KENNESAW STATE UNIVERSITY
Department of History and Philosophy

I. HIED 4475: Student Teaching in History Education (6 – 12)
   12 credit hours – Spring 2013

II. INSTRUCTORS/SUPERVISORS:

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

IV. Dates for Student Teaching:*
- **Tuesday, January 8:** Orientation Session for Middle Grades, Secondary and P-12 student teachers, 10:00 a.m., KSU Center, Rm. 400, 3333 George Busbee Drive (near Cracker Barrel)
- **Wednesday, January 9:** First day in schools for all program areas. Regular school hours for teachers in your school.
- **Tuesday, January 29th:** HIED Student Teaching Seminar SO 5074 6:00-8:00
- **Friday, March 8:** Midterm Date
- **Tuesday, March 12th:** HIED Student Teaching Seminar SO 5074 6:00-8:00
- **Wednesday, March 13:** Last Day to Withdraw without Academic Penalty
• **Friday, May 3**: Last Day in Schools for all student teachers
• **Monday, May 6**: Ending Seminar for all student teachers, 10:00 a.m., KSU Center, Rm. 400, 3333 George Busbee Drive

Additional seminars are scheduled as per the HIED Clinical Experience Calendar. Attendance is expected and monitored. (Note requirements in Field Experiences Handbook and in syllabus about attendance at field school and in seminars.)

*These and other important dates are identified on Desire2Learn (D2L) under the HIED Schedule of Clinical Experience Activities, the CEPP ST Calendar, and/or posted assignments.

If there are additions or changes in any dates, notice will be given on D2L.

V. Required Texts, Materials, and Resources:

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

B. **Field Experiences Handbook**: posted on D2L and BCOE website. *Provide your collaborating teacher with an electronic copy or link.*

- You and the collaborating teacher will sign a form during the orientation conference with your university supervisor that you *have read and will abide by* the policies outlined in the handbook. *This syllabus addresses many topics included in the Handbook, however, at this point in the program, candidates are responsible for being familiar with all parts of the Handbook that relate to teacher education programs in general and student teaching in particular.*


D. **Student Teaching Syllabus**: available on D2L. Provide your collaborating teacher with a copy (or an electronic version) of this syllabus on the first day in attendance at your assigned school.

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

• You need a complete copy of the standards, not just a list of the themes.
• Use for unit and daily lesson planning, other specific assignments, and for documentation in portfolio.

F. Georgia Performance Standards: All standards available on-line at www.georgiastandards.org. Click on Georgia Performance Standards, then (on the left) Social Studies, then appropriate grades, and finally (on the right) the desired grade or course.

• Use for unit and daily lesson planning, other specific assignments, and for documentation in portfolio.

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

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

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

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

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

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

Conceptual Framework (Summary):

Collaborative Development of Expertise in Teaching, Learning and Leadership
The Professional Teacher Education Unit (PTEU) at Kennesaw State University is committed to developing expertise among candidates in initial and advanced programs as teachers and leaders who possess the capability, intent and expertise to facilitate high levels of learning in all of their students through effective, research-based practices in classroom instruction, and who enhance the structures that support all learning. To that end, the PTEU fosters the development of candidates as they progress through stages of growth from novice to proficient to expert and leader. Within the PTEU conceptual framework, expertise is viewed as a process of continued development, not an end-state. To be effective, teachers and educational leaders must embrace the notion that teaching and learning are entwined and that only through the implementation of validated practices can all students construct meaning and reach high levels of learning. In that way, candidates are facilitators of the teaching and learning process. Finally, the PTEU recognizes, values and demonstrates collaborative practices across the college and university and extends collaboration to the community-at-large. Through this collaboration with professionals in the university, the public and private schools, parents and other professional partners, the PTEU meets the ultimate goal of assisting Georgia schools in bringing all students to high levels of learning.

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

Use of Technology:
HIED students must have easy access to the internet, use Desire2Learn efficiently, and check D2L and KSU email regularly for announcements and messages. As a means of supporting and promoting learning in a variety of ways, students in HIED 4475 are expected to be proficient in the use of current educational technologies. Students should be adept at using simple devices such as overhead projectors as well as standard classroom computer applications. Candidates should implement the ISTE/NETS (standards for technology for teachers) in their teaching. In addition, students should be able to identify, evaluate, and use effectively reliable websites that enhance social studies instruction.

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

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

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to help disabled students with their academic work. In order to make arrangements for special services, students must visit the Office of disAbled Student Support Services (770-423-6443) and develop an individual assistance plan. In some cases certification of disability is required.

*Any candidate who, due to having an individual assistance plan, may require special arrangements so as to meet course requirements should contact the lead professor and university supervisor at the beginning of the semester so that accommodations can be planned and made. Please present appropriate verification from KSU disAbled Student Support Services.*

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

**VII. Course Goals/Objectives:**

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

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

Specifically, HIED student teachers will do the following:

1. demonstrate mastery of the social science content applicable to successful secondary teaching (CPI Outcome/Proficiencies 1.1 - 1.4, NCSS Interdisciplinary Thematic Standards 1.0 – 1.10, and NCSS Pedagogical Standard 1).

2. plan, implement, and evaluate social studies lessons that meet the needs of diverse learners and special needs students (CPI 2.1 – 2.10, NCSS TS 1.0 – 1.10, NCSS PS 2).

3. choose, adapt and coordinate materials, technology and methods to facilitate student learning (CPI 2.8, NCSS TS 1.0 – 1.10, NCSS PS 2, 3, 6).

4. develop a classroom environment conducive to the success of all learners (CPI 2.4, NCSS TS 1.0 – 1.10, NCSS PS 4, 5).
5. use appropriately the various types of assessment instruments common in social studies courses, including traditional and alternative assessments, so as to discern and interpret student progress (CPI 2.9 – 2.10, NCSS TS 1.0 – 1.10, NCSS PS 7).

6. use the NCSS thematic and pedagogical standards, the Georgia Performance Standards, and current research to inform teaching and curriculum decisions (CPI 1.1 – 1.4, 2.3 – 2.6, 2.8 – 2.10, 3.1 – 3.2, NCSS TS 1.0 – 1.10, NCSS PS 8).

7. engage in on-going reflection to assess and refine instruction (CPI 2.9 – 2.10, 3.2, NCSS TS 1.0 – 1.10, NCSS PS 8).

8. demonstrate professional behavior and a collaborative, collegial work ethic (CPI 3.1 – 3.4, NCSS PS 9).

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

VIII. Student Teachers’ Responsibilities and Assignments

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

A. Professional Responsibilities:

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

2. Be aware of the information included in the KSU Undergraduate Catalog which addresses situations particularly pertinent to student teaching:
   - Code of Student Conduct at www.kennesaw.edu, Academic Colleges, Undergraduate Catalog, Statement of Student Rights and Responsibilities, and the
   - Retention in Teacher Education policy at www.kennesaw.edu, Colleges and Departments, Bagwell College of Education and PTEU. Scroll down to Retention in Teacher Education.
3. In addition to the specific responsibilities/assignments outlined in the syllabus and in other related documents, a student teacher’s responsibilities include, but are not limited, to the following:

- setting a high standard of scholarship in all classes (CPI Proficiencies 1.1 – 1.4, 2.3, 2.5).
- using a variety of teaching strategies involving a high degree of student involvement (CPI 2.1 – 2.10).
- demonstrating and providing portfolio evidence that s/he is able to plan and effectively deliver curriculum and instruction that meets Georgia Performance Standards and NCSS Standards (CPI 1.1 – 1.4, 2.1 – 2.10).
- participating in a variety of school activities (CPI 3.2, 3.3).
- incorporating study skills and how-to-learn strategies into lessons (CPI 1.4, 2.1, 2.6, 2.7).
- using professional language and correct grammar/composition skills (Standard English) in all oral and written communications associated with the school environment. (CPI 3.1). *
- dressing appropriately for one’s position as a preservice teacher in the school setting. This means business attire and it may mean dressing a cut-or-two above what other teachers are wearing. Jeans are unacceptable. Clothing that is tight, baggy, or revealing is inappropriate. Men’s shirts should have collars; ties are strongly encouraged. Polo shirts are traditionally considered to be casual, not professional, attire. Women’s apparel likewise should be “conventional” – tops with sleeves and/or jackets are strongly preferred as are skirts/dresses of traditional length. Body art and non-traditional piercings are best left covered, and fragrances are more appropriate for other occasions On “spirit days,” it is fine to wear khakis and school attire, but collarless shirts should be worn over collared shirts. (CPI 3.3, 3.4)
- following the directions of the collaborating teacher, the school principal, the KSU university supervisor, and the KSU director of the Center for Education Placements and Partnerships. (CPI 3.3, 3.4).
- communicating in a professional manner about school-related topics regardless of the people and setting involved (3.3, 3.4).
- exhibiting high ethical and professional standards in all settings (CPI 3.3, 3.4).
- following the KSU Code of Student Conduct (CPI 3.3, 3.4).
- assuming responsibility for his or her own actions and attitudes (CPI 3.3, 3.4).

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

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

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

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

*The KSU Writing Center is a free service offered to all KSU students. Experienced, friendly Writing Assistants will work with you to become a better writer--regardless of your strengths or weaknesses. Commonly covered writing strategies include topic development, organization, revision, research, source documentation, and grammar, but the Writing Center listens to and works with each writer individually. For more information or to schedule an appointment, please visit http://www.kennesaw.edu/english/WritingCenter, or stop by Room 242 in the English Building.

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

- Student teachers are expected to be at the assigned schools each day that school is in session and to maintain the same hours as those required of the faculty. Any exceptions to this policy will be announced by the Center for Education Placements and Partnerships or the HIED faculty.
- Student teachers must attend all teacher workdays, in-service days, professional development days, and conference days during this period.
- Personal appointments should be scheduled after regular school hours. Leaving school during the school day is not acceptable except in case of a verifiable emergency.
- Only the university supervisor, in consultation with the lead professor or program coordinator, may make an exception to the school attendance policies stated above.
- Attendance at on-campus seminars is expected and monitored. If you have a conflict due to a required evening event at your school (PTA, for example) or due to any other reason, request approval from your university supervisor via phone or D2L email well in advance. In all cases, a candidate must fulfill responsibilities discussed at the seminars.

In the event of an illness or emergency which prevents attending school or necessitates leaving school, a student teacher must inform both the university supervisor and the collaborating teacher by phone and by email prior to the absence or as quickly as possible. The school’s main office is also to be notified promptly. At all times, a student teacher should leave paper copies or electronic access to lesson plans at school for the CT’s use. Unless medically unable to do so, the ST must forward any updated lesson plans to the CT by email, fax, or phone if an illness or emergency occurs prior to the beginning of the school day. Any time missed at the school must be made up at the end of the semester.
Attendance and punctuality (which includes completing assignments in a timely manner) are taken into account in considering eligibility to continue in the field/clinical experiences and in scoring the CPI and the CAAR. In addition, these traits are always addressed in reference forms submitted to school systems and other agencies in which candidates seek employment.

See the Field Experiences Handbook for further details.

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

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

C. Teaching Responsibilities:

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

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

Following the period of full-time teaching, there is a 2-3 week period of **gradual reduction in your teaching responsibilities** during which the collaborating teacher transitions back to full responsibility. During this time, continue to teach one or two classes (and/or team-teach or co-teach classes). In addition, grade all the work assigned by you (or as requested by the collaborating teacher), take care of make-up work/tests, and return all borrowed materials.
Decisions about your fulfillment of teaching responsibilities are made with input from your CT and your US. In certain situations, as agreed upon by the collaborating teacher and the university supervisor, a student teacher may continue teaching beyond the usual time frame.

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

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<td>2-3 Weeks of Increasing Responsibilities</td>
<td>Skinny or Block</td>
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<td>2-3 Weeks of Decreasing Responsibilities</td>
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In order to plan effective lessons and complete assignments in a timely manner, student teachers have two planning periods per day.

*Follow the general outline below for assuming and disengaging from teaching responsibilities. Also consult the CEPP calendar and HIED Schedule for Clinical Experience Activities for specific requirements.*

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

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

- **Weeks 3, 4, 5 of ST:** Possibly during Week 3 or certainly by Week 5, assume full responsibility for planning and teaching 4 skinny-schedule classes or 2 block-schedule classes daily.
• **Following Weeks of ST:** Continue full-time teaching as agreed upon by your CT and your university supervisor.

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

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

**D. Assignments**

All necessary forms and instructions related to assignments are available on Desire2Learn, Chalk and Wire, and/or the BCOE website. **All signature items must be kept in hard copy format in your Documents Binder,** and most are submitted electronically as well. Check HIED Clinical Experience Calendar for due dates and further information about submitting assignments. *(On D2L, please type messages to your supervisor in the “Comments” box provided for each assignment. Assignments should be uploaded or attached rather than scanned.)*

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

Instructions for assignments are provided on the document templates, accompanying instructions provided on D2L, and/or on the Instructions for Assessments that accompany this syllabus.

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

**Please submit all assignments in Word format, using a .doc version, not .docx. Assignments attached and submitted from desktop shortcuts cannot be opened on D2L.**

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**Short-and-Sweet Assignments**

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

1. Information Sheet
2. Diversity Survey (completed around midterm; info is sent out electronically by CEPP)
3. End-of-Course Assessments: Student Teachers’ Evaluation of Program Survey and regular course evaluation. Information about these is sent out electronically by BCOE/CEPP or by KSU/CHSS.

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**Routine Weekly Assignments**

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

4. Daily Sign In / Out Log
5. Weekly Schedule
6. Lesson Plans
7. Weekly Conference Report
8. Reflective Journal

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**Middle-Sized Assignments**

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

9. Description of School Population and Learners
10. Class Visitation Summary Forms
11. Technology-Enhanced Lesson Plan and Reflection
12. Extracurricular and Professional Learning Activities

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**Great Big Assignments**

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

13. Performance Evidence for NCSS Thematic Standards
14. Impact on Student Learning Analysis
15. Electronic Portfolio and Portfolio Narrative

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**Other Evaluations**

*a. Midterm Evaluation:* A mid-term evaluation will be conducted using the Candidate Performance Instrument (CPI), the Candidate Attitudes Assessment Rubric (CAAR) and other documentation of the teacher candidate’s work. The quality of work associated with all assignments noted above as well as the effectiveness of the candidate’s teaching performance will be considered. Assessments will be made by the collaborating teacher, the student teacher, and the university supervisor and will be
discussed during the midterm conference. See instructions on D2L for the process and documents involved in midterm evaluations.

b. **Final Evaluation:** The final evaluation will be conducted using the Candidate Performance Instrument (CPI) and other documentation of the teacher candidate’s work, including the Candidate Attitudes Assessment Rubric. The quality of work associated with all assignments noted above as well as the effectiveness of the candidate’s teaching performance will be considered. Assessments will be made by the collaborating teacher, the student teacher, and the university supervisor and will be discussed during the final conference. The Documents Binder should also be turned in at the final conference, but for good cause, may be turned in as agreed upon by the supervisor. **Make sure that ALL documents contain original signatures of the parties indicated.** See instructions on D2L for the process and documents involved in final evaluations.

Copies of all assessment and evaluation forms, and specific information about their use, will be posted on D2L in a timely manner.

**IX. Grading and Related Topics:**

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

As assignments are submitted in hard copy or via D2L and/or C &W, they will be graded according to the criteria established for each assignment. As matters of academic integrity and professional growth, each assignment is to be completed by the teacher candidate for whom the grade is to be assigned; there are no “group” or “paired” assignments in student teaching. (See statement below about Academic Integrity.) Total numbers of points will be tallied at midterm and again at the end of the semester. These scores may be used as indicators of performance on the CPI and may also be used as guidelines for completing reference forms for employment.

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

*If the student does not, within the time frame stated, fulfill the requirements of the professional development plan, s/he will be removed from student teaching and the grade will be a “W,” “WF,” or “U” as appropriate at the time. Candidates must attain at least a Level A for all proficiencies to graduate from the undergraduate program. A candidate who scores an LB or LU on any proficiency at the end of the semester will receive a “U” in student teaching.*
In collaboration with your CT, your university supervisor (and, if involved in your supervision, other HIED faculty members) will assign the final course grade. The student teaching grade is S (satisfactory) or U (unsatisfactory) as per University System of Georgia requirements.

As noted in the Field Experience Handbook, student teaching is a full-time responsibility. Working at another job is strongly discouraged as it may jeopardize the successful completion of student teaching. Student teachers may not take other courses while student teaching.

**Removal or Withdrawal from Student Teaching:**

Student teachers are guests in their schools and in their collaborating teachers’ classrooms. The importance of working professionally, collaboratively, and effectively cannot be overstated. Failure to do so will jeopardize the successful completion of student teaching. Please stay in close touch with your university supervisor at all times and forthrightly discuss any concerns that may arise. In this way, the supervisor may be able to help resolve difficulties before they become major problems.

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

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

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

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

**Additional requirements beyond those stated in the syllabus may be necessary for some candidates. Additional requirements may also be necessary in order to meet university, state, national or program standards.**

As instructors, we reserve the right to make adjustments to the requirements or the syllabus for good cause and with proper notification.

**X. Academic Integrity:**

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)