

Guidelines for B.S.Ed. History Majors

This handout contains information designed to help B.S.Ed. History majors prepare for their professional teaching careers and meet departmental and university standards.

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A-M
N-Z

Academic Requirements

You must have the required minimum cumulative grade point average (GPA) of 3.0 to enroll in both Methods of Teaching Social Studies and Student Teaching.

Pennsylvania requires a GPA of 3.0 for certification. Public school administrators also look closely at academic transcripts.

You must complete the following courses with a grade of “C” or better:

English 106, Writing Intensive First Year Seminar
Two college-level mathematics courses
HCS 100, Intro to Human Communications

You must complete all courses required for Comprehensive Social Studies certification disciplines with a grade of “C” or better: history, geography, political science, economics, psychology, sociology, anthropology.

You must complete one 3-credit American literature course (i.e., ENG 248 or ENG 250).

Professional Standing

- You have to apply for Professional Standing. Entry into Professional Standing allows you to enroll in Methods of Teaching Social Studies. You may apply between 60 and 75 credits; you must apply after 75 credits. (Apply for Professional Standing when you reach 60 credits even if you have not yet met all of the criteria below. Having an application for Professional Standing on file is important for College of Education planning purposes, even before students qualify for Professional Standing.)
- To qualify for Professional Standing you must meet the following criteria:
 1. Complete Organizational and Psychological Foundations of Education (TCH 207)
 2. Complete Level I Field Experience
 3. Obtain the minimum required GPA (3.0)
 4. Pass the PAPA tests in Math, Reading, and Writing

Field Experiences

As part of your training, you need to participate in **three** levels of field experience in the public schools. (Please note that you **must** dress professionally for your field experiences, particularly in public schools. Some schools will also require Acts 34, 151, and 24 clearances, and tine tests. Find out each school's dress code and clearance policy and proceed accordingly.)

Level I Field Experience – Begin field experience between 30 and 60 credits. Complete field experience when you have earned between 60 and 90 credits.

- You need to complete **50 hours** of **self-initiated** Level I field experience prior to enrollment in Methods of Teaching Secondary Social Studies. This is a field experience that is in addition to any field experience required in education courses.
- You have to prepare a **field experience portfolio**, which documents the activities you have completed as part of your Level I field experience.
- The portfolio should be in a three-ring binder, and must include a write-up (description and reflection) of all relevant activities. It should be organized according to the categories of activities stipulated. **It must also contain a one-page narrative on why you want to be a teacher and how this field experience has affected your desire to be a teacher.**
- **Edit and proofread your work very carefully.** Portfolios may be returned to you for revision if there are numerous spelling, grammar, and usage errors.
- Please submit your portfolio to your B.S.Ed. advisor during your junior year, and not later than the scheduling period in the semester before you intend to take the Methods class. Be advised that you will not be approved for professional standing unless you have completed your Level I Field Experience and your portfolio is approved.
- The 50 hours are to be distributed among the following categories of activities:
 - a) **Issues in Social Studies Education, and Other Education-Related Activities (minimum of 5 hours)**
 - ◆ You are expected to read at least three articles from any of the following journals, **The History Teacher, Social Education, and/or The Social Studies**, in order to inform yourself about some of the major issues in social studies education. One of these articles must address the issue of cultural diversity in teaching. All articles must have been published during the two years prior to the submission of your portfolio. For each article, you need to briefly describe the article's content and thesis, and then reflect on what you have learned. Use the following questions as a guide.
 1. What questions do these articles raise in your mind?
 2. How might the issues discussed affect you as you enter the profession?
 3. What opinions do you have regarding the issues?
 - ◆ You should also attend a school board meeting, an open house in a middle or high school, or observe a parent-teacher conference. Describe the activity and then reflect on what you have learned. Use the following questions as a guide.
 1. What issues were raised in this activity?
 2. How do you think these issues will affect you as a classroom teacher?
 - b) **Observations in Middle School and High School Classrooms (minimum 10 hours)**

Note: These observations are in addition to any observations completed for education courses. Observations for those courses may not be used for this portfolio.

 - ◆ You must observe teachers at work in both middle school/junior high and high school social studies classrooms.
 - ◆ Record your observation notes, taking care to point out the topic of the lesson, its importance to social studies, the teacher's instructional strategies, classroom management techniques, and students' learning activities. Reflect on what you have learned from your observations. Use the following questions as a guide.

1. What subject content (i.e., history, geography, government) was taught during the lesson? What was the specific topic of the lesson? What was the teacher's content objective for the lesson? Did the teacher accomplish this objective? Why or why not? Is the topic important for students to know? Why or why not?
2. What teaching strategies were used? Were they successful? Why or why not?
3. How did the teacher interact with the students?
4. How diverse was the classroom population and how did the teacher address diversity?
5. Why types of materials did the teacher use? Were these effective? Why or why not?
6. What classroom management techniques did the teacher use? Were these effective? Why or why not?
7. What specific links can you make between the teaching strategies and/or classroom management techniques you observed and your knowledge gained from education courses?

c) Interview with a Social Studies Teacher (minimum 2 hours)

◆ Arrange to interview a social studies teacher to find out the scope of his/her responsibilities, his/her attitudes regarding the job, and any advice he/she may give to you. Use the following questions as a guide.

1. Why did the person want to become a social studies teacher
2. What did you learn about the teacher's daily and long-term preparation for his/her classroom teaching?
3. What classroom management techniques does the teacher find most effective?
4. How does the teacher meet the needs of exceptional students?
5. What did you learn about the teacher's professional activities and responsibilities outside the classroom?
6. After reflecting on the interview, what do you think are the greatest challenges facing social studies teachers, in particular, and teachers, in general? Why?

d) Working with Students/Young People (minimum 20 hours)

◆ Options: tutoring on campus (for example, History Peer Tutoring: contact Dr. Katy Clay), tutoring through the Trojan-Raider Partnership tutoring through other schools.

◆ Describe and reflect on the opportunities you have had to work with students/young people in the capacity of a teacher or tutor. Use the following questions as a guide:

1. What methods did you use in your teaching or other experiences? Did they work? Why or why not?
2. What kinds of diversity did you encounter among your students, and how did this affect your instruction?
3. Was there anything about your teaching experience that you found challenging? Why? How did you meet the challenge?
4. What did you learn from these experiences? How do they affirm your decision to become a secondary school teacher?

You may distribute the remaining 13 hours among the different categories of activities in any way you wish. Options might include summer camp counseling and coaching.

Please use the checklist (pgs. 6-7) as you write and compile your Level I Field Portfolio.

Level II Field Experience

- This takes place during Methods of Teaching Social Studies.
- Students spend 40 hours at local public schools on Tuesday and Thursday mornings.
- Students may not schedule classes that meet on Tuesdays and Thursdays between 8:00 a.m. and 12:30 p.m. during that semester.

Level III Field Experience: Student Teaching

- Applications for student teaching should be submitted in the **fall** semester of the academic year **before** the academic year in which you wish to teach.
- Watch for an announcement about the application meeting for student teaching in the **Slate**, the History/Philosophy Dept. bulletin board in DHC, and in your e-mail in-box.

Important Clearances

- Students are required to obtain the following clearances: Act 34 (Criminal Record Check); Act 151 (Child Abuse History); Act 24 (Arrest/Conviction Certification Form); Act 114 FBI clearance (fingerprinting). You must also obtain professional liability insurance. Students should be aware that clearances may need to be renewed yearly. For a complete list of clearance and insurance information, see the web site of the Office of Field Experiences and Partnerships: http://www.ship.edu/COEHS/Field_Services/Clearance_Information/
- Students are advised to begin the process of obtaining the necessary clearances immediately upon completing 30 credits. These clearances are required prior to enrollment in TCH 207 and EEC 273.
- A PPD Mantoux Test for tuberculosis is required for Levels II and III field experiences. Etter Health Center offers these tests once per month on a fixed schedule. See the Health Center for more information. Please note that some schools require a tine test for the Level I field experience.

LiveText

The College of Education requires all education majors to purchase Live Text when they enroll in Organizational and Psychological Foundations of Education (TCH 207). Instruction in the use of Live Text usually occurs during TCH 207. If you are a transfer student who did not receive training in the use of LiveText before you enter the Methods of Teaching Social Studies class, it is your responsibility to arrange for training with the LiveText coordinator in the College of Education.

Learning Focused Schools Training

High Impact Strategies (Learning Focused Schools) Training is required for all Shippensburg University student teachers. All student teachers must complete this training **BEFORE** the first day of the student teaching semester. The training may be taken anytime within one year prior to your student teaching semester. You can find more information regarding dates and fees at the web site of the College of Education's Office of Field Experiences and Partnerships: http://www.ship.edu/COEHS/Field_Services/Office_of_Field_Services/.

PAPA and Praxis Tests

- Students applying for Pennsylvania certification in secondary social studies must attain qualifying scores in three PAPA exams in order to apply for Professional Standing. The PAPA exams include reading, writing, and mathematics tests. You must take the PAPA exams between 45 and 60 credit hours, and before you apply for Professional Standing.
- Praxis II exam in **Social Studies: Content Knowledge (0081)** must be taken just before or during the semester in which a student takes Methods for Teaching Social Studies. Students must achieve a qualifying score on the required Praxis II exam in order to student teach during the semester following their successful completion of Methods of Teaching Social Studies.
- Information about PAPA and Praxis exams is available at the PA Education Certification Tests web site: <http://www.pa.nesinc.com/Home.aspx>. Registration for Praxis exams is available at <http://www.ets.org/praxis/>.
- Students are encouraged to keep books, study guides, notes from all history, social science, and education courses as study aids.

Checklist for B.S.Ed. History Majors

Use this schedule/checklist and the corresponding "Guidelines for B.S.Ed. History Majors" to help you prepare for professional standing, student teaching, and your subsequent teaching career. The following requirements and deadlines must be met in order for you to enroll in Methods of Teaching Social Studies and Student Teaching!

Every Semester:

- Meet with your academic and B.S.Ed. education advisors.
- Check that you meet the minimum GPA requirements. Sign up for Departmental Workshops as appropriate.

Upon completion of 30 Credits:

- Begin to obtain required clearances and professional liability insurance. Get a PPD Mantoux test for tuberculosis. (Note that some clearances, professional liability insurance, and Mantoux test must be renewed yearly or biannually. Check the web site of the Office of Field Experiences and Partnerships for more information: http://www.ship.edu/COEHS/Field_Services/Clearance_Information/).

Between 30-60 Credits:

- Purchase Live Text.
- Enroll in and pass Organizational & Psychological Foundations of Education (TCH 207).
- Begin Level I Field Experience.

Between 45-60 Credits:

- Pass the PAPA tests in Reading, Writing, and Math.
PAPA Module 1 Reading (#8001): Date Passed_____ Score_____ (220)**
PAPA Module 2 Mathematics (#8002): Date Passed_____ Score_____ (220)**
PAPA Module 3 Writing (#8003): Date Passed_____ Score_____ (220)**

Between 60-75 Credits:

- Apply for Student Teaching: Applications are due during mid to late September of the academic year before the academic year in which you will do your student teaching. (An information and application meeting is held by the College of Education, usually in September. Watch the Slate and your e-mail in-box for date and location. Note: the College of Education holds this meeting only once per year.)
- Apply for Professional Standing.
- Continue working on Level I Hours and Field Experience Portfolio.

Between 60-90 Credits:

- Enroll in and pass the following required professional education courses: Intro to Exceptionalities (EEC 273), Effective Instructional Strategies (EEC 423) and Teaching Reading to ELL (RDG 413). If you have not taken and passed all three courses by the end of 90 credits, be prepared to complete them during the semester in which you take Methods.

Between 75-90 Credits:

- Finish Level I Hours, show Field Experience Portfolio to BSED Advisor.
- Obtain membership in the National Council for the Social Studies.
- Apply and qualify for Professional Standing (one semester before Methods).

Within one year prior to student teaching:

- Complete High Impact Strategies (Learning Focused Schools) Training

During Methods of Teaching Secondary Social Studies:

- Pass the following Praxis test: Social Studies: Content Knowledge (#0081)
Date Passed_____Score_____ (157).**

** Minimum Passing Score for Pennsylvania Teacher Certification

Requirements:

1. Three-ring binder organized according to the categories in numbers 3 through 8 below; include a title page with your name, date, current email address, current contact phone number, and date of submission. **DO NOT USE PLASTIC SLEEVES FOR YOUR REFLECTIONS.**
2. Edit and proofread your work very carefully. Portfolios may be returned to you for revision if there are numerous spelling, grammar, and usage errors.
3. One-page narrative: Why do you want to become a teacher? How have the experiences described below affected your desire to become a teacher?
4. Issues in Education (minimum 5 hours)
 - A. Three (minimum) articles with reflections (1 page min. per article): The articles must be chosen from any of the following three journals: *The History Teacher*, *Social Education*, *The Social Studies*. One of the articles must address cultural diversity in teaching. All of the articles must have been published in the two years prior to submission of the portfolio.
 1. Bibliographical information, in proper bibliographic format (e. g., Chicago or MLA style), for each article (author's name, title of article, title of journal, volume and number if available, date, page numbers)
 2. Total number of hours in reading articles and writing about them
 3. Summary and reflections on each article; Guide questions:
 - a. What questions do these articles raise in your mind?
 - b. How might the issues discussed affect you as you enter the profession?
 - c. What opinions do you have regarding these issues?
 - B. Attendance at school board meeting, open house in middle or high school, OR observation of parent-teacher conference (2 pages min.)
 1. Type of activity, location, date completed
 2. Number of hours (total)
 3. Description of meeting and reflections; Guide questions:
 - a. What issues were raised in this activity?
 - b. How do you think these issues will affect you as a classroom teacher?
5. Observations in both Middle School and High School Social Studies Classrooms (minimum 10 hours; 1 page min. per class observed)
 - A. Name of middle school/junior high school, location, telephone number of contact person:
 1. Date(s)
 2. Total number of hours in observations
 3. Classes observed (for each class observed: grade level, period, subject, teacher's name)
 4. Description of each class observed followed by reflections; Guide questions:
 - a. What subject content (i.e., history, geography, government) was taught during the lesson? What was the specific topic of the lesson? What was the teacher's content objective for the lesson? Did the teacher accomplish this objective? Why or why not? Is the topic important for students to know? Why or why not?
 - b. What teaching strategies were used? Were they successful? Why or why not?
 - c. How did the teacher interact with the students?
 - d. How diverse was the classroom population and how did the teacher address diversity?
 - e. What types of materials did the teacher use? Were these effective? Why or

why not?

- f. What classroom management techniques did the teacher use? Were they effective? Why or why not?
- g. What specific links can you make between the teaching strategies and/or classroom management techniques you observed and your knowledge gained from education courses?

B. Name of high school, location, telephone number of contact person

1. Date(s)
2. Total number of hours in observations
3. Classes observed (for each class observed: grade level, period, subject, teacher's name)
4. Description of each class observed followed by reflections; Guide questions (as above)

6. Interview with a Social Studies teacher (minimum 2 hours; 3 pages min. of summary and reflection)

A. Name of teacher and grade levels/subjects taught

B. Number of hours in interview

C. School, location, telephone number

D. Date completed

E. List of questions used in the interview

F. Summary of and reflections on interview; Guide questions:

1. Why did the person want to become a social studies teacher
2. What did you learn about the teacher's daily and long-term preparation for his/her classroom teaching?
3. What classroom management techniques does the teacher find most effective?
4. How does the teacher meet the needs of exceptional students?
5. What did you learn about the teacher's professional activities and responsibilities outside the classroom?
6. After reflecting on the interview, what do you think are the greatest challenges facing social studies teachers, in particular, and teachers, in general? Why?

7. Working with Students/Young People (minimum 20 hours; min. 2 pages per activity): for EACH activity, please include:

A. Number of hours for activity

B. Type(s) of activity

C. Location(s) and date(s); contact person with telephone number

D. Description of activity (what did you actually do?) and reflections; Guide questions:

1. What methods did you use in your teaching? Did they work? Why or why not?
2. What kinds of diversity did you encounter among your students, and how did this affect your instruction?
3. Was there anything about your teaching experience that you found challenging? Why? How did you meet the challenge?
4. What did you learn from these experiences? How do they affirm your decision to become a Secondary school teacher?

8. Distribution of remaining 13 hours

The portfolio as a whole must account for 50 self-initiated hours. Be sure that the requisite hours beyond the minimum required in each section are clearly labeled in categories, 4, 5, 6, or 7 above.

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