



HIED 4660 YEARLONG CLINICAL EXPERIENCE II

SPRING 2019 SYLLABUS

FACULTY AND COURSE INFORMATION

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CLASS LOCATION:

Field Locations

CLASS MEETING TIMES:

Weeks 1-5: In field school for a full day ... school beginning to school end. Check with your CT to determine when faculty are required to report each day and make sure you are there. Your **minimum** 5-week period begins when you are assuming a full load of teaching. (at least 4 skinny classes daily or 2 block classes daily)

Weeks 6-15: In field school for a **minimum** of ½ day (4 hours).

*These are **minimum** requirements! More is better! We would suggest that you remain in the field full-time at least until edTPA submission. You are encouraged to teach as much as possible. Work with your collaborating teacher to develop a teaching schedule that will provide the most experience.

DATES FOR STUDENT TEACHING:

- **Report to assigned schools**
 - January 7: Bartow County (Pre-planning)
 - January 7: Cherokee County (Pre-planning)
 - January 3-4: Cobb County (Pre-planning)
 - January 3-4: Fulton County (Pre-planning)
 - January 2: Paulding County (Teacher Workday)
- **Monday, January 21: MLK Holiday**
- **February 11-12: Holiday in Bartow**
- **February 18-22: Winter Break in Cherokee, Cobb, Paulding**
- **February 18: Holiday in Fulton**
- **Wednesday, February 27: Last day to withdraw without academic penalty**
- **March 8: Teacher Workday in Bartow**
- **March 11: Teacher Workday in Fulton**
- **Thursday, March 21: edTPA submission for Technical Review**
- **Thursday, March 28: Final edTPA submission to Pearson**

- **April 1-5: Spring Break in Bartow, Cherokee, Cobb, Fulton and Paulding**
- **April 20: Last day to attempt GACE Content Exam**
- **Thursday, April 18: edTPA scores returned to KSU**
- **Monday, April 29: Last day in assigned schools**
- **Tuesday, April 30: Closing Seminar for ALL student teachers, 9:00 a.m. in Room 400 of KSU Center, 3333 George Busbee Drive (near Cracker Barrel).**

Course Communications:

All members of the HIED faculty are readily accessible to students. Office hours are by appointment, so contact the appropriate instructor to set up a time. The preferred method of communication for routine matters is through KSU email. In case of an emergency, phone the appropriate faculty member. (Concerns about assignments are not emergencies.) While we strive to respond promptly, we are not on call 24/7; if you have not heard back in 24 hours, please contact the instructor again. Additionally, YOUR response to emails originating from your supervisors should be just as prompt.

Phone:

Communication with your university supervisor should be via cell phone OR office phone (if available) when a prompt response is necessary. Please be aware that supervisors are often in the field and you may need to leave a voicemail. Supervisors will return your call at their earliest convenience. Texting should be limited to situations requiring use of a text. Other than an emergency, phone calls/texts should not be made after 8:00 p.m.

ELECTRONIC COMMUNICATIONS:

The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, **this is the sole email account you should use to communicate with your instructor or other University officials and the account by which they will communicate with you.** Communication via D2L should be limited to replies to emails generated by your instructor.

REQUIRED TEXTS OR TECHNOLOGY RESOURCES/MATERIALS:

1. NCSS Standards: *National Curriculum for the Social Studies: A Framework for Teaching, Learning, and Assessment* (NCSS, 2010), ISBN 978-0-87986-105-6. Available from bookstore or by ordering on-line at <http://ncss.org>. This should have been purchased for HIST 2271 and/or 4488. If you did not keep your copy, you will need to purchase another one.
2. edTPA Social Studies Handbook and *Making Good Choices*, available only through your Chalk and Wire Account.
3. KSU Undergraduate Catalog: available at <http://catalog.kennesaw.edu>
4. Field Experiences Handbook: posted on Desire2Learn (D2L) and BCOE website. *Read the Handbook as it contains much important information. Provide your CT with an electronic copy or link on the first day of the field experience. You and your CT will sign a form during the orientation conference with your university supervisor that you have read and agree to abide by the policies outlined in the handbook.*
5. Georgia Professional Standards Commission Code of Ethics for Educators: Available at www.gapsc.com, Ethics, Code of Ethics. **Each intern is responsible for knowing and adhering to the Code of Ethics. Failure to do so may result in removal from the field experience and/or from the KSU teacher education program.**
6. Georgia Performance Standards (GPS): Available on-line at www.georgiastandards.org. There are actually two “types” of standards: 1) the Common Core literacy standards that apply to

history/social studies courses generally and 2) the content-based standards that apply to individual courses.

7. Chalk and Wire ePortfolio Account: Available only through the KSU Bookstore.
8. Membership in SPAGE (www.pagefoundation.org/spage) or SGAE (www.gae.org). These organizations take different approaches to the teaching profession; either can provide insurance coverage for field/clinical experiences.
9. You will also need:
 - a. Loose-leaf notebooks for organizing materials such as lesson plans and weekly documents.
 - b. Camera: Students are responsible for bringing or borrowing a device with a camera for edTPA video recordings in the field placement school. We recommend you check out a camera from UITS – see the information in the edTPA resources page in your Chalk and Wire account
 - c. SD card
 - d. Copies (for your files) of the original signed documents completed in the field experience.
 - e. Office supplies, such as printer paper, toner cartridges, dividers, a stapler/staples, a three-hole punch (or pre-punched printer paper), etc.

COURSE DESCRIPTION, CREDIT HOURS, AND PREREQUISITES

HIED 4660: This course is the second semester of an intensive and extensive co-teaching yearlong clinical experience in history education. Under the guidance of a collaborating teacher and university supervisor and working in a diverse environment that includes students with exceptionalities and English learners, candidates practice professional competencies that impact student achievement. This experience includes regularly scheduled professional seminars and the completion of a content pedagogy assessment. Proof of liability insurance is required. *Prerequisites*: HIED 4550 & HIED 4650; Eligibility to take GACE. *Corequisites*: INED 3306; ITEC 3300; INED 4436. GPA of at least 3.0 in content course work and permission of the program coordinator.

COURSE GOALS/OBJECTIVES/STANDARDS/ACTIVITIES

This course is part of a KSU teacher education program that is guided by and/or accredited by the following organizations and standards:

Georgia Professional Standards Commission – History Education Program Standards
<http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.26.pdf>

Georgia Professional Standards Commission – Ethics Standards
<http://www.gapsc.com/Ethics/Home.aspx>

CAEP – Council for the Accreditation of Educator Preparation
<http://www.caepnet.org/standards/introduction>

InTASC - Interstate Teacher Assessment and Support Consortium
http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

CAPS – Candidate Assessment on Performance Standards

https://caepnet.files.wordpress.com/2014/10/breakout_iii_candidate_assessment_on_performance_standards.pdf

NCSS - National Council for Social Studies. The NCSS Standards can be found at this link:

<http://www.socialstudies.org/standards>

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 InTASC Standards, Candidate Assessment on Performance Standards (CAPS), and 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 (InTASC Standard 4; CAPS Standard 1; 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 (InTASC Standards #1,7; CAPS Standards 2, 4; NCSS TS 1.0 – 1.10; NCSS PS 2).
3. choose, adapt and coordinate materials, technology and methods to facilitate student learning (InTASC Standards #5,8; CAPS Standard 3; NCSS TS 1.0 – 1.10; NCSS PS 2, 3, 6).
4. develop a classroom environment conducive to the success of all learners (InTASC Standards #2-3; CAPS Standard 7; 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 and uses those assessments to inform instructional content as well as to provide feedback to students (InTASC Standard #6; CAPS Standard 5-6; 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 (InTASC Standards #4,6,7; CAPS Standard 2; NCSS TS 1.0 – 1.10; NCSS PS 8).
7. engage in on-going reflection to assess and refine instruction (InTASC Standards #6,7,9; CAPS Standard 9; NCSS TS 1.0 – 1.10; NCSS PS 8).
8. demonstrate professional behavior and a collaborative, collegial work ethic; communicate effectively with all stakeholders in ways that enhance student learning (InTASC Standards #9-10; CAPS Standards 9-10, 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 (InTASC Standard #1,8; CAPS Standards 6,8; NCSS TS 1.0 – 1.10; NCSS PS 9).

USE OF TECHNOLOGY:

HIED students must have easy access to the internet, use Desire2Learn and Chalk and Wire efficiently, and check D2L and KSU email 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 KSU Education Program Provider (EPP) believes *all* learners are entitled to equitable educational opportunities. To that end, programs within the EPP consist of curricula, field experiences, and clinical practice that promote candidates' development of knowledge, skills, and professional dispositions related to diversity identified in the unit's conceptual framework, including the local community, Georgia, the nation, and the world. Curricula and applied experiences are based on well-developed knowledge foundations for, and conceptualizations of, diversity and inclusion so that candidates can apply them effectively in schools. Candidates learn to contextualize teaching and draw effectively on representations from the students' own experiences and cultures. They learn to collaborate and engage with families in ways that value the resources, understandings, and knowledge that students bring from their home lives, communities and cultures as assets to enrich learning opportunities. Candidates maintain high expectations for all students (including English learners, students with exceptionalities and other historically marginalized and underrepresented students), and support student success through research-based culturally, linguistically, and socially relevant pedagogies and curricula.

National Council for Accreditation of Teacher Education. (2008). *Professional standards for the accreditation of teacher preparation institutions*. Washington, DC: NCATE.

ACCESSIBILITY:

Kennesaw State University provides program accessibility and 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 support students with disabilities within their academic program. In order to make arrangements for special services, students must visit the Office of Disabled Student Support Services (ext. 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.

Please be aware that there are other support/mentor groups on the campus of Kennesaw State University that address each of the multicultural variables outlined above.

COURSE OUTLINE AND REQUIREMENTS

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.

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*, Georgia Professional Standards Commission’s Code of Ethics for Educators (<http://www.gapsc.com/Ethics/Home.aspx>)
- HIED 4660 Syllabus,
- CEPP Calendar
- HIED Clinical Experience Calendar

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 EPP. 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 (CAPS Standards 3,4,8).
- using a variety of teaching strategies involving a high degree of student involvement (CAPS Standards 2,3,4).
- 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 (CAPS Standards 1,2,3,4,5,6).
- participating in a variety of school activities (CAPS Standard 9).
- incorporating study skills and how-to-learn strategies into lessons (CAPS Standards 5,6).
- using professional language and correct grammar/composition skills (Standard English) in all oral and written communications associated with the school environment. (CAPS Standard 10).
- 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.* (CAPS Standards 9,10)

- 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. (CAPS Standards 9,10).
- communicating in a professional manner about school-related topics regardless of the people and setting involved (CAPS Standard 10).
- exhibiting high ethical and professional standards in all settings (CAPS Standard 9).
- following the KSU Code of Student Conduct (CAPS Standards 9,10).
- assuming responsibility for his or her own actions and attitudes (CAPS Standards 9,10).

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.

Pre-service 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 YCE I/II 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."

*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.

PARTICIPATION EXPECTATIONS:

Active and positive participation is expected. Teaching candidates and collaborating teachers learn with and from each other and clarify their own ideas during planning sessions. It is important to set aside collaboration time with your CT.

Present yourself as "alive, alert, and happy to be here" – just as you want your own students to be. Be congenial, collaborative, and respectful. **This is the time to go above and beyond in your professional learning experience.**

D2L discussion boards are also venues for collaboration. Being up-to-date with emails from instructors, CEPP and other KSU agencies is a sign of active involvement in the professional world.

At least twice a day, check both D2L and KSU email and respond promptly and as requested. (CPI Proficiencies 3.3, 3.4)

APPROPRIATE DRESS:

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

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 (unless otherwise noted in the course syllabus or field experience calendar). Any exceptions to this policy will be announced by the Center for Education Placements and Partnerships or the HIED faculty.
- Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.
- 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 CAPS 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, assisting sponsors of student organizations, serving as aides or judges in academic competitions, 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. You may not use activities that are part of a teacher's normal responsibilities (hall, bus, and cafeteria duty; potty patrol; PTA meetings; parent conferences, etc.).

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. With proper documentation, you may use a professional learning opportunity to satisfy the requirements of **one** of the extracurricular assignments.

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, in the BCOE and HIED program, students will be required to report to their field schools on the following schedule:

*Weeks 1-5: Full day

Weeks 6-15: ½ day MINIMUM (a minimum of 4 hours)

* Requirements for YCE II call for a MINIMUM of 5 weeks full-time teaching. Some student teachers will begin on day one and others may phase into this. Your 5 weeks of full-time teaching will begin the week you begin submitting a full day's Weekly Overview. It is always encouraged for you to teach more...this is valuable experience in preparing for your first teaching job. 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.

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 a notebook** for your personal records, 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 -- NOT 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
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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 or Chalk and Wire, 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 or.docx version. Assignments attached and submitted from desktop shortcuts cannot be opened on D2L.

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. Technology Survey (also completed around midterm; info sent out by CEPP)
4. 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.

Routine Weekly Assignments

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

5. Daily Sign In/Out Log*
6. Weekly Overview (or other lesson plan format as directed)
7. Bi-Weekly Conference Report*
8. Reflective Journals (as assigned)

Middle-Sized Assignments

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

9. Class Visitation Summary Forms (2)
10. Extracurricular and Professional Learning Activities (2)
11. NCSS Thematic Standards*
12. Professional Learning Plan --- follow directions in this link... https://www.youtube.com/watch?v=MkRHKO_aSpQ&feature=youtu.be

Great Big Assignment

The assignment below requires significant amounts of time and effort. This assignment will be submitted to Chalk and Wire as part of your portfolio.

14. edTPA

Other Evaluations

a. Midterm Evaluation: A mid-term evaluation will be conducted using the Candidate Assessment on Performance Standards (CAPS)*, 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. You and your CT will get emails from Ms. Lewis, C&W administrator, about how and when to complete these online forms.

b. Final Evaluation: The final evaluation will be conducted using the Candidate Assessment on Performance Standards (CAPS)* and other documentation of the teacher candidate's work, including the Candidate Attitudes Assessment Rubric (CAAR)*. 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. You and your CT will get emails from Ms. Lewis, C&W administrator, about how and when to complete these online forms. 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. Copies of all assessment and evaluation forms, and specific information about their use, will be posted on D2L in a timely manner.***

EVALUATION & GRADING SCALE

All student teachers must meet the requirements specified in *The Field Experiences Handbook* and in the *HIED 4660 Yearlong Clinical Experience II* 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 CAPS and may also be used as guidelines for completing reference forms for employment.

The Candidate Assessment on Performance Standards is scored on four levels. To complete student teaching successfully, candidates must demonstrate that they have met all the outcomes/standards and proficiencies identified in the CAPS at Level 3 (Proficient) or Level 4

(Exemplary). Performance at Level 1 (Ineffective) or Level 2 (Needs Development) is inadequate in completing student teaching successfully. Receiving a rating of less than Level 2 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 3 for all proficiencies to graduate from the undergraduate program. **A candidate who scores Level 1 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. A student whose job and/or other activities interfere with the student teaching experience will be removed from student teaching.

ACADEMIC INTEGRITY:

Every KSU student is responsible for upholding all provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. The Code of Conduct includes the following:

- Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.
- Students involved in off-campus activities shall not act in a disorderly or disruptive fashion, nor shall they conduct any dangerous activity.
- Students involved in off-campus activities shall not take, damage or destroy or attempt to take, damage or destroy property of another.

ACCESSIBILITY:

Kennesaw State University provides program accessibility and 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 support students with disabilities within their academic program. In order to make arrangement for special services, students must visit the Office of Disabled Student Support Services (ext. 6443) and develop an individual assistance plan. In some cases, certification of disability is required.

Please be aware there are other support/mentor groups on the campus of Kennesaw State University that address each of the multicultural variables outlined above.

FORMATTING OF ASSIGNMENTS:

Unless instructed to the contrary, all assignments *written in narrative form* should have standard margins, be double-spaced and in 12 pt. type using a traditional serif font such as Times New Roman (e.g. not Arial or Helvetica or other sans fonts). Electronic format as provided in templates should be kept intact.

COMMUNICATION SKILLS:

Standard English is the accepted form of communication in school settings. Communicating effectively in speech and in writing is an essential teaching skill. Teachers' communications, oral and written, are very much in the public eye.

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

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

ACCEPTING PERSONAL RESPONSIBILITY:

Conducting yourself professionally and assuming responsibility for your actions and attitudes are indicators of self-awareness, maturity, and integrity.

The role of a candidate in HIED internships is that of an adult who is learning the theory, best practices, and expectations associated with teaching secondary social studies to other people's children. If a candidate's actions or attitudes are judged to be unprofessional by an HIED instructor or supervisor, the collaborating teacher, or school principal, appropriate action will be taken.

If a problem arises in the field, it will be addressed by the candidate, the HIED faculty, and, if appropriate, the collaborating teacher and school personnel. Parents and other relatives or friends are not a part of this process.

HIED ADMISSIONS AND ACADEMIC STANDING COMMITTEE (AASC):

If concerns of an academic or professional nature arise involving any student, the faculty member and/or candidate involved may ask the AASC to review the situation. The AASC will then determine suitable "next steps" to resolve the difficulty. Such steps may involve the candidate's satisfactory completion of a professional development plan or the removal of the candidate from the class, field, and/or clinical experience and/or from the HIED program.

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.

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.

Please see the Field Experiences Handbook for additional information regarding withdrawal or removal from student teaching.

PROFESSIONAL BEHAVIOR IN ALL SETTINGS:

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

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

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

EDTPA INFORMATION AND EPP POLICY STATEMENTS

Important information about edTPA and the following EPP Policy Statements are located at <http://bagwell.kennesaw.edu/bcoe/epp-syllabus-statements>.

1. edTPA Information
2. KSU EPP Conceptual Framework
3. Use of Technology Statement
4. School-Based Activities Statement
5. EPP Diversity Statement
6. Campus Resources Statement