SYLLABUS – HIED 4413/HIED 4414
TEACHING of SPECIFIED SUBJECTS (6 – 12)
HISTORY EDUCATION – 2012

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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

MTWR, 9:00 a.m. to 12:15 p.m., January 9-January 20, April 2,-April 27
MTW, 9:00 a.m. to 12:15 p.m., January 23-February 24
Classes meet in 2027 and 1020 Social Sciences Building
End-of-course conferences with instructors: April 23-27.

Field Experience Component:  HIED 4414

Phase I:  Thursday, January 26, February 2, 9, 16, 23 and Friday, February 17
(School calendars may necessitate different dates for some candidates.)
Phase II:  MTWRF, February 27-March 30.
Report each day to your assigned middle school. If you have to make up days, a plan will be developed for doing so and may include April 23-27.

Times:  You will be in your school for four or more hours per day, depending on your collaborating teacher’s (CT’s) schedule. Your CT’s schedule (in terms of classes, planning period, lunch, hall and other duties, staff development and faculty meetings, etc.) will determine your 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, your daily schedule must be clear until at least 4:30 during the field experience. Your field experience schedule takes priority over any other class, job, or activity.

Take travel time into account. 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.”

Having a variety of experiences in your school will better prepare you for student teaching. Do not, however, “hang around” the school after your responsibilities have been fulfilled for the day unless you and your CT have arranged for you to participate in a specific activity.

Important Dates for HIED 4413 and 4414:

1. Monday January 9th:  First day of class
2. Monday, January 30th:  Student Teaching Applications for SP12 are due to CEPP.
   Plan to meet with Dr. Reeve to review completed application and eligibility prior to deadline.
3. Thursday, January 26th: Phase I of field experience begins
4. Friday, February 10th: Mandatory Law and Ethics Seminar, Student Center
   University Rooms A-E
5. Tuesday February 21st: Mid-term Exam
6. Thursday, February 23rd: Last day of Phase I of field experience
7. Monday, February 27th: If cleared, report to assigned school to begin Phase II of
   field experience
8. Monday, March 12th: Last day to withdraw without academic penalty
9. Friday, March 30th: Last Day of Phase II field experience
10. Monday, April 22nd: TOSS class resumes (9:00 a.m. - 12:15 p.m., Rooms 2027, 1020)
11. Wednesday-Friday, March 3-9: KSU Spring Break
12. Thursday, April 20th: Final exam or other graded activity
13. Monday, April 23rd: Preparation for student teaching; last day of TOSS class
14. Tuesday – Friday, April 24th-27th: Individual end-of-course conferences with
    TOSS instructors. (Appointments scheduled between 9:00 a.m. – 2:30 p.m.)

➢ These and other important dates are identified on GeorgiaVIEW/Vista under the TOSS
  Class and Field Experience Calendar and/or on posted assignments. Check dates
  carefully. Keep a personal calendar and refer to it regularly.

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 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.

C. Georgia Professional Standards Commission Code of Ethics for Educators: available at

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

E. One of the following editions of NCSS Standards:
   ➢ Curriculum Standards for Social Studies: Expectations of Excellence: Possibly
     Street, Silver Spring, Maryland 20910, ISBN 0-87986-065-0).
   ➢ National Curriculum for the Social Studies: A Framework for Teaching, Learning, and
     Assessment. Ordering information is available on-line at http://ncss.org. Click on
Publications to order this (2011) edition. (If they have not bought yet, encourage them to get this one. I’m not sure if bookstore is carrying it this time.)

- 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.
  - You will use the standards for classroom activities, your 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.
  - You will need to attend a compulsory Chalk & Wire training session.

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 can also provide information about their philosophies and approaches to education.

J. You will also need:
  - four loose-leaf notebooks for TOSS courses – one for class notes and handouts, one for your 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. Two-inch notebooks are adequate.
  - 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, 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 and leaders who possess the capability, intent and expertise to facilitate high levels of learning in all of their students through effective, research-based practices in classroom instruction, and who enhance the structures that support all learning. To that end, the PTEU fosters the development of candidates as they progress through stages of growth from novice to proficient to expert and leader. Within the PTEU conceptual framework, expertise is viewed as a process of continued development, not an end-state. To be effective, teachers and educational leaders must embrace the notion that teaching and learning are entwined and that only through the implementation of validated practices can all students construct meaning and reach high levels of learning. In that way, candidates are facilitators of the teaching and learning process. Finally, the PTEU recognizes, values and demonstrates collaborative practices across the college and university and extends collaboration to the community-at-large.

Through this collaboration with professionals in the university, the public and private schools, parents and other professional partners, the PTEU meets the ultimate goal of assisting Georgia schools in bringing all students to high levels of learning.

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

Use of Technology:

HIED students are expected to have easy access to the internet, to use GA/View Vista efficiently, and to check Vista and KSU email 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 and use transparencies for overhead projectors, create and laminate teaching materials, and select and use graphic organizers and creative art 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.

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 at the beginning of the field experience so that accommodations can be made. Please present appropriate verification from KSU disAbled Student Support Services.

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

Knowledge Base:

The main sources used to shape key elements this course include: 1) the concepts and principles relevant to organizational structures of and inquiry methods in history; 2) the current research on effective teaching practices; 3) each student’s reflective analysis and evaluations of the consequences of implementing various instructional strategies to help students achieve a range of cognitive and affective learning outcomes; 4) the standards for professional practice and preparation 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) 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, or stop by Room 242 in the English Building.

VIII. TOSS Students’ Responsibilities and Assignments

Failure to meet the responsibilities outlined in the HIED 4413/4414 syllabus (and other related documents) will result in appropriate consequences. Lower scores on assignments, evaluation instruments, and recommendations to school systems are likely consequences. In some circumstances, failure to meet responsibilities will result in a 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; additional course work prior to student teaching; 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,
   - HIED 4413/4414 Syllabus,
   - HIED 4413/4414 Class and Field Experience Calendar, and
   - CEPP Calendar for TOSS and TOSS 4413/4414 Calendar

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, Academic Colleges, Undergraduate Catalog, Statement of Student Rights and Responsibilities, and
   ♦ the policy on Retention in Teacher Education at 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. Promptly contact the lead professor 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 the assessment of a 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 excessive absences or tardies.

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

  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 at that time.
  - 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 or tweeting during class.
  - Use of laptops during class is limited to those who have a specific, verifiable need to use them.
  - A student who is disrespectful 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 professor(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, integrity, and, thus, of professionalism. Preservice teachers should conduct themselves in the manner appropriate for, expected of, and practiced by highly regarded, effective teachers. If a teacher candidate’s actions or attitudes are judged to be less than professional by an HIED supervisor, collaborating teacher, or school principal, appropriate action will be taken. This may include the candidate’s appearance before the HIED Admissions and Academic Standing Committee (AASC) to review the concerns. The AASC will then determine suitable “next steps.” These next steps may involve the use of a professional development plan to be completed as outlined or the removal of the candidate from the field or clinical experience and/or from the HIED program.

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

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

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

In sum, it is time to “move to the other side of the desk.” If you want your students to do their best work, then you should produce your best work. If you want them to be on-task, to participate actively in class, to conduct themselves with maturity and integrity, then you must do the same in your classes and in your field/clinical experiences. You will be a model for them – and that means “walking the walk.” Walking the walk, like any other skill, takes practice. Students will know if you haven’t or don’t.

**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:** (150 points)

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

   Micro lessons are considered a “gateway” into the TOSS field experience. Success in planning and teaching the micro lessons is a key indicator of readiness for the field experience and is also
critical in terms of course grades. 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) will not be approved to continue in Phase II of the field experience.

2. **Exam:** (up to 100 points)

The midterm exam will be cumulative and based on assigned readings as well as work in class and in the field experience.

3. **Model Unit:** (250 points)

The model unit is considered a gateway assessment prior to student teaching. 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. Being able to plan a strong unit of instruction is critical to success as a student teacher. **Thus, the ability to prepare an adequate model unit is a prerequisite for being approved for student teaching. Anyone who earns less than a 75% grade will not be able to student teach in the fall.**

**Assignments Related to Both HIED 4413 and 4414:**

1. **Class Attendance, Punctuality, Participation, and Professionalism:** (150 points)

Be in class and be punctual; be prepared to participate academically and personally in positive, professional ways (CPI 3.4).

*Excellent attendance and punctuality are essential characteristics of professionalism and are generally matters of choice, habit, and respect.* Punctuality involves meeting deadlines as well as being on time for class and appointments.

2. **Description of School Population and Learners:** (25 points)

This description of the overall school population and the learners in your field school and classes provides a means for becoming familiar with your school and classroom environment. It also is useful in preparing your model unit and ISLA.

3. **Field Assignments:** (100 points)*

- **Conference Reports:** Weekly, ask your CT to complete a Conference Report (Phase I and Phase II). This 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. It identifies the specific content to be taught and the methods to be used. 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 instructions and adhering to topics as indicated. Research consistently verifies that teachers who routinely and thoughtfully reflect on their work are more effective.
➢ One Week’s Lesson Plans: Submit one full week’s lesson plans that you will actually teach. These may be plans that are in your model unit, if, in fact, you will be teaching those plans. 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 and include in your Documents Binder.

➢ Bulletin Board: Talk with your CT and ask to 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, and write a summary describing the key elements of the display. Also provide a rationale or explanation of how the display contributed to the unit being addressed and the learning environment in the classroom (or other location). Include the photo and the ½-page summary in your Docs Binder.

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

4. TOSS Portfolio (225 points)

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. The four components of the portfolio are noted below.

➢ 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. Your CT will evaluate your performance, and inclusion of the completed NCSS Thematic Standards form will count up to 25 points of the total portfolio points.

➢ Impact on Student Learning Assignment: 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 KSU 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. The ISLA will count up to 125 points of the total portfolio points.

➢ Portfolio Narrative: 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). The Portfolio Narrative component is worth up to **50 points** of the portfolio grade.

- **Documents Binder**: The Documents Binder counts up to **25 points** and includes *all signed documents*, other assignments as per instructions, and confirmation 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.

**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.

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 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. These teaching hours are critical to preparation for the responsibilities of student teaching.

**IX. Evaluation and Grading:**

Various models of student-centered and teacher-centered strategies will be presented 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**: *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.* In short, through the HIED 4413 class to date and Phase I of the HIED 4414 class, candidates must have demonstrated to the TOSS faculty and the collaborating teacher that they are ready to begin teaching (in limited ways) soon after Phase II begins. 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:** The ability to communicate effectively in speech and in writing is an essential teaching skill (CPI Outcome # 3.1). Teachers speak to and write for audiences every day; their communications are very “public.” Standard English is the accepted form of communication in school settings. If your speech or written work contains basic errors, such as those you should have stopped making in high school, you may not be allowed to go into the field or may be removed from the field. You may also be required to take additional courses (and/or other steps) to correct these problems before being allowed to TOSS again.

*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.*

5. **Formal Evaluation Instruments:**
   - Some work will be assessed using instruments common to all teacher education programs associated with the Bagwell College of Education. Usually, these 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 you 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. Failure to complete one or more assignments in a satisfactory manner will affect one’s grade and may result in a determination that the candidate is not ready for student teaching.**

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, but who is approved to move forward to student teaching, 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.

(Note the necessity for successful completion of specific assignments as indicators of preparedness for moving forward. In certain cases, a student who makes a “C” or above may not be approved for student teaching without further course work.)

To determine your final grade for HIED 4413, divide the number of points you 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).

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 ask 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:

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 which 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).

Please note that all information and submitted for placement and/or assessment purposes must be accurate, complete and your own work. Failure to adhere to this standard will result in very grave consequences including possible removal from the HIED program as well as involvement of the Department of Student Conduct and Academic Integrity (https://web.kennesaw.edu/scai/).

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.