SYLLABUS – HIED 4413/HIED 4414 – Fall 2013
TEACHING of SPECIFIC SUBJECTS (6 – 12)

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Contacting Instructors: All members of the TOSS faculty are readily accessible to students. Office hours are by appointment, so contact the appropriate instructor to set up a time. The preferred method of communication for routine matters is through D2L email; if you need prompt attention regarding your question or concern, feel free to use KSU email or, in case of an emergency, to phone the appropriate faculty member. (Concerns about assignments are not emergencies.) While we strive to respond promptly, we are not on call 24/7; if you have not heard back in 24 hours, please contact the instructor again.
III. Catalog Course Description:

HIED 4413: Prerequisites: Successful completion of EDUC 2110, 2120, 2130 and HIST 2206, 2271, and 4488. Co-requisite: HIED 4414. 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. Emphasis is on those practices suggested by research in secondary social science education and encouraged by our accrediting agencies.

HIED 4414: Prerequisite: Admission 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 19-October 2, November 11-December 4. All report to SO2027 on first day of class. Will also use SO 1020.
End-of-course conferences with professors and supervisors: Dec. 5th & 6th; 9th, if needed

Field Experience Component: HIED 4414

Phase I: Thursday, September 5, 12, 19, 26; October 3.
School calendars may necessitate different dates for some candidates. If in a school system with a fall break that includes a day that is part of field experience, arrange with your collaborating teacher to make up the day(s) missed. If early in the semester, this could be done on a Friday.

Phase II: MTWRF, October 7-November 8.
Report each day to your assigned middle or high school. If you are absent, arrange with your collaborating teacher, supervisor, and lead TOSS professor to make up the time missed. Make-up days may not be scheduled during times when the TOSS class meets but, if necessary, may be scheduled for December 5-10.

TOSS Interns’ Scheduling Considerations for HIED 4414:

• You will be in your school four or more hours per day, depending on your collaborating teacher’s (CT’s) schedule of classes, planning periods, lunch and other responsibilities. With your CT’s assistance and approval, develop a regular schedule for arrival and departure.

• Area schools may begin classes as early as 7:30 and/or may have classes until 4:15 p.m. Thus, your 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 [emphasis added], 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 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 per the KSU Field Experience Handbook, interns follow the holiday schedules of the schools in which they are placed, not the KSU holiday schedule. Please plan accordingly as this is not negotiable.

Other Important Dates for HIED 4413 and 4414 are identified on D2L under the TOSS Class and Field Experience Calendar and/or on posted assignments.

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

   • This should have been purchased for HIST 2271 and/or 4488. If you did not keep your copy, you will need to purchase another one.

   • Book with DVD included, available in KSU bookstore or from online retailers

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

D. Field Experiences Handbook: posted on Desire2Learn (D2L) and BCOE website. Read the Handbook early in the TOSS semester as it contains much important information. Provide your CT with an electronic copy or link on the first day of the Phase I field experience.
   • You and your CT will sign a form during the orientation conference with your university supervisor that you have read and agree to abide by the policies outlined in the handbook.

   • Each intern is responsible for knowing and adhering to the Code of Ethics. Failure to do so may result in removal from the field experience and/or from the KSU teacher education program. All TOSS students at KSU must take and pass a quiz over the CoEE.

F. Common Core Georgia Performance Standards (CCGPS): Available on-line at www.georgiastandards.org. There are actually two “types” of standards: the Common Core literacy standards that apply to history/social studies courses generally and the content-based standards that apply to individual courses.
   • Common Core standards that apply to history/social studies: Click on CCGPS ELA/Math at the top and then, on the left, Literacy in Social Studies.
   • Course-specific standards: Click on Georgia Performance Standards at the top, then (on the left) Social Studies, appropriate grades, and (on the right) the desired grade or course.
   • Other valuable resources are also available on these websites.

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

H. Additional readings (or links to readings) used as a basis for class discussions will be assigned in class.

I. Membership in SPAGE (www.pagefoundation.org/spage) or SGAE (www.gae.org). These organization take different approaches to the teaching profession; either can provide insurance coverage for field/clinical experiences.
J. You will also need:

- 4 Loose-leaf notebooks: One for class notes and handouts, one for lesson plans and other materials used during the field experience, one for the mini-unit, and one for your Documents Binder. Purchase binders on which your name/semester/course(s) can be made clearly visible on the front and spine. Suggested Sizes: Two 2” for class notes/handouts and lesson plans/materials; one 1-1½” for mini-unit, and one 1” for Docs Binder.
- Camera or flash drive for recording your two micro-teaching lessons (30+ minutes recording time for each).
- copies (for your files) of the original documents that you submit in your Documents Binder.
- office supplies, such as printer paper, toner cartridges, dividers, a stapler/staples, a three-hole punch (or pre-punched printer paper), etc.

Use of Technology: HIED students must have easy access to the internet, use Desire2Learn and Chalk and Wire efficiently, and check D2L and KSU email daily for announcements and messages from HIED faculty, CEPP, and other KSU entities. Students are expected to develop proficiency in using simple machines such as overhead projectors, VCRs, video cameras, and whiteboards. In addition, students must be adept at basic computer skills such as word processing, PowerPoint, and other technologies that facilitate teaching and learning history. At the end of the course, students should be able to identify, evaluate, and select appropriate educational internet resources. 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. Students who are not proficient in the use of basic technologies should sign up for workshops available in Kennesaw Hall.

Multicultural Education Approach: Multicultural issues are embedded in the course during class discussions and readings about best practices in teaching social studies. Students will gain insight about providing effective instruction in the diverse classrooms of today.

Diversity Statement: The KSU Professional Teacher Education Unit (PTEU) believes all learners are entitled to equitable educational opportunities. To that end, programs within the PTEU consist of curricula, field experiences, and clinical practice that promote candidates’ development of knowledge, skills, and professional dispositions related to diversity identified in the unit’s conceptual framework, including the local community, Georgia, the nation, and the world. Curricula and applied experiences are based on well-developed knowledge foundations for, and conceptualizations of, diversity and inclusion so that candidates can apply them effectively in schools. Candidates learn to contextualize teaching and draw effectively on representations from the students’ own experiences and cultures. They learn to collaborate and engage with families in ways that value the resources, understandings, and knowledge that students bring from their home lives, communities and cultures as assets to enrich learning opportunities. Candidates maintain high expectations for all students (including English learners, students with exceptionalities and other historically marginalized and underrepresented students), and support student success through research-based culturally, linguistically, and socially relevant pedagogies and curricula.

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.

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 secondary school field experience which runs concurrently with the class.

PTEU’s Conceptual Framework (Abstract): Our vision as a nationally recognized Professional Teacher Education Unit (PTEU) is to remain at the forefront of educator preparation. Informed by responsive engagement in collaborative partnerships, we advance educational excellence through innovative teaching in an ever-changing global and digital learning environment. Our mission is to prepare educators to improve student learning within a collaborative teaching and learning community through innovative teaching, purposeful research, and engaged service. The essence of our vision and mission is captured in the theme Collaborative Development of Expertise in Teaching, Learning and Leadership which was adopted in 2002 to express concisely the fundamental approach to educator preparation at KSU.

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, 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.

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 curricular and 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 key content and organizing concepts of history (and other social studies disciplines) 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 conduct research and to organize, analyze, synthesize, and evaluate information in history/social studies, (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 to instructional planning and teaching so as to accommodate student needs (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 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 skill in the selection and use of appropriate instructional technology and materials so as to enhance instruction (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 principle and guidelines (CPI Outcome #2.4; NCSS TS 1.0 – 1.10 and NCSS PS 4);

9. 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 (CPI Outcome #3.2; NCSS TS 1.0 – 1.10 and NCS 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 detailed 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 Common Core Georgia Performance Standards, develop clear instructional objectives, implement content requirements and use materials that may be mandated by the local school district (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).

VIII. Course Policies:

A. Academic Honesty: No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior that a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

(from Section II-A of the KSU Student Code of Conduct, as modified for Fall semester 2011)

Please be aware that unless instructions specifically state that group work or collaboration is appropriate, all assignments and documents submitted for review and/or evaluation in TOSS (and in student teaching) must be your own work. Failure to adhere to this standard will result in very grave consequences.

B. Importance of the Syllabus: You are responsible for knowing the provisions of and meeting the responsibilities outlined in this syllabus. Failure to do so can result in lower scores on assignments, evaluations, and recommendations to school systems. Consequences may also include 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.

C. Notable Other Documents: Early in the semester, review the following documents so that you will know and can adhere to the policies, expectations, and requirements outlined therein.

- KSU Undergraduate Catalog’s information pertinent to the TOSS and student teaching programs. See www.kennesaw.edu, Academic Colleges, Undergraduate Catalog. The information includes, but is not limited to, the following:
  - the Code of Student Conduct included in the Statement of Student Rights and Responsibilities,
  - the policy on Retention in Teacher Education;


- HIED 4413/4414 Class and Field Experience Calendar;

- CEPP Calendar for TOSS,

- the Candidate Performance Instrument (CPI), the primary document used for assessing candidates’ work in TOSS field experiences and in student teaching clinical experiences; and
• the Candidate Attitudes Assessment Rubric that specifically assesses each HIED candidate’s professional dispositions throughout the TOSS and student teaching semesters.

D. Attendance and Punctuality: Attendance and punctuality are generally matters of choice, habit, and respect. They affect your learning in class, the atmosphere in the class generally, and your performance in the field. They are taken into account in considering eligibility to continue in the program and in scoring Proficiencies 3.3 and 3.4 of the CPI during the final evaluations. In addition, these traits are always addressed in reference forms submitted for candidates seeking employment or admission to graduate programs.

In HIED 4413, if you miss three class meetings, your final course grade will be lowered by one letter. If you miss four class meetings, you will fail the course. No distinction is made between “excused” and “unexcused” absences (or tardies), except for extreme situations. Please consider this when making other plans or commitments and when planning your daily schedule.

Arriving after roll is checked, departing before class is dismissed, leaving class to deal with personal matters, and/or taking a longer break than is offered also have consequences. Two such occurrences (in any combination) equal one absence. (During each class, there will be short break when you may take care of personal matters.) If you miss 30 minutes at any point during a class meeting, you will be counted absent. Under any of these circumstances, you may stay in class so as to learn, participate, and receive credit for activities or assignments due after your arrival and before your departure.

It is your professional responsibility to inform the lead professor promptly regarding any absence or tardy and to provide documentation, if requested. In addition, you are still responsible for material covered in class, and for coming to the next class prepared. Getting to know your classmates, along with exchanging phone numbers and email addresses, helps you build a network for just such times.

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, late arrivals, or early departures.

E. Late or Missed Work: As a general rule, late homework and in-class assignments will not be accepted for grading. Work will be penalized 10% of assignment’s point value for each day it is late. (Certain HIED 4414 assignments carry a higher penalty; see instructions provided with those assignments.) Work is considered late if not submitted in the correct place by the specified date and time.

Permission to turn in an assignment late and without penalty will be given rarely and only as a result of a conference with the instructor(s) responsible (and never on the day the assignment is due). Because you must turn in all assignments in order to pass, you must turn in work even though it is late and may receive an F or even a zero.

F. 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 much in the public eye.

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

G. Formatting of Assignments: The plans for micro lessons, the mini-unit, 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 should have standard margins, be double-spaced and in 12 pt. type using a traditional font such as Times New Roman or Calibri.

H. Participation Expectations: Active and positive participation is expected of all class members. Students and instructors learn with and from each other and clarify their own ideas during class interactions. 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 in group activities. Be congenial, collaborative, and respectful.

D2L discussion boards are also venues for participating in class. Being up-to-date with emails from instructors, CEPP and other KSU agencies is a sign of active involvement in the class. At least once a day, check both D2L and KSU email and respond promptly and as requested. (CPI Proficiencies 3.3, 3.4)

Use Standard English and professional language in all professional settings.

I. Appropriate Dress: TOSS requires that candidates, as professionals-in-training, practice the behaviors expected of career professionals. To that end, dressing appropriately is required in class and field schools. For class, appropriate dress is neat, clean, “business casual” attire that would be suitable for major corporate or professional offices on Fridays. To wit: no jeans, no shorts, no sneakers, no spaghetti straps or strapless dresses, no collarless shirts, no clothing that is too tight, too baggy, or too revealing. (The “no” list could go on, but you get the point.) Further guidelines will be provided for the field experience.

J. Classroom Protocol:
- Cell phones should be out of sight and turned off during class and while in your field school. If you expect an emergency call, please inform the instructor leading the class (or the CT) 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, electronic tablets, or other similar devices during class is limited to those who have a specific, verifiable need to use them and to those times when instructors encourage their use by all. Otherwise, please keep them turned off and closed.
- Avoid off-task talking or working, eating in class, and other behaviors that distract you, your classmates and instructors.
- A student who is disrespectful to instructors or peers or disrupts our ability to complete any in-class activity will be asked to leave the class and will be counted absent. Such behavior can 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.

K. Accepting Personal Responsibility: Conducting yourself professionally and assuming responsibility for your actions and attitudes are indicators of self-awareness, maturity, and integrity.
The role of a candidate in TOSS and student teaching is that of an adult who is learning the theory, best practices, and expectations associated with teaching secondary social studies to other people’s children. If a candidate’s actions or attitudes are judged to be unprofessional by an HIED instructor or supervisor, the collaborating teacher, or school principal, appropriate action will be taken.

If a problem arises in class or in the field, 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.

L. Issues Referred to the HIED Admissions and Academic Standing Committee (AASC): If concerns of an academic or professional nature arise involving any student, the faculty member and/or candidate involved may ask the AASC to review the situation. The AASC will then determine suitable “next steps” to resolve the difficulty. Such steps may involve the candidate’s satisfactory completion of a professional development plan or the removal of the candidate from the class, field, and/or clinical experience and/or from the HIED program.

M. Professional Behavior in All Settings: According to the 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.”

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

In sum, it is time to “move to the other side of the desk” and to begin thinking of yourself as a future teacher. 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 modeling good habits of work and of the mind; i.e., “walking the walk.” Walking the walk, like any other skill or habit, takes practice. Students will know if you haven’t or don’t.

IX. Course Assignments and Requirements:

Assignments and requirements, as well as your professional responsibilities, are keyed to the course objectives (p. 6-7 of syllabus), the outcomes and proficiencies included on the Candidate Performance Instrument, the Common Core 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 Desire2Learn in a timely manner. Major assignments are below.

A. Plan and Teach Micro-Lessons:* (100 Points)

Develop and teach two daily lesson plans to peers in the TOSS class. Competent performance in planning and teaching the micro lessons is a key indicator of readiness for the field experience. Micros include an element of peer review and final evaluation by (usually) two members of the HIED faculty. 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. Each micro counts 50 points.

B. Develop a Model Mini-Unit: (300 points)

Develop an instructional block consisting of 3 consecutive days of model lesson plans that build one upon the other and reflect the “best practices” discussed in class. These should be lessons you will actually teach in your field school and should reflect your level of skill in planning lessons that meet
HIED standards. You may use your micro-lessons as a base, and note that peer review is involved in the planning of units. 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. Being able to plan a strong unit of instruction is essential to success as a student teacher and as a novice teacher. Thus, preparation of a unit that earns a score of at least 75% is a prerequisite for being approved for student teaching.

C. Review of Planning, Teaching, and Assessment (150 Points)

Select one lesson from your model mini-unit and formally review your own planning and teaching and your impact on student learning as revealed by key assessments you implemented. This assignment provides the opportunity for you to critique your work and reflect on possible improvements. You will explain your instructional intentions in a clear, supported, and detailed fashion and prepare for the professional expectations of the edTPA teacher assessment.

*Note that Assignments 1, 2, and 3 build upon one another.

D. Participation/Class Assignments/Activities: (up to 200 points)

Active participation in assignments and activities is expected. There will be several relatively small assignments and/or quizzes dealing with various topics and assigned readings. Some activities may involve peer review. Specific information will be provided in class in a timely manner, but unannounced quizzes also remain an option.

E. Final Exam: (100 points)

The exam will be cumulative and may be based on assigned readings as well as class and field work.

F. Field Portfolio (up to 250 points)

The field “portfolio” directly reflects all outcomes and proficiencies on the CPI, CAAR, and the NCSS Thematic Standards. Based on content and activities from the TOSS class itself, the portfolio contains work and evidence produced during the field experience. Some components are housed in D2L only; others are submitted through Chalk and Wire, and some involve signed, hard-copies of documents. The portfolio is composed of items listed below; point values for assignments are included on D2L.

- **Gist Statements**: Each week during Phase I, you will write a short narrative statement that involves writing to learn while informing your supervisor of the essence or “gist” of what you did and what you learned that week in your school.

- **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 and formally 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 that 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.

- **Lesson Plans:** In addition to other required lesson plans mentioned elsewhere, submit for grading two additional lesson plans not prepared for purposes of other assignments.

- **Class Visitations:** Observe at least 2 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. Acceptable activities include sports events or practices, club meetings, concerts, plays, etc. They do not include routine responsibilities of teachers; i.e., bus/hall/cafeteria duty, potty patrol, faculty meetings, PTA, etc. This provides an opportunity to observe students in other settings. Write a 1-page summary following instructions on D2L.

- **Bulletin Board:** After discussing 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. Original signatures are required on each of these documents. Instructions, with a list of required entries, will be provided.

**Additional 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. It is important to be proactive and well prepared, to build rapport with students and the CT, to show steady improvement in teaching, and to follow the suggestions of the CT and the university supervisor. To do otherwise may affect the opportunities you have to teach.

**edTPA:** edTPA is a content pedagogy assessment that is being piloted in Georgia with an expected implementation date of Fall 2015. While the state has not developed written policy around the assessment, it is likely to be used in the near future to determine whether a candidate receives licensure or possibly a degree.

Your scores on the edTPA rubrics will not impact you, and your submissions in Chalk and Wire will not be submitted for official scoring. The edTPA-related assignments (see above) will, however, count for course credit. (In TOSS, candidates will complete a “short-version” of edTPA; during student teaching in the spring, candidates will complete the full edTPA assessment.)
As you complete the edTPA tasks, you will need to review and use resources found in Chalk and Wire under edTPA Resources. For example, you will be required to videotape yourself teaching in schools. Following appropriate protocol for securing permission and knowing WHAT to do with your permission forms is essential. Directions for accessing edTPA Resources in Chalk and Wire are below:

Go to your Chalk and Wire account and obtain the password for edTPA Resources under the “NEWS” section of your Chalk and Wire Account (located on the dashboard). Once you have secured your password, go to the CEPP homepage, click on Resources, then click on edTPA Resources, or paste the following into your browser:

https://education.kennesaw.edu/cepp/content/edtpa-resources

When asked for the password, type in the password you retrieved from your Chalk and Wire account.

At this site you will find specific guidelines and information on the following:
- Guidelines and permission forms for securing permission from schools, parents, and B-12 students to videotape
- Directions for where to submit signed permission forms
- Student Confidentiality Information
- Videotaping “Tips”
- Checking out videoing equipment—location, hours, and policies.
- Lab locations and hours for technical assistance (e.g., clipping videos). NOTE: Videos are “clipped”; they cannot be “edited” for this assignment.
- Additional edTPA Resources can be found at this link such as the document Making Good Choices, a supplement to your edTPA handbook.

All TOSS/METHODS/Practicum II candidates participating in edTPA are required to attend an edTPA Information Session on one of these dates:

8/21  5:00 p.m. - 7:00 p.m., KSU Continuing Education Center 400
8/22  10:00 a.m. -12:00 p.m., KSU Continuing Education Center 400
8/24  10:00 a.m. -12:00 p.m., KSU Continuing Education Center 400

Attendance will be checked at these meetings.

In addition, CEPP will invite collaborating teachers to attend an edTPA overview and workshop on one of the following three dates:

9/24  KSU Continuing Education Center, Room 300
9/25  KSU Continuing Education Center, Room 300
9/26  KSU Continuing Education Center, Room 300

Afternoon sessions on those same dates will be held for interns and collaborating teachers in the co-teaching program. More details will be forthcoming from CEPP.

X. 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.
Readiness for Field and Clinical Experiences: The HIED program is sequential by design with the goal of providing opportunities for candidates to gain the knowledge, understandings, and experiences that ensure they are “ready” for the next step toward a teaching career. Beyond this, 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. To those ends, the following policies apply:

- HIED 4413 prepares candidates to work effectively in schools. Required class work to date must be completed successfully before Phase I, Phase II, and student teaching begin. A candidate who has not successfully completed prior requirements in class is not “ready” and may not move into the next stage of field or clinical experiences.
- HIED 4414/Phase I activities prepare candidates for Phase II and help ensure that they have a clear understanding of the context, expectations, and skills essential for working well in their school settings. Among other factors, “readiness” means that required work in Phase I of the field experience has been completed successfully before Phase II begins.
- Phase II expands that understanding and builds necessary skills in preparation for student teaching. A candidate who has not successfully completed requirements for Phase II is not “ready” and may not move into the student teaching clinical experience. The CPI and CAAR are used to evaluate overall performance in HIED 4414.
- If the TOSS faculty determines that a candidate has not demonstrated readiness, s/he will not be permitted to go into the next phase of the program. The HIED Admissions and Academic Standing Committee will meet with the candidate to determine appropriate “next steps.”

Formal Evaluation Instruments:
- The Bagwell College of Education requires certain common assessments in all teacher education programs. These assessment instruments may be 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 Candidate Performance Instrument and the pilot edTPA.
- All programs are encouraged to assess their candidates’ dispositions or attitudes. The HIED program uses the Candidate Attitudes Assessment Rubric for this purpose.
- Additional evaluations are specific to the HIED program. These are based on the HIED faculty’s 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.
- There are no optional assignments in the TOSS program. All assignments must be completed satisfactorily in order to earn a passing grade.

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.

Final 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.

  
  \[
  \begin{align*}
  A &= 90\% \text{ (or more) of total points} \\
  B &= 80\% \\
  C &= 70\% \\
  D &= 60\% \\
  F &= 59\% \text{ and below}
  \end{align*}
  \]

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

  - **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 internships use the S and U designations rather than letter grades.

  - The **Candidate Performance Instrument (CPI)**, scored on five levels, is a key evaluation 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 CPI 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 indicates a substantial lack of preparedness and may result in a candidate’s not being approved to student teach. Such a decision is made by the TOSS faculty. The candidate may be required to complete successfully a professional development plan, including additional course work, prior to requesting approval to student teach from the 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.

    - While a candidate’s collaborating teacher provides valuable input, 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 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.
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, as indicated above, 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 Desire2Learn in a timely manner.

XI. 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 may be affected because some assignments are components in both courses.

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 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.

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.

August 2013
jm, kt, to
(and with thanks to ENED faculty for certain common elements)