Guidelines for B.S.Ed. History Majors

This guide 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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Academic Requirements
Pennsylvania requires a GPA of at least 3.0 for certification. Public school administrators also look closely at academic transcripts. You must also have the required minimum cumulative grade point average (GPA) of 3.0 before the semester in which you take Methods of Teaching Social Studies (EDU 412-413) and at the end of the semester before you take Student Teaching (EDU 495).

You must complete the following courses with a grade of “C” or better: ENG 114 (Academic Writing – formerly called Writing Intensive First Year Seminar) or ENG 115; HCS 100 (Introduction to Human Communication); two college-level mathematics courses.

You must complete all courses required for Comprehensive Social Studies certification disciplines, including 100-level courses, with a grade of “C” or better: history, geography, political science, economics, psychology, sociology, anthropology. You must also complete all of the required Professional Education courses (TCH 207, EEC 273, EEC 423, EEC 483, RDG 413, EDU 412-413, and EDU 495) with a grade of “C” or better.

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

PAPA and Praxis Tests
1. Students applying for Pennsylvania certification in secondary social studies must attain qualifying scores in three Basic Skills tests known as PAPA (Pre-Service Academic Performance Assessment) tests: Reading, Writing, and Mathematics. You should take and pass (in accordance with Pennsylvania Department of Education [PDE] score requirements) all three PAPA tests during your freshman year (between 0 and 30 credits). Before you can enroll in any 300 or 400-level TCH, EEC, RDG, or EDU courses, you must have passed all three PAPA tests. You are required to meet the Basic Skills requirement by the time you have completed 60 credits; if you have not met the requirement by August 20 of the calendar year in which you complete 60 credits, the College of Education and Human Services (CEHS) will require you to change majors. Your PAPA test scores must be reported to the College of Education. NOTE: PDE also accepts passing scores in the CORE Academic Skills exams from ETS or appropriately high SAT (500 or above in each category for SAT tests taken prior to 3/1/16; for SAT tests taken after 2/29/16, scores required are Reading 27, Math 26, Writing and Language 28) or ACT scores. Information on the specific requirements for meeting the Basic Skills requirement through one of these alternative means is available from Brad Nailor, Assessment and Accreditation Coordinator in the CEHS.

2. Praxis II test in Social Studies: Content Knowledge (#5081) 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 of 157 on the required Praxis II test in order to student teach during the semester following their successful completion of Methods of Teaching Social Studies. The Praxis II Social Studies test must be passed according to the PDE required score by the last day of Fall semester classes in order to enroll in Spring student teaching. Students must give a PDF copy of their Praxis II score report to the Methods professor by the last day of the Methods class.


4. Students are strongly encouraged to keep books, study guides, notes from all history, social science, and education courses as study aids for the Praxis II test, and to use during the Methods class and student teaching.

10-4-18
Teacher Education Status Levels and Gates
The CEHS continually monitors candidates’ progress through courses, field experiences, and required testing. Candidates transition among five stages known as Status Levels. At each Status Level in a candidate’s program, you will document your successful completion of a number of expectations or Gates. Once your classes have been scheduled for the first time as a first-year or transfer student, your name will be added to the SU Teacher Education Database known as the Status Spread Sheet (SSS). The SSS will be updated each semester by each Department, the Office of Partnerships, Field Experiences and Outreach, and the CEHS.

At the start of each academic semester, the CEHS sends you via email a Welcome Back letter that outlines Gates and a Status Level Training Workshop. This letter will include an invitation to a workshop that will review the requirements at each Gate and Status Level. Each semester, your academic advisor, your Department, and the CEHS will analyze data on the SSS to determine your level of compliance. Candidates meeting all requirements will be eligible to receive a status change at the end of an academic year or other designated time. For more information about Status Levels and Gates, contact the CEHS.

Important Clearances and TB Testing
- Students are required to obtain the following clearances: Act 34 (Criminal History Check); Act 151 (Child Abuse Clearance); Act 24 and Act 82 (Arrest/Conviction Report); 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 last three pages of these Guidelines. You may also consult the website of the Office of Partnerships, Field Experiences and Outreach: http://www.ship.edu/COEHS/Field_Services/Clearance_Information/
- You should keep the originals of all clearances and make hard copies. Hard copies of clearances and a Clearance Submission Cover Sheet must be taken to the Office of Partnerships, Field Experiences and Outreach, Shippen 354, Monday through Friday, 8am-3:30pm. Be sure all of your clearances are up to date.
- 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 TB test for the Level I field experience.

High Impact Strategies - 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 at the web site of the CEHS Office of Partnerships, Field Experiences and Outreach: http://www.ship.edu/COEHS/Field_Services/Office_of_Field_Services/.

Field Experiences
As part of your training, you need to participate in three levels of field experience in public schools. (You must dress professionally for your field experiences in schools. Find out each school's dress code and proceed accordingly.) Schools will also require Acts 34, 151, 24, and 114 clearances, professional liability insurance, and TB tests.
Level I Field Experience – Begin field experience between 30 and 60 credits. Complete field experience when you have earned between 60 and 90 credits (generally at the mid-point of the second semester, junior year).

- You need to complete 50 hours of self-initiated Level I field experience prior to enrollment in Methods of Teaching Secondary Social Studies. This field experience is in addition to any field experience required in education courses.
- Prepare a field experience portfolio documenting the activities you completed as part of your Level I field experience. The portfolio will be in a three-ring binder, and must include a write-up (description and reflection) of all relevant activities. It must 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. At least 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. (Each write-up counts as one hour.)
       1. Why are the issues raised in each article important to social studies education?
       2. How might the issues discussed affect you as you enter the profession?
       3. What opinions do you have regarding the issues?

     - You must 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. (Attendance and the write-up together count as two hours.)
       1. What issues were raised at this event?
       2. How do you think these issues will affect you as a classroom teacher?

  b) Observations in BOTH Middle School and High School Social Studies 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 and report on 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 (e.g., 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? Explain.
       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. What 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? (Focus on social studies here.)
   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, World History Peer Tutoring: contact Dr. Katy Clay; Shippensburg
     University Learning Center); UNIV 101 peer anchor; tutoring through other schools; camp counselors; etc.
   ♦ 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? 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?

e) Diversity experiences (minimum 6 hours):
   Students must attend and write about three events on campus, outside of classes, that analyze or explain the
   experiences of racial or ethnic groups, the interactions of racial or ethnic groups, global issues, women’s experiences,
   gender relations, sexual orientation, or social class. These could include, for example, lectures, films, workshops,
   performances, service learning projects. The 2-3 page written analysis of each event must include clear identification of
   the event, including date, place, title, people involved, etc.; a summary of the material presented; and an analysis as to
   why the information presented will help in dealing with diverse groups of people as an educator and/or help in teaching
   social studies. (If you are unsure whether an event is appropriate for this category, contact one of the advisors named
   above.) Each event will be assumed to count for 2 hours.

f) Distribute the remaining 7 hours among the different categories of activities as you wish. Options might also
   include summer camp counseling and coaching.

Use the “Requirements” on pgs. 5-6 as you compile and write this portfolio.

Level II Field Experience
   • This takes place during Methods of Teaching Social Studies (EDU 412-413).
   • 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, so that there are blocks of time available for these Level II observations/experiences.

Level III Field Experience: Student Teaching (EDU 495): This takes place during the semester directly following
the semester in which Methods of Teaching Social Studies is completed successfully.
Level I Field Portfolio (50 hours of self-initiated activities)          Name:________________

Requirements:
The three-ring binder will be organized according to the categories in numbers 1 through 8 below.
DO NOT USE PLASTIC SLEEVES FOR YOUR REFLECTIONS.
Edit and proofread your work very carefully. Portfolios may be returned to you for revision if there are numerous
spelling, grammar, and usage errors.

1. Title page: Your name, current e-mail address, current contact phone number, and date of submission. A table of
   contents here is suggested but not required.

2. One-page narrative: Why do you want to become a teacher? How have the experiences described below affected your
desire to become a teacher?

3. Issues in Education (minimum 5 hours)
   A. Three (minimum) articles with reflections (1 full page min. per article): The articles must be chosen from any of
      the following three journals: The History Teacher, Social Education, The Social Studies. At least 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. (Each article and write-up counts as one hour.)
      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 & number if available, date, page numbers)
      2. Summary and reflections on each article; Guide questions:
         a. Why are the issues raised in each article important to social studies education?
         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.; attendance and the write-up together count as two hours.)
      1. Type of activity, location, date completed
      2. Description of meeting and reflections; Guide questions:
         a. What issues were raised at this event?
         b. How do you think these issues will affect you as a classroom teacher?

4. 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 and e-mail of contact person:
      1. Date(s), with number of hours in observations on each date
      2. Classes observed (for each class observed: grade level, period, subject, teacher’s name)
      3. Description of each class observed followed by reflections; Guide questions:
         a. What subject content (e.g., 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? How were students involved in the lesson?
         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? Explain.
         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, and e-mail of contact person
   1. Date(s), with number of hours in observations on each date
   2. Classes observed (for each class observed: grade level, period, subject, teacher's name)
   3. Description of each class observed followed by reflections; Guide questions (as above)

5. Interview with a Social Studies teacher (3 pages min. of summary and reflection; counts as two hours)
   A. Name of teacher and grade levels/subjects taught, date completed
   B. School, location, telephone number, and e-mail address
   C. List of questions used in the interview
   D. Summary of and reflections on interview; Guide questions:
      1. Why did the person want to become a social studies teacher? (Focus on social studies here.)
      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?

6. Working with Students/Young People (minimum 20 hours; min. 2 pages per activity):
   For EACH activity, please include:
   A. Type of activity and number of hours for activity
   B. Location(s) and date(s); contact person with telephone number and e-mail address
   C. 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?

7. Diversity experiences (minimum 6 hours; min. 3 activities; min. 2-3 pages per activity)
   For EACH activity, include:
   A. Type of activity, including its title, date, location
   B. Summarize the content of the event, with particular attention to how it analyzes or explains the experiences of one or
      more racial or ethnic groups, the interactions of racial or ethnic groups, global issues, women's experiences, gender
      relations, sexual orientation, or social class.
   C. How will the information presented or the discussion generated help in dealing with diverse groups of people as an
      educator, and/or help in teaching social studies?

8. Distribution of remaining 7 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 3, 4, 5, 6, or 7 above.

10-4-18
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 and monitor your progress through program requirements, 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. You must have a GPA of at least 3.0 after completing 60 credits and maintain a GPA of 3.0 for the remainder of your B.S.Ed. program.
• Be aware of your CEHS Status Level and the required Gates to move to the next Status Level.

Between 0-30 Credits:
• Take the PAPA tests in Reading, Writing, and Math. Report your scores to the College of Education. The minimum passing score for each test is given below. You must pass all three tests before you can enroll in any 300 or 400-level TCH, EEC, RDG, or EDU courses. (You may also pass the PAPA exams with a total composite score of 686 or higher, with minimum scores of 193 on the Reading test, 176 on the Math test, and 192 on the Writing test. For alternative ways to meet these requirements, through SAT scores or other exams, see page 1 above or consult the Office of Field Partnerships.)
  
PAPA Module 1 Reading (#8001): Date Passed_____  Score_____ (220)
PAPA Module 2 Mathematics (#8002): Date Passed_____  Score_____ (193)
PAPA Module 3 Writing (#8003): Date Passed_____  Score_____ (220)

Upon completion of 30 Credits:
• Obtain required clearances and professional liability insurance. Get a PPD Mantoux test for tuberculosis. (Some clearances, professional liability insurance, and Mantoux test must be renewed yearly or biannually. For more information, check: http://www.ship.edu/COEHS/Field_Services/Clearance_Information/.)

Between 30-60 Credits:
• If you have not passed one or more of the PAPA tests in Reading, Writing, and Math, retake and pass the tests you did not pass. Report your scores to the College of Education. You must meet the Basic Skills testing requirement by the time you complete 60 credits. The deadline for reporting scores to the CEHS is August 20 of the calendar year in which you complete 60 credits.
• Enroll in and pass TCH 207 and, at the student's discretion, EEC 273.
• Begin Level I Field Experience.

Between 60-75 Credits:
• 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; submit the Field Experience Portfolio to and have it approved by B.S.Ed. Advisor. (Submit the portfolio not later than the scheduling period in the semester before you intend to take the Methods class.)
• Obtain membership in the National Council for the Social Studies. (See your B.S.Ed. advisor for details.)

Within one year prior to student teaching: Complete High Impact Strategies (Learning Focused Schools) Training

Before or during Methods of Teaching Secondary Social Studies:
• Pass the Praxis II Test: Social Studies: Content Knowledge (#5081) with score of 157 by the last day of Fall classes for Spring semester student teaching; provide PDF of Praxis II score report to Methods professor by the last day of Fall classes. Minimum passing score is 157 for PA Teacher Certification. Date Passed_______ Score ______(157).