUIREMENTS

- For failure to meet program requirements, including excessive absences, Fellow will consult with the Campus Director and may be placed on a behavioral contract.
- If behavior continues without a sufficient response to the behavioral intervention, the Fellow will be placed on probationary standing within the program.
- If behavior is not rectified by the end of the semester in which the Fellow enters program probation, the Fellow will be recommended for 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.

ANNUAL ACCOUNTABILITY FORM

At the end of each academic year, students will complete the Annual Accountability Form which should be completed and submitted to the Campus Director during your spring semester reflection meeting. These meetings may be held individually or in groups. The Accountability Form allows students to **complete a self-assessment** of where they stand regarding meeting program requirements and consider areas for self-improvement.

Annual Accountability Form will be provided and is accessible on Canvas workgroup for Teaching Fellows.

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://clemson.app.box.com/s/bhd048q5jrownmsnegjzs7dzav9d2cfo>

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.

Expectations include:

- Active participation
- Regular communication
- Professional conduct
- Maximum effort in each task
- Support of one another and the program

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 received my Clemson University Teaching Fellows Handbook and will commit to reviewing each section to understand the policies, procedures, and expectations detailed in this handbook.

I will consult the Campus Director with any questions or concerns I have regarding the handbook or its contents.

NAME _____ CUID _____

PROGRAM (MAJOR) _____

SIGNATURE _____ DATE _____

*You may download and sign this form from Canvas.





**TEACHING
FELLOWS**

UPDATED 5.26.2023