KENNESAW STATE UNIVERSITY
Department of History and Philosophy

I. HIED 4475: Student Teaching in History Education (6 – 12)
12 credit hours -- Fall Semester, 2011

II. INSTRUCTORS/SUPERVISORS:

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III. Course Description:
Prerequisites: Successful completion of HIED 4413 and HIED 4414; 2.75 adjusted GPA; 3.0 GPA in specified content area courses. Admission to student teaching (via application). Full-time teaching experience in social sciences under the supervision of a secondary school collaborating teacher and a university supervisor who is a specialist in history education. Includes regularly scheduled seminars at KSU.

IV. Dates for Student Teaching:*
- **Monday, August 8:** Orientation Session for HIED student teachers, 9:30 a.m., 2034 Social Sciences building.
- **Monday, August 15:** KSU seminar for middle grades and secondary student teachers; 10:00 a.m. – 12:00 p.m., Room 400, KSU Center, 3333 George Busbee Drive (near Cracker Barrel)
- **Wednesday, August 17 - Tuesday, December 6:** Student teaching in assigned schools. Regular school hours for teachers in your school.
- **Friday, December 9:** Mandatory KSU seminar for all student teachers, 10:00 a.m. - 12:00 p.m., Room 400, KSU Center, 3333 George Busbee Drive
Additional seminars are scheduled as per the HIED Clinical Experience Calendar. Attendance is expected and monitored. (Note requirements in Field Experiences Handbook and in syllabus about attendance at field school and in seminars.)

*These and other important dates are identified on GeorgiaVIEW/Vista under the HIED Schedule of Clinical Experience Activities, the CEPP ST Calendar, and/or posted assignments.

If there are additions or changes in any dates, notice will be given on Vista.

V. Required Texts, Materials, and Resources:

A. KSU Undergraduate Catalog: available at [www.kennesaw.edu](http://www.kennesaw.edu), Academic Colleges, Undergraduate Catalog.

B. Field Experiences Handbook: posted on Vista and BCOE website. Provide your collaborating teacher with an electronic copy or link.

- You and the collaborating teacher will sign a form during the orientation conference your university supervisor that you have read and will abide by the policies outlined in the handbook.


Provide your collaborating teacher with a copy (or an electronic version) of this syllabus on the first day in attendance at your assigned school.

- You are responsible for knowing and adhering to what is in the syllabus.


- You need a complete copy of the standards, not just a list of the themes.
- Either edition, old or new, is fine this semester.
- Use for unit and daily lesson planning, other specific assignments, and for documentation in portfolio.

F. Georgia Performance Standards: All standards available on-line at [www.georgiastandards.org](http://www.georgiastandards.org). Click on Georgia Performance Standards, then (on the left) Social Studies, then appropriate grades, and finally (on the right) the desired grade or course.
• Use for unit and daily lesson planning, other specific assignments, and for documentation in portfolio.

G. Chalk and Wire ePortfolio Account: Available through the KSU Bookstore.

• This web-based application is used for submitting certain assignments and documents and as the platform for your TOSS and student teaching portfolios. Instructions for submitting work (via Chalk and Wire, GaView/Vista and/or in hard copy) accompany the assignments.

H. Required Membership: SPAGE (www.pagefoundation.org/spage) or SGAE (www.gae.org). Either organization can provide insurance coverage during your field/clinical experiences. Viewing the websites can also provide information about their philosophies and approaches to education.

VI. Purpose/Rationale:
The student teaching clinical experience is designed to ensure that candidates become effective facilitators in the teaching of history and the social sciences. This course provides opportunities to increase content knowledge, to develop pedagogical expertise, and to improve the problem-solving and decision-making skills required to plan, implement, and evaluate instruction. Student teachers will practice, reflect on, and refine their professional skills while observing and participating in activities that provide information about how master teachers teach and how students learn.

In so doing, teacher candidates will help their students “develop a core of basic knowledge and ways of thinking drawn from many academic disciplines, learn how to analyze their own and others’ opinions on important issues, and become motivated to participate in civic and community life as active, informed citizens.” This, in turn, will help students make “informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world” (NCSS, Expectations of Excellence, p. vii).

The HIED faculty endorses the National Council for the Social Studies pedagogical standards associated with preparing teacher candidates for the classroom and the thematic standards associated with teaching social studies content effectively. These standards are aligned with the standards of the National Council for Accreditation of Teacher Education and are congruent with the Georgia Performance Standards.

Conceptual Framework (Summary):

Collaborative Development of Expertise in Teaching, Learning and Leadership

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.

Teacher development is generally recognized as a continuum that includes four phases: preservice, induction, in-service, renewal (Odell, Huling, and Sweeny, 2000). Just as Sternberg (1996) believes that the concept of expertise is central to analyzing the teaching-learning process, the teacher education faculty at KSU believes that the concept of expertise is central to preparing effective classroom teachers and teacher leaders. Researchers describe how during the continuum phases teachers progress from being Novices learning to survive in classrooms toward becoming Experts who have achieved elegance in their teaching. We, like Sternberg (1998), believe that expertise is not an end-state but a process of continued development.

Use of Technology:
HIED students are expected to have easy access to the internet, to use GA/View Vista efficiently, and to check Vista and KSU email regularly for announcements and messages. As a means of supporting and promoting learning in a variety of ways, students in HIED 4475 are expected to be proficient in the use of current educational technologies. Students should be adept at using simple devices such as overhead projectors as well as standard classroom computer applications. Candidates should implement the ISTE/NETS (standards for technology for teachers) in their teaching. In addition, students should be able to identify, evaluate, and use effectively reliable websites that enhance social studies instruction.

Diversity Statement:
The transformation of schools from homogenous settings to settings where each classroom represents a microcosm of the world in terms of language, personal and ethnic culture, and diversity requires a special preparation. The need to study multiculturalism and ways to affirm each child arises. The Bagwell College of Education (BCOE) and the PTEU celebrate diversity and honor individual differences. Diversity is framed in a perspective that builds on differences as an arena for unlimited potential. Multiculturalism is honored and espoused in all departmental programs and courses to enable candidates to more comfortably and knowledgeably experience the world from many points of view. Education majors at KSU are placed in diverse settings throughout their courses of study.

HIED students have opportunities to gain the knowledge, skills, and commitment needed to teach diverse learners in the secondary social studies classroom. Students are exposed to literature and classroom discussions involving issues of race, ethnicity, gender, socioeconomic status, religion, sexual orientation, family structure, age as it relates to behavior and values, and special emotional, physical or mental needs and abilities and/or disabilities as they relate to learning. Increased awareness of issues related to multicultural education, along with working in settings in which multicultural variables exist, will help students meet the needs of diverse learners in their classrooms.

disAbled Student Support Services:

Kennesaw State University provides program accessibility and reasonable 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 help disabled students with their academic work. In order to make arrangements for special services, students must visit the Office of disAbled Student Support Services (770-423-6443) and develop an individual assistance plan. In some cases certification of disability is required.
Any candidate who, due to having an individual assistance plan, may require special arrangements so as to meet course requirements should contact the lead professor and university supervisor at the beginning of the semester so that accommodations can be made. Please present appropriate verification from KSU disAbled Student Support Services.

There are support/mentor groups on the campus of Kennesaw State University that address many types of disabilities and exceptionalities.

**VII. Course Goals/Objectives:**

Student teaching is the capstone experience in teacher preparation at Kennesaw State University. Research has repeatedly shown that student teaching is the most valuable pre-service training for developing teaching skills. It is an opportunity to observe and participate in activities that provide information on how teachers teach and how students learn so that the student teacher can begin to unify theory and practice under the mentorship of experienced master teachers. It allows student teachers to test theories and principles acquired in teacher training while gaining increased understanding of learner characteristics and needs.

The learning activities are established so as to help student teachers achieve the interrelated objectives and goals of the Kennesaw State University teacher education program as reflected in the Candidate Performance Instrument and the NCSS Program Standards for the Initial Preparation of Social Studies Teachers.

Specifically, HIED student teachers will do the following:

1. demonstrate mastery of the social science content applicable to successful secondary teaching (CPI Outcome/Proficiencies 1.1 - 1.4, NCSS Interdisciplinary Thematic Standards 1.0 – 1.10, and NCSS Pedagogical Standard 1).
2. plan, implement, and evaluate social studies lessons that meet the needs of diverse learners and special needs students (CPI 2.1 – 2.10, NCSS TS 1.0 – 1.10, NCSS PS 2).
3. choose, adapt and coordinate materials, technology and methods to facilitate student learning (CPI 2.1 – 2.10, NCSS TS 1.0 – 1.10, NCSS PS 2, 3, 6).
4. develop a classroom environment conducive to the success of all learners (CPI 2.4, NCSS TS 1.0 – 1.10, NCSS PS 4, 5).
5. use appropriately the various types of assessment instruments common in social studies courses, including traditional and alternative assessments, so as to discern and interpret student progress (CPI 2.9 – 2.10, NCSS TS 1.0 – 1.10, NCSS PS 7).
6. use the NCSS thematic and pedagogical standards, the Georgia Performance Standards, and current research to inform teaching and curriculum decisions (CPI 1.1 – 1.4, 2.3 – 2.6, 2.8 – 2.10, 3.1 – 3.2, NCSS TS 1.0 – 1.10, NCSS PS 8).
7. engage in on-going reflection to assess and refine instruction (CPI 2.9 – 2.10, 3.2, NCSS TS 1.0 – 1.10, NCSS PS 8).
8. demonstrate professional behavior and a collaborative, collegial work ethic (CPI 3.1 – 3.4, NCSS PS 9).

9. provide students with opportunities to acquire the knowledge, skills, capabilities, and dispositions associated with social studies in order to become productive members of society (CPI 1.1- 1.4, 2.1 – 2.10, 3.1 - .34, NCSS TS 1.0 – 1.10, NCSS PS 9).

VIII. Student Teachers’ Responsibilities and Assignments

Student teachers should be aware that they are expected to meet the responsibilities outlined in this syllabus and in related documents. Failure to do so will result in appropriate consequences. Lower scores on assignments, evaluation instruments, and recommendations to school systems are likely consequences. In some circumstances, failure to meet responsibilities will result in a professional development plan being used, removing a candidate from student teaching, issuing a grade of “Unsatisfactory” at the end of student teaching, and/or removing a candidate from the HIED program entirely.

A. Professional Responsibilities:

1. Know and adhere to the policies and requirements outlined in the current
   - KSU Undergraduate Catalog,
   - Center for Education Placements and Partnerships (CEPP) Field Experiences Handbook,
   - HIED 4475 Syllabus,
   - CEPP Fall Calendar – Student Teaching Events, and
   - HIED Schedule of Clinical Experience Activities.

2. Be aware of the information included in the KSU Undergraduate Catalog which add address situations particularly pertinent to student teaching:
   - Code of Student Conduct at www.kennesaw.edu, Academic Colleges, Undergraduate Catalog, Statement of Student Rights and Responsibilities, and the
   - Retention in Teacher Education policy at www.kennesaw.edu, Colleges and Departments, Bagwell College of Education and PTEU. Scroll down to Retention in Teacher Education.

3. In addition to the specific responsibilities/assignments outlined in the syllabus and in other related documents, a student teacher’s responsibilities include, but are not limited, to the following:
   - setting a high standard of scholarship in all classes (CPI Proficiencies 1.1 – 1.4, 2.5).
   - using a variety of teaching strategies involving a high degree of student involvement (CPI 2.1 – 2.10).
   - demonstrating and providing portfolio evidence that they are able to plan and effectively deliver curriculum and instruction that meets Georgia Performance Standards and NCSS Standards (CPI 1.1 – 1.4, 2.1 – 2.10).
   - participating in a variety of school activities (CPI 3.2, 3.3).
• incorporating study skills and how-to-learn strategies into lessons (CPI 1.4, 2.1, 2.6).
• using professional language and correct grammar/composition skills in all oral and written communications in the classroom and elsewhere (CPI 3.1). *
• dressing appropriately for one’s position as a preservice teacher in the school setting. This means dressing a cut-or-two above what other teachers are wearing. Jeans are unacceptable; clothing that is tight, baggy, or revealing is inappropriate. Men’s shirts should have collars; ties are strongly encouraged. Polo shirts are traditionally considered to be casual, not professional, attire. Women’s apparel likewise should be “conventional” – tops with sleeves and/or jackets are strongly preferred as are skirts/dresses of traditional length. Body art and non-traditional piercings are best left covered, and fragrances are more appropriate for other occasions. (CPI 3.3, 3.4)
• following the directions of the collaborating teacher, the school principal, the KSU university supervisor, and the KSU director of the Center for Education Placements and Partnerships. (CPI 3.3, 3.4).
• exhibiting high ethical and professional standards in all settings (CPI 3.3, 3.4).
• following the KSU Code of Student Conduct (CPI 3.3, 3.4).
• assuming responsibility for his or her own actions and attitudes (CPI 3.3, 3.4).

Conducting oneself in a professional manner is the cornerstone of participating in a teacher education program and of enjoying a successful teaching career. Assuming responsibility for one’s actions and attitudes is an indicator of self-awareness, maturity, integrity, and, thus, of professionalism.

Preservice teachers should conduct themselves in the manner appropriate for, expected of, and practiced by highly regarded, effective teachers. If a teacher candidate’s actions or attitudes are judged to be less than professional by an HIED supervisor, collaborating teacher, or school principal, appropriate action will be taken. This may include the candidate’s appearance before the HIED Admissions and Academic Standing Committee (AASC) to review the concerns. The AASC will then determine suitable “next steps.” These next steps may involve the use of a professional development plan to be completed as outlined or the removal of the candidate from the field or clinical experience and/or from the HIED program.

The role of a teacher candidate in TOSS and student teaching is that of an adult who is learning the theory and best practices associated with teaching history/social studies and is managing the education of secondary students with guidance from HIED program professionals. Please know that any problem that arises will be addressed by you, the HIED faculty, and, if appropriate, the collaborating teacher and school personnel. Parents and other relatives or friends are not a part of this process.

Teacher candidates are expected to act in a professional manner in all circumstances involving school personnel and colleagues, students and their parents, other teacher candidates, and the community.

As per the KSU Undergraduate Catalog, continuation in a teacher education program is dependent on “responsible, professional behavior . . . in all classes, field experiences and interactions with peers and faculty, as judged by the program faculty and/or collaborating teachers and school personnel.”

In sum, it is time to “move to the other side of the desk.” If you want your students to do their best work, then you should produce your best work. If you want them to be on-task, to participate actively in class, to conduct themselves with maturity and integrity, then you must do the same in your classes and in your field/clinical experiences. You will be a model for them – and that means “walking the walk.” Walking the walk, like any other skill, takes practice. Students will know if you haven’t or don’t.
*The KSU Writing Center is a free service offered to all KSU students. Experienced, friendly Writing Assistants will work with you to become a better writer—regardless of your strengths or weaknesses. Commonly covered writing strategies include topic development, organization, revision, research, source documentation, and grammar, but the Writing Center listens to and works with each writer individually. For more information or to schedule an appointment, please visit http://www.kennesaw.edu/english/WritingCenter, or stop by Room 242 in the English Building.

**B. Attendance and Punctuality:** Attendance and punctuality in meeting deadlines are critical requirements for completing field and clinical experiences. They are innate elements of professionalism and reflect one’s commitment to professional standards of conduct.

- Student teachers are expected to be at the assigned schools each day that school is in session and to maintain the same hours as those required of the faculty. Any exceptions to this policy will be announced by the Center for Education Placements and Partnerships or the HIED faculty.
- Student teachers must attend all teacher workdays, in-service days, and conference days during this period.
- Personal appointments should be scheduled after regular school hours. *Leaving school during the school day is not acceptable except in case of a verifiable emergency.*
- Only the university supervisor, in consultation with the lead professor or program coordinator, may make an exception to the school attendance policies stated above.
- Attendance at on-campus seminars is expected and monitored. If you have a conflict due to a required evening event at your school (PTA, for example) or due to any other reason, request approval from your university supervisor via phone or Vista email well in advance. In all cases, a candidate must fulfill responsibilities discussed at the seminars.

In the event of an illness or emergency which prevents attending school or necessitates leaving school, a student teacher must inform both the university supervisor and the collaborating teacher by phone and by email prior to the absence or as quickly as possible. The school’s main office is also to be notified promptly. At all times, a student teacher should leave paper copies or electronic access to lesson plans at school for the CT’s use. Unless medically unable to do so, the ST must forward any updated lesson plans to the CT by email, fax, or phone if an illness or emergency occurs prior to the beginning of the school day. *Any time missed at the school must be made up at the end of the semester.*

Attendance and punctuality (which includes completing assignments in a timely manner) are taken into account in considering eligibility to continue in the field/clinical experiences and in scoring Proficiencies 3.3 and 3.4 of the CPI. In addition, these traits are always addressed in reference forms submitted to school systems and other agencies in which candidates seek employment.

See the Field Experiences Handbook for further details.

**Regarding School, Extracurricular, and Professional Learning Activities:** During field and clinical experiences, all candidates are encouraged to be involved in a wide range of activities that will improve their teaching as well as their understanding of students and working in schools. Activities may include, but are not limited to, participating in or attending extracurricular events, tutoring students at school, attending school meetings, helping with routine tasks such as hall duty, assisting
sponsors of student organizations, and participating in education-related community events. Do not assume responsibility for leading any extra-curricular activity; e.g., do not coach a team, sponsor a club, direct a play, plan a school dance, organize a field trip, or lead a parade – literally or figuratively. A faculty/staff member must be the official and actual leader of any extra-curricular activity in which you engage.

Many community events also provide opportunities for professional learning; these include visiting museums, attending related lectures, participating in civic events, and so on. It is important to move beyond the classroom in interactions with students and others. Doing so will help you become familiar with the community, parents, and personal experiences of your students, and thus will help you become a more effective teacher.

C. Teaching Responsibilities:

The Georgia Professional Standards Commission’s guidelines call for student teachers to assume increasing levels of responsibility for instruction and other school-related tasks. Thus, there is an introductory transition period which lasts about 2-3 weeks. See general outline below for further details.

Thereafter, if your school is on a regular (“skinny”) schedule with approximately 55-minute classes, you will teach four classes per day for a minimum of 8 full weeks. If your school is on a 4x4 or alternating block schedule with approximately 90-minute classes, you will teach two classes per day for at least a full 10-week period.

Following the period of full-time teaching, there is a 2-3 week period of gradual reduction in your teaching responsibilities during which the collaborating teacher transitions back to full responsibility. During this time, continue to teach one or two classes (and/or team-teach or co-teach classes). In addition, grade all the work assigned by you (or as requested by the collaborating teacher), take care of make-up work/tests, and return all borrowed materials.

Decisions about your fulfillment of teaching responsibilities are made with input from your CT and your US. In certain situations, as agreed upon by the collaborating teacher and the university supervisor, a student teacher may continue teaching beyond the usual time frame.

In sum, during the weeks prior to full-time teaching, you should assume increasing levels of responsibility for teaching classes. Then, maintain a full-time teaching schedule for 8 - 10 weeks. Finally, upon completion of the full-time teaching and with the approval of your CT and US, wind down by gradually returning responsibility for classes to your collaborating teacher.

In order to plan effective lessons and complete assignments in a timely manner, student teachers have two planning periods per day.
Follow the **general outline** below for assuming and disengaging from teaching responsibilities. Also consult the CEPP calendar and HIED Schedule for Clinical Experience Activities for specific requirements.

- **Week 1+ of Student Teaching:** Attend the KSU opening seminar for student teaching. Learn students’ names. Observe, assist, plan. You are not responsible for instruction but should assist as directed by the CT. Discuss with your CT which classes you will teach and a tentative schedule for doing so. Begin planning for teaching. Spend much time thoughtfully observing the CT (and perhaps other teachers) as such observation is critical to success. Have an orientation conference with CT and university supervisor, if possible.

- **Week 2 of ST:** Assume limited teaching responsibilities. You may team-teach, co-teach or shadow teach with CT or take responsibility for a single class each day but should experience the responsibility for instruction during part of each day. Continue observing, assisting, and planning. Complete observations of 1-2 teachers other than your CT. Check the school system calendar carefully; pay attention to holidays, workdays, in-service days, standardized testing and other things that will affect your teaching time. Plan with your CT in order to meet the requirements for full-time teaching. Hold orientation conference, if needed.

- **Weeks 3, 4, 5 of ST:** Possibly during Week 3 or certainly by Week 5, assume full responsibility for planning and teaching 4 skinny-schedule classes or 2 block-schedule classes daily.

- **Following Weeks of ST:** Continue full-time teaching as agreed upon by your CT and your university supervisor.

- **Weeks 12, 13, 14 of ST:** Upon meeting requirements for full-time teaching and with the approval of your CT and US, begin to disengage from full-time teaching. Complete observations of other teachers. Assist CT as s/he transitions back into teaching. Work on end-of-course assignments and assemble Documents Binder.

- **Weeks 14, 15, 16 of ST:** Finish grading papers, recording grades, and other instructional tasks. Complete all paperwork and assignments. Hold final conference with CT and university supervisor. Return materials to media center and to your CT. Say thank you to those who have been helpful; write thank-you notes to those who have been especially helpful. Say good-bye to your classes. Leave no loose ends. Turn in Documents Binder to your university supervisor. Attend Final Seminar for all student teachers.

**D. Assignments**

All necessary forms and instructions related to assignments are available on GeorgiaView/Vista, Chalk and Wire, and/or the BCOE website. All signature items must be kept in hard copy format in your Documents Binder, and most are submitted electronically as well. Check HIED Clinical Experience Calendar for due dates and further information about submitting assignments.
(On Vista, please type messages to your supervisor in the “Comments” box provided for each assignment. Assignments should be uploaded or attached rather than scanned.)

Except as noted in item #14 (p. 14), there are no optional assignments. Failure to complete an assignment or to complete it satisfactorily may result in a professional development plan and/or removal from student teaching. All assignments will be graded or reviewed; point values (or levels of proficiency) are indicated on specific instructions and/or rubrics.

For your own protection, save a copy of every assignment in your files and on a flash drive. If your computer crashes, the consequences could be dire.

### Short-and-Sweet Assignments

Each of these assignments is done once and takes a short period of time from start-to-finish.

1. **Information Sheet:** Provide all requested information (including your name!) and **three convenient dates/times for an orientation meeting during the first two full weeks of the clinical experience.** While meeting to gather this information, also provide your CT with a copy of (or ready access to) the following documents:
   - CEPP Field Experiences Handbook,
   - the Georgia Code of Ethics for Educators,
   - the HIED 4475 Syllabus,
   - the HIED Clinical Experience Calendar (this document),
   - Weekly Conference Reports,
   - Observation Summary Forms,
   - a Candidate Attitudes Assessment Rubric,
   - the Performance Evidence for NCSS Thematic Standards form, and
   - the HIED version of the CPI.

   During the orientation meeting with your university supervisor, you and the CT will sign a form stating that you have read and understand these documents and will follow the requirements for the student teaching program. If you have questions, please ask. Put a copy of the Information Sheet in your Docs Binder and submit an electronic copy to Vista.

2. **Diversity Survey:** Roughly mid-semester, complete the KSU online Diversity Survey. Watch for email from CEPP with instructions. Print out a confirmation sheet for your Docs Binder.

3. **Student Teaching Program Survey and University Supervisor Survey:** Near the end of the semester, complete these two online surveys. You will receive specific instructions via email from CEPP. Print out a confirmation sheets for your Docs Binder. Also complete the usual on-line course evaluation form sent to you via KSU email; while some of the items don’t quite fit the student teaching situation, your feedback is helpful and desired.
4. **Candidate Attitudes Assessment Rubric:** Near the end of the semester, you, your CT and your US will each complete a Candidate Attitudes Assessment Rubric (CAAR). Its focus, obviously, is professional dispositions (“attitudes”). A candidate must have a rating of Level 3/Acceptable (or higher) on each element in order to successfully complete student teaching. The controlling score on each element is an average of the CT’s score and the US’s score. Post your own CAAR on Chalk and Wire for use in your portfolio. Your supervisor will determine the average ratings and submit those to Chalk and Wire.

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**Routine Weekly Assignments**

The weekly assignments are at the heart of your teaching. A student teacher’s failure to complete them in a consistently punctual and satisfactory manner may result in his/her being placed on a professional development plan and/or ultimately being removed from student teaching.

5. **Daily Sign In / Out Log:** Maintain the log in hard copy on a daily basis. It should be signed each week by you and your CT and kept in your Documents Binder. Your university supervisor will check it when s/he visits. Keep an additional copy for your records.

6. **Weekly Schedule:** The weekly schedule provides a skeleton plan for each day’s lesson in the coming week. See an example of a weekly schedule on Vista. If you are not teaching a particular class, the information should be based on the CT’s plans. Note that s/he is teaching but also state what role(s) if any, you will play. Submit the weekly schedule to Vista to be graded according to indicated criteria and keep a copy for your records.

7. **Lesson Plans:** A separate and full, formal lesson plan is required for each class in which you are teaching or managing instruction for 30 minutes or more. Those candidates who excel in planning may be allowed, at some point after the midterm date, to submit expanded weekly schedules rather than full lesson plans. Your supervisor will make this determination based on your skill in planning and your effectiveness in teaching. Note the “fine print” below regarding other details of planning:

   **If you are teaching two different courses:** During the first two weeks of full-time teaching, submit full, formal lesson plans for both courses. After that time, depending on the quality of your work to date, your supervisor may make a different arrangement with you.

   **If your CT or US is completing a formal observation of your teaching:** Prepare a full, formal lesson plan for review by your CT or US before and during the lesson, regardless of the date the lesson is being taught.

   **If a lesson is being used as evidence of your teaching one of the NCSS themes lessons:** Prepare a full, formal lesson plan for your CT to review before and during the lesson, regardless of the date the lesson is being taught.

Lesson plans are generally part of a unit plan that you develop collaboratively with your CT. “Sketch out” the plan for the entire unit prior to teaching the first lesson. (Backward planning pays dividends!) Follow the required HIED lesson plan format and submit plans to Vista by the date/time indicated. Lesson plans will be reviewed and graded according to the criteria/rubric provided. Organize plans each week by course and date; submit plans for each subject to Vista as one document. (Submit all 5 lesson plans for one course as one document, not as 5 separate documents.)
Print lesson plans, including all ancillary materials, for each day of instruction and use them as a guide while teaching. Provide your CT and US with hard copies of the lesson plans and all ancillary materials at the beginning of each formal observation.

8. **Weekly Conference Report:** Your CT will prepare a Weekly Conference Report, usually on Thursday or Friday, and discuss it with you. Please provide your CT with an electronic copy of the form. Submit a copy to Vista to be graded according to indicated criteria. In addition, keep a signed paper copy of each conference report in your Documents Binder and a copy for your records.

9. **Reflective Journal:** Maintain a reflective journal of the student teaching experience and submit to Vista. Specific topics are to be addressed each week (unless another assignment takes precedence as per the HIED Clinical Experience Calendar). Check each week’s instructions. Journals will be graded according to indicated criteria. Keep electronic copies of all journal entries as you will include some of them in your Chalk and Wire portfolio.

   *Your supervisor will evaluate and score weekly assignments and will likely include feedback in the “Comments” box provided for each assignment. Review and take advantage of these comments. Ignoring suggestions, failing to demonstrate a desire to improve, being inconsistent in performance or effort, not following instructions – all of these actions are unacceptable. Indeed, continuing to make mistakes that have been called to your attention is an unprofessional choice and may be cause for a professional development plan and/or removal from student teaching. Your supervisor may also use the Comments box to set up appointments for observations. Check Vista at least once a day throughout the semester for comments, suggestions, announcements, discussions, and emails.*

### Middle-Sized Assignments

The following assignments will take several hours to complete in an appropriate manner.

10. **Description of School Population and Learners:** This description of the overall school population and the learners in your school and in each of your classes provides a means for becoming familiar with your student teaching environment. Gather information before or during your first week. Review the instructions for the ISLA assignment as you should “re-cycle” some of this information into your ISLA. A wealth of demographic and academic information is available on the GaDOE website; click on Data Reporting, Report Card, and then the name of your school. You may also obtain the necessary information from your CT, school administrators, and the school and/or district websites. Submit to Vista and save a copy for your records.

11. **Class Visitations:** With help from your CT, arrange to observe at least 4 other social studies teachers’ classes. Observe a variety of grade levels, ability levels, and subject areas. Complete and submit two Class Visitation Summary forms during the first two weeks of student teaching. Complete the last two during the final weeks of student teaching. See Vista for directions. (As you observe, take notes and complete the form later. Please do not ask the observed teachers to sign the OSF!) Submit to Vista and save copies for your records.

12. **Technology-Enhanced Lesson Plan and Reflection:** The Bagwell College of Education recognizes the importance of future educators and K-12 students using technology skills that enhance learning, personal productivity, and decision-making in their daily lives. As a result, the International Society
for Technology in Education’s National Educational Technology Standards for Students (ISTE NET*S) are integrated throughout the teacher preparation program enabling teacher candidates to explore and apply best practices in technology-enhanced instructional strategies.

In brief, you will develop, teach, and reflect upon a full, formal lesson plan that incorporates appropriate and effective technology into the lesson. The lesson should fit seamlessly into a unit that you are teaching and should emphasize one of the NCSS themes. (Thus, your CT should assess your work on the NCSS form.) The plan must also include the ISTE NET*S that apply to that lesson; these are posted on Vista (click on Resources) for your convenience. The plan will be submitted to Vista and included in your Chalk and Wire portfolio. See further guidelines on Vista. Keep a copy for your records.

13. Philosophy of Teaching Social Studies: Your philosophy of teaching social studies will evolve with time and experience. In TOSS, you wrote a basic “philosophy” or personal narrative about your beliefs about education for your student teaching application. Now it is time to update that, providing a more experienced view focusing specifically on teaching social studies. See directions/rubric on Vista. Submit to Chalk and Wire and save a copy for your records.

14. Review the Regarding School, Extracurricular, and Professional Learning Activities information on pages 8-9 of this syllabus. If you have attended or participated in extracurricular activities at your school or professional learning activities outside of your school responsibilities, please write a brief narrative clearly documenting your participation/attendance in up to two different types of activities (not two cross country meets, for example). Instructions for the narrative are on Vista; submit there as well.

This is not a requirement or an assignment, but if you have done these kinds of things, the HIED faculty would like to know it. A teacher candidate’s willingness to go beyond what is required speaks to his or her sense of involvement in the life of the school and its students, to the degree of commitment for learning beyond what is required for the classroom, and to an understanding of professional behaviors as assessed on the Candidate Performance Instrument and the Candidate Attitudes Assessment Rubric.

Great Big Assignments

The assignments outlined below require significant amounts of time and effort on your part. These assignments will be submitted to Chalk and Wire as part of your portfolio.

15. Performance Evidence for NCSS Thematic Standards: The National Council for the Social Studies requires all accredited programs to provide evidence showing how well teacher candidates can plan and deliver instruction aligned with the 10 NCSS Thematic Standards. During TOSS, you taught at least four of the themes and uploaded documentation to C/W. During this semester, teach lessons focusing on the remaining six themes. Ask your CT to assess your work as you teach each theme. Upon completion, submit the Performance Evidence for NCSS Thematic Standards form to C/W and upload the accompanying lesson plans as part of your portfolio evidence. Place the signed paper copy of the Performance Evidence for NCSS Thematic Standards in your Documents Binder and keep a copy for your records.
Note: If you did not upload your four NCSS lesson plans and a copy of the form during TOSS, do so now. You should have successfully taught 4 themes during TOSS and were instructed to post a copy of the copy of NCSS form and lesson plans to Chalk and Wire. You were also instructed to keep a paper copy of the signed NCSS form and lesson plans. During ST, you must teach the remaining 6 themes successfully. (If you don’t have records from last semester i.e., you did not post to C/W and did not keep a signed form and lesson plans, you will need to teach all 10 themes in student teaching.)

Upon completion of student teaching, include in your Docs Binder evidence (the signed forms) that you have successfully taught the necessary themes. Post the form and the (6-10) lesson plans to Chalk and Wire. It is not necessary to post the ancillary materials for each lesson, BUT the lesson plans must be thorough and clear regarding all aspects of the lesson.

16. Impact on Student Learning Analysis: Assessing the influence of instruction on students’ learning and considering what factors might affect students’ achievement is an on-going and valuable process for teachers. This assignment, required by the Bagwell College of Education in every program, allows the teacher candidate to select a set of related lessons and analyze to extent to which their teaching had an impact on every student’s learning. Follow directions on Vista. Submit to Chalk and Wire, and keep a copy for your records.

17. Electronic Portfolio and Portfolio Narrative: The portfolio is composed of all assignments and documents submitted to Chalk and Wire. Work should be at the high academic level appropriate for graduating college seniors.

The Portfolio Narrative, required of all KSU teacher candidates, is a critical element of the portfolio assignment and is a BCOE requirement for all teacher candidates. Update most of the evidence that you submitted during TOSS so your Portfolio Narrative contains examples of the best work that you have done at KSU. Write a narrative statement describing and analyzing in a thoughtful way your performance on proficiency on the CPI. The purpose of the narrative is to ensure that each teacher candidate reflects on his/her performance relative to each of the proficiencies. Follow directions provided on Vista. Submit the Portfolio Narrative (along with accompanying evidence) to Chalk and Wire and keep a copy for your records.

Important Note: Be aware that directions for the ISLA, the PN, and other assignments may have been recently revised; be sure to use the versions posted on Vista under HIED 4475. Do not use directions from the TOSS semester.

Other Evaluations

a. Midterm Evaluation: A mid-term evaluation will be conducted using the Candidate Performance Instrument (CPI) and other documentation of the teacher candidate’s work. The quality of work associated with assignments noted above as well as the effectiveness of the candidate’s teaching performance will be considered. Assessments will be made by the collaborating teacher, the student teacher, and the university supervisor and will be discussed during the midterm conference. See instructions on Vista for the process and documents involved in midterm evaluations.

b. Final Evaluation: The final evaluation will be conducted using the Candidate Performance Instrument (CPI) and other documentation of the teacher candidate’s work, including the Candidate
Attitudes Assessment Rubric. The quality of work associated with all assignments noted above as well as the effectiveness of the candidate’s teaching performance will be considered. Assessments will be made by the collaborating teacher, the student teacher, and the university supervisor and will be discussed during the final conference. The Documents Binder should be turned in at the final conference, but for good cause, may be turned in as agreed upon by the supervisor. **Make sure that ALL documents contain original signatures of the parties indicated.** See instructions on Vista for the process and documents involved in final evaluations.

**Copies of all assessment and evaluation forms, and specific information about their use, will be posted on Vista in a timely manner.**

**IX. Grading and Related Topics:**

All student teachers must meet the requirements specified in *The Field Experiences Handbook* and in the *HIED 4475 Student Teaching Syllabus* in order to complete student teaching successfully. Except for item #14 above, there are no optional assignments. All assignments must be completed in a satisfactory manner. The final grade, determined by the university supervisor, is based on assessments made by the CT and the university supervisor as outlined above and on the student teacher’s satisfactory completion of assignments, also outlined above.

As assignments are submitted in hard copy or via Vista and/or C &W, they will be graded according to the criteria established for each assignment. As matters of academic integrity and professional growth, each assignment is to be completed by the teacher candidate for whom the grade is to be assigned; there are no “group” or “paired” assignments in student teaching. (See statement below about Academic Integrity.) Total numbers of points will be tallied at midterm and again at the end of the semester. These scores may be used as indicators of performance on the CPI and may also be used as guidelines for completing reference forms for employment.

The CPI is scored on five levels. To complete student teaching successfully, candidates must demonstrate that they have met all the outcomes/standards and proficiencies identified in the Candidate Performance Instrument at Level A (Approaching the Knowledge, Skills, Dispositions of a First-Year Teacher), Level T (Target) or Level E (Exceeding). Performance at Level U (Unsatisfactory) or Level B (Basic, Limited) is inadequate. Receiving a rating of less than Level A on any proficiency will prompt a professional development plan (developed by the program area) for achieving acceptable levels of performance, provided there is sufficient time remaining to do so.

*If the student does not, within the time frame stated, fulfill the requirements of the professional development plan, s/he will be removed from student teaching and the grade will be a “W,” “WF,” or “U” as appropriate at the time. Candidates must attain at least a Level A for all proficiencies to graduate from the undergraduate program. A candidate who scores an LB or LU on any proficiency at the end of the semester will receive a “U” in student teaching.*

In collaboration with your CT, your university supervisor (and, if involved in your supervision, other HIED faculty members) will assign the final course grade. The student teaching grade is S (satisfactory) or U (unsatisfactory) as per University System of Georgia requirements.
Student teaching is a full-time job. Working at another job is strongly discouraged as it may jeopardize the successful completion of student teaching. Student teachers may not take other courses while student teaching.

**Removal or Withdrawal from Student Teaching:**

Student teachers are guests in their schools and in their collaborating teachers’ classrooms. The importance of working professionally, collaboratively, and effectively cannot be overstated. Failure to do so will jeopardize the successful completion of student teaching.

If a school administrator and/or collaborating teacher asks that a student teacher be removed, the student teacher will be removed. The grade assigned for the semester will be “W,” “WF,” or “U” as appropriate at the time. Another placement during that semester will not be made.

In the event that a teacher candidate withdraws and/or is removed from a placement, the program area's Admissions and Academic Standing Committee will determine whether another attempt is warranted. The program area's Admissions and Academic Standing Committee (AASC) will determine an appropriate period of remediation, if warranted, and determine readiness for re-assignment at the completion of the designated remediation plan.

The AASC may require that a student who withdraws from or is removed from student teaching successfully complete a directed study course (SED 4400) carrying one-hour of credit prior to being considered for student teaching again. Other steps may be required as well before reconsideration.

In no case will a candidate be allowed more than two attempts at student teaching.

**Additional requirements beyond those stated in the syllabus may be necessary for some candidates. Additional requirements may also be necessary in order to meet university, state, national or program standards. As instructors, we reserve the right to make adjustments to the requirements or the syllabus for good cause and with proper notification.**

**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 or 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.