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III. Catalog Course Descriptions

HIED 4413: Prerequisites: Successful completion of EDUC 2110, 2120, 2130 and HIST 2206 and 2270; admission to Teacher Ed program; 2.75 adjusted GPA; 3.0 in upper division teaching area courses; and approval of the program area. An examination and application of curriculum issues, learning theories, teaching strategies, instructional materials, and assessment procedures for teaching secondary social sciences in the multicultural and diverse classrooms of today. Emphasizes those practices suggested by research in secondary social science education and encouraged by our accrediting agencies.
HIED 4414: Prerequisite: Admission to HIED 4413; HIED 4414 to be taken as a co-requisite to HIED 4413. Secondary school field experience in social science teaching with concurrent seminars held at KSU. Proof of liability insurance is required prior to school placement. [Continuation in HIED 4414 is contingent upon successful completion of work to date in HIED 4413.]

IV. Class Meetings and Important Dates:

**Classroom Component:** HIED 4413

- **MTW,** 9:30 a.m. to 12:15 p.m., August 20-October 5, November 12-December 5
- All report to SO2027 on first day of class. Will also use SO 1020.
- End-of-course conferences with instructors: December 6, 10, and 11;
  appointments scheduled 9:00 a.m. – 2:30 p.m.

**Field Experience Component:** HIED 4414

- **Phase I:** Thursday, Sept. 6, 13, 20, 27, and October 4
  
  *School calendars may necessitate different dates for some candidates. If in a school system with fall break that includes a Thursday, attend at least one Friday as make up day.*

- **Phase II:** MTWRF, October 8-November 9
  
  *Report each day to assigned middle school. If you have to make up days, a plan will be developed for doing so and may include December 6-12.*

**Important Scheduling Considerations:**

- TOSS interns are in their schools for four or more hours per day, depending on the collaborating teacher’s (CT’s) schedule. The CT’s schedule, in terms of classes, planning period, lunch, bus duty, faculty meetings, etc., determines the intern’s schedule.

- Area middle schools may begin classes as early as 7:00 or 8:00 a.m. and/or may have classes until 4:15 p.m. Thus, an intern’s daily schedule must be clear until at least 4:30 during the field experience. *The field experience schedule takes priority over any other class, job, or activity.*

- As noted on the CEPP website, “Each semester, KSU places approximately 2500 students in schools for field experiences. Due to the heavy volume of placements and the limited number of placements, commutes may be up to an hour (or more) each way, depending on the nature of the placement and the availability of placements in each content area/experience. All placements are final.” Take travel time into account.

- Plan to have a variety of experiences that occur outside of the classroom such as observing an extracurricular activity, helping with lunch/bus and other duties as appropriate, attending faculty and PTA meetings. This gives you a broader and deeper view of the school and its students.

- Do not “hang around” the school after your responsibilities have been fulfilled for the day unless and your CT have arranged for you to participate in a specific activity or task.

- As in the case of all field experiences, the holiday schedule for the schools in which interns are placed takes precedence over the KSU holiday schedule. (Follow the schedule for your assigned school.)
Other Important Dates for HIED 4413 and 4414:

1. Thursday, August 30th: Student Teaching Applications (online and hard copies) for SP13 are due to CEPP. Plan to meet with Dr. Reeve to review completed application and eligibility prior to deadline for submitting application.
2. Tuesday, October 2nd: Mid-term Exam
3. Monday, October 8th: If cleared, report to assigned school to begin Phase II of field experience
4. Friday, October 12th: Last day to withdraw without academic penalty
5. Wednesday-Friday, November 21st-23rd: KSU Fall Break
6. Wednesday, December 5th: Preparation for student teaching; last day of TOSS class
7. Friday, December 7th: Final Exam

➢ These and other important dates are identified on GeorgiaVIEW/Vista under the TOSS Class and Field Experience Calendar and/or on posted assignments.

V. Required Texts, Materials, and Resources for HIED 4413 and 4414:

A. KSU Undergraduate Catalog: available at www.kennesaw.edu, Academic Colleges, Undergraduate Catalog.

B. Field Experiences Handbook: posted on Vista and BCOE website. Read the Handbook early in the TOSS semester as it contains much important information. Provide your collaborating teacher with an electronic copy or link on the first day of the Phase I field experience.
   • You and your collaborating teacher will sign a form during the orientation conference with your university supervisor that you have read and will abide by the policies outlined in the handbook.


D. TOSS Syllabus: This syllabus for HIED 4413/4414 is available at http://vista.kennesaw.edu/ under the HIED 4413 course.
   • Each intern is responsible for knowing and adhering to what is in the TOSS syllabus.

E. One of the following editions of NCSS Standards:
• Certain on-line retailers also have copies, new and used, of these books.
• You’ll need a complete copy of the standards, not just a list of the themes, for unit and daily lesson planning and for other assignments and documentation.

F. Georgia Performance Standards: All standards available on-line at www.georgiastandards.org. Click on Georgia Performance Standards, then (on the left) Social Studies, appropriate grades, and (on the right) the desired grade or course.
• The GPS are used for classroom activities, the model unit in HIED 4413, daily lesson planning in 4414 and for documentation in portfolio.

G. Chalk and Wire ePortfolio Account: Available through the KSU Bookstore.
• This web-based application is used in submitting certain assignments and documents and as the platform for your TOSS and student teaching portfolios. Other assignments are posted to GeorgiaView/VISTA; some are submitted in both places. Instructions will be provided.

H. Additional readings (or links to readings) used as a basis for class discussions will be posted on VISTA or provided in class.

I. 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 also reveals differences in approaches to and philosophies of education and teaching.

J. You will also need:
• Loose-leaf notebooks for TOSS courses – one for class notes and handouts, one for the model unit plan, one for your lesson plans and other materials used during the field experience, and one for your Documents Binder. When purchasing, be sure that you can put your name/semester/course(s) on the front and spine of the model unit binder and Documents Binder. Suggested Sizes: Two 2” notebooks for class notes/handouts and lesson plans/materials; one 3” binder for model unit, and one 1-1½” for Docs Binder.
• one DVD disk for recording your micro-teaching lessons (at least 30 minutes recording time).
• copies (for your files) of the original documents that you submit in your Documents Binder.
• certain office supplies, such as printer paper, ink cartridges (plural), dividers, a stapler/staples, a three-hole punch (or pre-punched printer paper), etc.

VI. Purpose/Rationale:

The purpose of this course is to prepare prospective secondary (6-12) teachers to become effective facilitators in the teaching of history and the social sciences. This course is designed for students completing a program of study leading to the baccalaureate degree in history education and initial certification to teach history in Georgia’s public secondary schools. The primary purpose of the course is to provide each student with opportunities to develop: 1) proficiency in the application of the pedagogical content knowledge and skills required to plan, implement, and evaluate instruction in courses comprising the secondary school history/social studies curriculum; and 2) the knowledge, skills, and dispositions required to engage in the systematic inquiry and decision-making processes that will support their continuing development as creative, reflective professional facilitators of learning. Those opportunities will be provided through classroom instruction (including micro-teaching laboratory experiences) and a middle school field experience which runs concurrently with the class.
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, teacher leaders and school 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 to 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, local communities, the public and private schools and school districts, parents and other professional partners, the PTEU meets the ultimate goal of bringing all of Georgia’s 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 and Chalk and Wire efficiently, and to check Vista and KSU email daily for announcements and messages. During TOSS, students will engage in micro-teaching lessons involving the use of videotaping, PowerPoint and other technologies to facilitate the development and refinement of selected models of teaching history. At the end of the course, students should be able to identify and evaluate internet resources for use as teaching tools, develop and present PowerPoint presentations, make/select and use graphic organizers, creative art materials, transparencies, and laminated materials as teaching tools. In all cases, the use of any technology should be in support of learning. Additionally, the ISTE NETS*T (technology standards for teachers) are integrated throughout the teacher preparation program. As a means of supporting and promoting learning in a variety of ways, students in HIED 4413-4414 are expected to be proficient in the use of current educational technologies. **Students who are not proficient in the use of basic and emerging educational technologies should sign up for workshops available in Kennesaw Hall.**

**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 is apparent. 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 texts and classroom discussions involving a variety of considerations including 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 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.

*Please Note: Any candidate who, due to having an individual assistance plan, may require special arrangements so as to meet course requirements should notify the lead professor at the beginning of the semester and the university supervisor and collaborating teacher at the beginning of the field experience so that accommodations can be made. Please present appropriate verification from KSU disAbled Student Support Services. Accommodations must be arranged before an assignment or activity is begun not afterwards.*

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

**Knowledge Base:**

The main sources used to shape key elements of this course include: 1) concepts and principles related to the organizational structures of and inquiry methods in history; 2) current research on effective teaching practices; 3) each student’s reflective analysis and evaluations of the results of implementing various instructional strategies to help students achieve a range of cognitive and affective learning outcomes; 4) the standards for professional preparation and practice of social studies teachers established by the National Council for the Social Studies (NCSS) and other national and state accrediting agencies; 5) the HIED performance instrument used to measure student planning and teaching of NCSS themes; 6) state (GPS) and school district curriculum guidelines and textbooks used in secondary school social studies courses; 7) the Candidate Performance Instrument (CPI) used as a final summative instrument to assess candidates’ levels of (a) pedagogical content knowledge, (b) skill in facilitating student learning, (c) collaborative professionalism; and 8) the “best practices” modeled by and derived from experience of master teachers who provide guide the professional development of students in the classroom.

**VII. Course Goals/Objectives**

The Professional Teacher Education Unit prepares learning facilitators who understand their disciplines and principles of pedagogy, who reflect on their practice, and who apply these understandings to making instructional decisions that foster the success of all learners. As a result of the satisfactory fulfillment of the requirements of these courses, the HIED teacher candidate will be able to:
1. apply the relevant content and key organizing concepts of history (and other social studies courses) to curricular and instructional planning and implementation (Candidate Performance Instrument -- Outcomes #1.2, 1.3; NCSS Thematic Standards 1.0 – 1.10 and NCSS Pedagogical Standard 1);

2. use standard methods of scholarship to organize and synthesize information in history/social studies, conduct research, and analyze and evaluate information, (CPI Outcomes #1.1, 1.2; NCSS TS 1.0 – 1.10 and NCSS PS 1);

3. apply an understanding of student diversity and exceptionalities of various types to curricular and instructional planning and implementation (CPI Outcome #2.3; NCSS TS 1.0 – 1.10 and NCSS PS 2);

4. put into practice standard principles of motivation in curricular and instructional planning and implementation (CPI Outcomes #1.3, 2.6; NCSS TS 1.0 – 1.10 and NCSS PS 4);

5. apply principles of learning to curricular and instructional planning and implementation (CPI Outcomes #1.3, 2.1; NCSS TS 1.0 – 1.10 and NCSS PS 3, 4, 5, 6);

6. demonstrate understanding and skill in the selection and use of appropriate instructional technology and materials to enhance instruction in the classroom (CPI Outcome #2.8; NCSS TS 1.0 – 1.10 and NCSS PS 3, 4, 5);

7. apply fundamental principles and processes of assessment (CPI Outcome #2.9; NCSS TS 1.0 – 1.10 and NCSS PS 4);

8. implement classroom management routines and practices in accord with standard principles and guidelines (CPI Outcome #2.4; NCSS TS 1.0 – 1.10 and NCSS PS 4);

9. demonstrate the ability to maintain high ethical and professional standards in all settings (CPI Outcome #3.4; NCSS TS 1.0 – 1.10 and NCSS PS 8, 9);

10. employ reflective thought processes to evaluate the effects of instructional choices in the secondary social studies classroom (CPI Outcome #3.2; NCSS TS 1.0 – 1.10 and NCSS PS 8).

11. demonstrate correct and appropriate communication skills in working with students, peers, and professionals (CPI Outcome #3.1; NCSS TS 1.0 – 1.10 and NCSS PS 3, 4, 5, 8)*

12. assume the role of a teacher by taking initiative and making decisions in accordance with educational and ethical principles (CP Outcome #3.3; NCSS TS 1.0 – 1.10 and NCSS PS 8, 9); and

13. exhibit commitment to rigor in preparation and in responsible practices (CPI Outcome #2.5; NCSS TS 1.0 – 1.10 and NCSS PS 1 - 9).

14. In addition, in preparing lesson plans and units of study, the student will be able to offer a rationale for the lesson, use themes outlined by the National Council of Social Studies, apply the appropriate Georgia Performance Standards, develop clear instructional objectives, implement content requirements and use materials that may be mandated by the local school district and/or state End of Course Tests, select and/or create appropriate assessment strategies, provide
necessary accommodations for students with educational disabilities, and produce a detailed outline of what is to take place in the class daily and over the course of a unit (CPI Outcomes #1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, and 2.9).

*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](http://www.kennesaw.edu/english/WritingCenter), or stop by Room 242 in the English Building.

VIII. TOSS Students’ Responsibilities and Assignments

TOSS students are expected to meet the responsibilities outlined in this syllabus and other related documents. Failure to do so will result in appropriate penalties such as lower scores on assignments, evaluation instruments, and recommendations to school systems. In some circumstances, failure to meet responsibilities will result in a lower grade in one or both courses; removal from the TOSS class, field experience or program; a professional development plan and/or probationary status if allowed to continue in the HIED program; and/or removal from the HIED program entirely. Questions about a student’s continuation in the program are referred to the HIED Admissions and Academic Standing Committee for resolution.

A. Professional Responsibilities:

1. HIED TOSS students are responsible for knowing and adhering to the policies and requirements outlined in the current
   - KSU Undergraduate Catalog,
   - Center for Education Placements and Partnerships (CEPP) Field Experiences Handbook,
   - Georgia Professional Standards Commission’s Code of Ethics for Educators [www.gapsc.com](http://www.gapsc.com), Ethics, Code of Ethics,
   - HIED 4413/4414 Syllabus,
   - HIED 4413/4414 Class and Field Experience Calendar, and
   - CEPP Calendar for TOSS

2. TOSS students must be aware of information in the KSU Undergraduate Catalog which addresses a variety of situations particularly pertinent to the TOSS and student teaching programs. These include, but are not limited to, the following:
   - the Code of Student Conduct at [www.kennesaw.edu](http://www.kennesaw.edu), Academic Colleges, Undergraduate Catalog, Statement of Student Rights and Responsibilities, and
   - the policy on Retention in Teacher Education at [www.kennesaw.edu](http://www.kennesaw.edu), Colleges and Departments, Bagwell College of Education and PTEU, Retention in Teacher Education

3. TOSS students should be familiar with the Candidate Performance Instrument (CPI), the primary BCOE document used for assessing candidates’ performance in TOSS field experiences and student teaching clinical experiences. The research-based CPI assesses three outcomes required of successful candidates; i.e., candidates who are content knowledge experts, skilled facilitators of learning, and collaborative professionals. Outcomes are structured around proficiencies that all teachers, including teacher candidates, must possess and use consistently in order to best promote student learning.
B. Attendance, Punctuality, Participation, and Professionalism:

Excellent attendance and punctuality are generally matters of choice, habit, and respect.

Attendance and punctuality (which includes completing assignments in a timely manner) are innate elements of professionalism. They also affect mastery of content in the class and performance in the field. Attendance and punctuality are taken into account in considering eligibility to continue in the course and in the field experience and in scoring Proficiencies 3.3 and 3.4 of the CPI during the final evaluations. In addition, these traits, along with professionalism, are always addressed in reference forms submitted to school systems and other agencies in which candidates seek employment.

➢ Attendance and Punctuality Policy:
In HIED 4413, if you miss more than 3 classes or parts of more than 6 classes (or some combination of the two) you will fail the course. Twice being tardy for class or after break and/or leaving early will equal 1 absence. After a student’s first absence, 20 points is deducted for each subsequent absence. After the first two times tardy (or leaving early), 10 points is deducted for each occurrence. It is the student’s responsibility to contact the lead professor promptly regarding the reason for any absence or tardy.

During the field experience (HIED 4414), any absence or tardy must be documented. One or more absences for reasons other than documented illness or bereavement may result in a rating of Level U (Unsatisfactory) or Level B (Basic/Limited) on Proficiency 3.4 on the CPI. An intern may be required to make-up any time missed. HIED program instructors may remove an intern from a field experience for undocumented or excessive absences or tardies.

➢ Participation Expectations:
Active and positive participation is expected of each class member. Students and instructors learn with and from each other and clarify their own ideas during class activities. Every person has a responsibility to engage in this process.

Present yourself as “alive, alert, and happy to be here” – just as you want your own students to be. Participate thoughtfully. Take good notes. Do your share of the work. Be congenial, collaborative, and respectful. Use Standard English and professional language in all professional settings.

GaView/Vista and KSU email are also venues for participation in class. At least once a day, check both for messages and instructions from HIED faculty. Respond promptly and as requested to emails and comments associated with assignments or other matters. (CPI Proficiencies 3.3, 3.4)

➢ Basic Professionalism Considerations during HIED 4413 and 4414:

- Dress professionally (business casual).
- During each class, there will be at least one break. Take care of personal matters then.
- Cell phones should be out of sight and turned off during class and while at your field school. If you expect an emergency call, please let the instructor leading the class (or the CT) know at the beginning of class. Set the phone on vibrate and exit the class to receive or make a call. No texting during class.
Use of laptops during class is limited to those who have a specific, verifiable need to use them.

Any student who is disrespectful to instructors or peers or who distracts from or disrupts our ability to complete any in-class activity (teacher- or student-centered) will be asked to leave the class and will be counted absent. Such behavior can affect the entire class negatively and will affect the offending student’s grade and, possibly, his or her continuation in the class. The student must also see the lead and/or assisting instructor(s) before attending another class session.

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, and integrity. Preservice teachers should conduct themselves in the manner appropriate for and practiced by highly regarded, effective teachers. If a 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 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. If a problem arises, it will be addressed by the candidate, 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.

C. Course Assignments and Requirements:

Assignments and requirements, as well as general professional responsibilities, are keyed to the course objectives (p. 6-7 of syllabus), the outcomes and proficiencies included on the Candidate Performance Instrument, the Georgia Performance Standards, and the National Council for the Social Studies thematic and pedagogical standards. Directions for completing each course assignment and requirement will be available on GA View/Vista in a timely manner.
HIED 4413 Assignments:

1. **Micro-Lessons:** (125 Points)

Develop and teach two daily lesson plans to peers in the TOSS class.

Success in planning and teaching the micro lessons is critical in terms of course grades and is also a key indicator of readiness for the field experience. Typically, two HIED faculty observe and evaluate each micro lesson. Based on those evaluations, a candidate whose performance demonstrates a lack of readiness in content knowledge, facilitation of learning, or professionalism (CPI outcomes) may not be approved to continue into Phase II of the field experience. First micro counts 50 points total; second, 75 points.

2. **Exams:** (125 points)

The exams (mid-term and final exam/activity) will be cumulative and based on assigned readings as well as work in class and in the field experience.

3. **Class Assignments/Activities:** (up to 100 points)

There will be several smaller assignments and/or quizzes dealing with various topics and assigned readings. Specifics will be provided in class though unannounced quizzes are always an option.

4. **Model Unit:** (300 points)

This assignment addresses CPI proficiencies 1.1- 1.4, 2.1- 2.9, and 3.1 in depth. It is an act of scholarship, the equivalent of a final research paper done by history majors in their senior seminars, as well as an activity for planning instruction. Use your Description of School Population and Learners (with necessary revisions) as part of the context section of the model unit. Being able to plan a strong unit of instruction is critical to success as a student teacher and as a novice teacher.

Assignments Related to Both HIED 4413 and 4414:

The **TOSS Portfolio** directly concerns all outcomes and proficiencies on the CPI and the NCSS Thematic Standards. The TOSS portfolio directly concerns all outcomes and proficiencies on the CPI and the NCSS Thematic Standards. It includes four major components from class and the field experience. Based on the content and activities completed during class, it includes certain types of evidence from the field experience. The components of the portfolio are noted below.

1. **Field Assignments:** (up to 150 points)*

   - **Conference Reports:** Ask your CT to complete Conference Reports as indicated during Phase I and Phase II. These will let you and your university supervisor know if things are “on track” or if there are problems to work on or to resolve right away.

   - **Weekly Schedules:** The weekly schedule, used in Phase II, provides a skeleton of each day’s lesson in the coming week. Candidates use these as a means of seeing the “big picture” for the week; supervisors use them for planning visits to schools.
- **Reflective Journals:** Maintain a reflective journal of the TOSS field experience following the instructions provided. Research verifies that teachers who routinely reflect on their work are more effective.

- **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 must show that you can successfully plan for and teach at least four of the themes; during student teaching, address the remaining six.

- **One Week’s Lesson Plans:** Submit one full week’s lesson plans that you will actually teach. This is good practice for planning in advance and in detail, as is required in student teaching.

- **Class Visitations:** Observe at least 3 other social studies teachers’ classes during your field experience and a complete Class Visitation Summary form on each observation. This is an opportunity to learn additional strategies and styles of presentation.

- **Extracurricular Activity:** Attend at least one extracurricular activity for your school, preferably one that involves some of your students. Extracurricular activities include sports events (or practices), club meetings, concerts, plays, etc. They do not include bus/hall/cafeteria duty, potty patrol, faculty meetings, PTA, or other routine responsibilities of teachers. This provides an opportunity to observe students in other settings. Write a 1-page summary following instructions provided.

- **Bulletin Board:** After discussion possibilities with your CT, create a bulletin board for the classroom or a nearby hallway. The display should have an educational purpose and, if possible, be related to the unit being studied at the time. Take a photograph of the completed bulletin board, write a narrative and submit assignment according to instructions provided.

- **Documents Binder:** The Documents Binder is an official record that contains all signed evaluation forms as well as other documentation from the semester’s work. Instructions, including a list of all required entries, will be provided.

*Point values for assignments are indicated on instructions located on Vista

2. **Impact on Student Learning Assignment (150 points):**
   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 teacher ed program, allows you to design and teach 2-3 lessons and analyze the impact of your teaching on every student’s learning. You should be able to use your Description of School Population and Learners (with necessary revisions) as a base for the first section of the ISLA.

3. **Portfolio Narrative (100 points):**
   In the electronic portfolio submitted for TOSS, you are called upon to describe and analyze in a thoughtful way your performance on each proficiency included in the CPI. You will also provide evidence (one or more “artifacts”) that highlights your best work and supports your Narrative for certain proficiencies. The Portfolio Narrative is at the heart of the portfolio assignment. Like the ISLA, the Portfolio Narrative assignment is required in all KSU TOSS courses (and in student teaching) by the College of Education.
Additional Field Experience Responsibilities:

Teaching Requirement: In addition to the above requirements and assignments, TOSS interns are expected to teach (have primary responsibility for the conduct of a class) at least 35 hours during their field experience. A full class period on a “skinny schedule” counts as an hour. A block schedule class counts as 90 minutes. One may count increments of 20 minutes or more when having primary responsibility for portions of a class. These teaching hours are critical to preparation for the responsibilities of student teaching.

The willingness of a collaborating teacher to turn over his or her classroom to an intern suggests the level of confidence the CT has in the intern; thus it is important to be well prepared, to build rapport with students and the CT, to show steady improvement in teaching, and follow the suggestions of the CT and the university supervisor. To do otherwise may affect the opportunities one has to teach.

Documents Binder: The Documents Binder provides official confirmation of your work through the inclusion of all signed documents, other assignments as per instructions, and completed HIED forms associated with the TOSS class and field experience. A list of items to be included will be provided on Vista. A Documents Binder that does not contain all required elements will be returned to the candidate for prompt completion.

IX. Evaluation and Grading:

Various models of student-centered and teacher-centered strategies will be used as a basis for class discussions, activities and assessments, and a variety of methods will be used to assess your achievement of the goals and objectives of the courses. Please note the following points:

1. Completion of Work in HIED 4413: Required class work to date must be completed successfully before Phase II of the field experience begins. HIED 4413 prepares candidates for working in sustained field and clinical experiences. A candidate who has not successfully completed requirements for HIED 4413 is not “ready” and may not go. This includes competent performance in planning and teaching the two micro lessons as evaluated by two members of the HIED faculty.

2. Completion of Work in HIED 4414, Phase I: Among other factors, “readiness” means that required work in Phase I of the field experience has been completed successfully before Phase II begins. Phase I activities prepare one for Phase II and are designed to help ensure that candidates have a clear understanding of the context, expectations, and skills essential for working well in their field experience settings. A candidate who has not successfully completed requirements for Phase I is not “ready” and may not move into Phase II of the field experiences.

3. Preparedness for HIED 4414, Phase II: Many factors influence one’s success as a history/social studies teacher. The HIED faculty, along with the schools and teachers with which we work, expect a certain level of readiness for the field experiences. Indeed, KSU and the HIED faculty have a professional and ethical obligation to our partner schools and their students to ensure that each teacher candidate in a field or clinical experience is prepared to be successful. If the TOSS faculty determines that a candidate has not demonstrated such readiness, s/he will not be permitted to move into Phase II. Instead, the HIED Admissions and Academic Standing Committee will meet with the candidate to determine appropriate “next steps.”
4. Communication Skills: Standard English is the accepted form of communication in school settings. Communicating effectively in speech and in writing is an essential teaching skill (CPI Outcome # 3.1). Teachers’ communications, oral and written, are very “public.”

*Basic errors in speaking and writing should have been resolved in high school. Students entering the TOSS program are expected to write at a level commensurate with that of effective first-year teachers. Failure to do so may result in a candidate’s not being allowed to go into the TOSS field experience or to continue to the student teaching clinical experience without taking specific steps (or courses) designed to correct the problem(s).*

5. Formal Evaluation Instruments:

- The Bagwell College of Education requires certain common assessments in all teacher education programs. Usually, the assessment instruments are modified so as to address the standards of a program area’s national professional organization (in our case, NCSS). BCOE assessment instruments include an Observation Summary Form which is completed twice by the collaborating teacher and at least twice by the university supervisor. Other BCOE assessments include the Impact on Student Learning Assessment, the Portfolio Narrative, and the Candidate Performance Instrument.
- All programs are encouraged to assess their candidates’ dispositions or attitudes. The HIED program uses the HIED Candidate Attitudes Assessment Rubric for this purpose.
- Additional assessments are specific to the HIED program. These assessment instruments were designed by the HIED faculty, based on their professional research and previous experience with TOSS interns and student teachers.
- With the exception of exams and quizzes, assessment instruments will be available to candidates so that work can be prepared accordingly.

6. Late Work: Assignments must be submitted on time in order to earn full credit for the work. Because supervisors’ responsibilities and schedules for the coming week are dependent on your submission of weekly assignments in HIED 4414, there is a fifty percent (50%) penalty on each one that is submitted late to Vista. On other assignments in 4413 and 4414, there will be a ten-percent (10%) deduction in total points for each day (or part of a day) that an assignment is late.

7. Unsatisfactory Work: Unsatisfactory work may receive a failing grade or, in certain cases, may be returned to be redone. Work may be deemed unsatisfactory if the academic quality is poor or if instructions are not followed. Some work, such as exams and quizzes, may not be re-done.

8. Formatting of Assignments: The plans for micro lessons, the model unit, ISLA, weekly assignments and other work must be submitted in type unless there is a specific reason to do otherwise. (Some teaching materials might be drawn or hand-written for a particular reason.) Unless instructed to the contrary, all assignments written in narrative form, such as the weekly reflections, should have standard margins, be double-spaced, and be in 12 pt. type using a traditional font such as Times New Roman.

9. There are no optional assignments in the TOSS program. All assignments must be completed satisfactorily in order to earn a passing grade.

10. Grades in TOSS Courses:

- Final grades in HIED 4413 (TOSS methods class) are based on an A, B, C, D, F scale.
A student who makes a “C” in the 4413 course will receive a professional development plan citing specific requirements for improvement during the student teaching and will be considered on “probationary” status during the student teaching semester. Such a plan is designed to identify specific areas of weakness and with the intent of informing the student teacher, his/her collaborating teacher and supervisor of the need to address these areas. It is the role of the CT and US to guide and support the candidate’s efforts to succeed in this regard; it is the candidate’s responsibility to make those efforts in timely and effective ways.

To determine your final grade for HIED 4413, divide the number of points earned by the total number of points possible. That will determine your percentage score and your grade.

- A = 90% (or more) of total points
- B = 80%
- C = 70%
- D = 60%
- F = 59% and below

Upon completion of the most recent semester’s work, an adjusted GPA of at least 2.75 and a GPA of at least 3.0 in the upper division teaching area courses are required for entering the student teaching semester (HIED 4475).

Final grades in HIED 4414 (TOSS field experience) are based on a rating of “Satisfactory” (S) or “Unsatisfactory” (U). State policy dictates that courses that are primarily field experiences use the S and U designations rather than letter grades.

- The Candidate Performance Instrument (CPI), scored on five levels, is a key element in determining the final grade for HIED 4414. To enter student teaching without restriction, a candidate must demonstrate that s/he has met 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 B (Basic, Limited) or Level U level (Unsatisfactory) is inadequate.
- Scoring at the LB (Basic/Limited) level on several CPI proficiencies may indicate a substantial lack of preparedness and thus may result in a candidate’s not being approved to student teach. Such a decision is made by consensus of the HIED TOSS faculty. In such a case, the candidate may be required to complete successfully a professional development plan, possibly including additional course work, prior to requesting approval to student teach from the HIED Admissions and Academic Standing Committee.
- A student who is permitted to go directly into student teaching with one or more LB ratings will be on a “probationary” status and may have a professional development plan, depending on the individual circumstances involved.
- A candidate who scores at the LU (Unsatisfactory) level on any proficiency on the CPI will receive an “Unsatisfactory” grade in HIED 4414. The student will be removed from the HIED program at that time.
Note: While a candidate’s collaborating teacher provides regular and valuable input through weekly and final assessments, the controlling ratings on the final CPI are those of the university supervisor.

The Candidate Attitudes Assessment Rubric, an evaluation of the candidate’s professional dispositions, is completed by the candidate’s collaborating teacher and university supervisor and by the candidate at the end of the TOSS field experience. A candidate must score in the “acceptable” level overall in order to receive a satisfactory grade in HIED 4414. The scores of the CT and US are averaged to determine the final rating in each category and overall.

Scores on other assessments beyond the CPI are also important. All assignments must be completed in a satisfactory manner in order for a candidate to receive a grade of “S” in HIED 4414. Certain assignments affect both the HIED 4413 and HIED 4414 grades.

A student who makes a “D” or an “F” in HIED 4413 or a “U” in HIED 4414 will not go forward to student teaching until the requirements for both classes are satisfied. A student who makes a “D,” an “F,” or a “U” may request to continue in the HIED program. Such requests will be referred to the Admissions and Academic Standing Committee to determine whether continuation is warranted.

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

X. Failure to Complete the TOSS Field Experience (HIED 4414)

If a student voluntarily leaves a placement, the grade assigned for the semester will be “W,” “WF,” or “U” as appropriate at the time. If a school administrator and/or collaborating teacher asks that a TOSS intern be removed, the intern will be removed, and the grade assigned for the semester will be “W,” “WF,” or “U” as appropriate at the time. For just cause, the university supervisor in consultation with the program coordinator, may remove an intern and assign a grade of “W”, “WF”, or “U”, as appropriate. If a student fails to complete a TOSS field experience, another placement during that semester will not be made. In such a case, the final grade in HIED 4413 will be affected because some assignments which require successful completion are components in both courses. The portfolio will not be accepted from a student who exits the field prior to completion of HIED 4414.

In the event that a student intern withdraws 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 and determine readiness for re-assignment at the completion of the designated professional development plan. The AASC may require a student who withdraws from or is removed from HIED 4414 to complete additional relevant course work successfully, including a directed study with a limited field experience (SED 4400), and/or to take other specific developmental actions prior to being considered for continuing in the HIED program again.

XI. Academic Honesty Statement:
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.

Please note that all documents turned in, including your portfolio in TOSS and later in Student Teaching, must be complete and your own work. Failure to adhere to this standard will result in very grave consequences.

XII. Changes in the Syllabus:

The course syllabus is an academic plan or framework. 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.