

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.

Faculty: Dr. David Weaver (DHC 213, x1315, dswearer@ship.edu. Email is the best way to contact me.)

Academic Requirements

Pennsylvania requires a GPA of at least 3.0 for certification. Public school administrators who hire new teachers 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).

NOTE: The Basic Skills Requirement was suspended by Pennsylvania Dept. of Education in July 2022.

Teacher Education Status Levels and Gates

The College of Education and Human Services (CEHS) continually monitors candidates’ progress through courses, field experiences, and required testing. Candidates transition among five stages known as Status Levels: Ship Status, Foundational Status, Candidacy Status, Clinical Status, Alumni/Certification Status. (See the Teacher Education Program Gates and Status Level Matrix at the end of these Guidelines.) 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 please consult the website of the Office of Partnerships, Field

Experiences and Outreach: http://www.ship.edu/coehs/field-services/office_of_field_services/Clearances/RequiredDocumentationforFieldexperience.

- 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, (open Monday through Friday, 8 am-3:30 pm). 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 Training, and Youth Mental Health First Aid 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 one-day 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/ In addition, all Shippensburg University student teachers must now complete a one-day training session on Youth Mental Health First Aid, which is offered at the University just prior to the beginning of the student teaching semester. There is no cost to students for either training.

Field Experiences

As part of your training, you need to participate in three different field experiences in public schools. (You must dress professionally for your field experiences in schools.) Schools will also require Acts 34, 151, 24, and 114 clearances, professional liability insurance, and TB tests.

Level I Field Experience (completed during a student's Foundational and Candidacy Status)

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 40 hours of self-initiated 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 Level 1 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 admittance into the Teaching Social Studies Methods class unless you have completed your Level One Field Experience and your portfolio is approved.
- The 40 hours are to be distributed among the following categories of activities:
 - a) Issues in Social Studies Education, and Other Education-Related Activities (minimum of 8 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 two hours.)

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) Interview with a Social Studies Teacher (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?

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

◆ Options: tutoring on campus (for example, World History Tutoring and Peer Anchors, and, University 101 Peer Anchors: contact Dr. Steve Burg; Shippensburg University Learning Center); 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, tutor, or counselor. 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?

d) 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, and/or 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.

e) Distribute the remaining 4 hours among the different categories of activities as you wish.

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

Praxis II Social Studies Test

1. 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 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. (That passing score of 157 is also a prerequisite for obtaining Pennsylvania certification in Comprehensive Social Studies.)
2. Registration for Praxis II tests is available at <http://www.ets.org/praxis/>.
3. 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.

Level II Field Experience (completed during a student's Clinical Status)

- 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) (completed during a student's Clinical Status):

This takes place during the semester directly following the semester in which Methods of Teaching Social Studies is completed successfully.

Level I Field Portfolio (40 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 8 hours)

A. Three (minimum) articles with reflections (2 full pages of summary and reflection 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 two hours.)

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

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?

5. 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?

6. 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?

7. Distribution of remaining 4 hours

The portfolio as a whole must account for 40 self-initiated hours. Be sure that the requisite hours beyond the minimum required in each section are clearly labeled in categories 3, 4, 5, or 6 above.

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 and student teaching. Clearances will remain relevant in 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 in order to advance to the next Status level, and to continue advancing you must 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.

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/office_of_field_services/)

Between 30-60 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 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 Field Experience 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).

Just prior to Student Teaching: Complete Youth Mental Health First Aid Training.

Required Clearances for Education Field Experiences

Currently valid copies of the following 6 items must be on file before any student enters any school representing Shippensburg University.

- Clearances are due the first week of the semester (apply several weeks in advance!)
- To be accepted, all clearances must be valid through the end of the semester
- See “Process for Submitting Clearances” and “Clearance Submission Cover Sheet” at http://www.ship.edu/coehs/field-services/office_of_field_services/

1. TB Results (PPD Mantoux test now required) – valid for two years from date of test. Must be valid through last day of the field experience/student teaching semester. Available through your primary care physician or Etter Health Center on campus.

For TB testing information and times at Etter Health Center, visit http://www.ship.edu/health_center/

Note: Some school districts may require a yearly TB test. This will be handled on an individual basis. Once you have been assigned to a field placement, if you learn that your district requires a yearly TB test, please contact the Office of Field Experiences.

2. Act 34 Criminal History Check – Act 34 is valid for one year from date on clearance. Must be valid through last day of the field experience/student teaching semester. (Register at <https://epatch.state.pa.us/>). Click *Submit a New Record Check, Accept the Terms and Conditions, Individual Request, Reason for Request* **EMPLOYMENT**, (and continue the rest of the process).

3. Act 151 Child Abuse Clearance – Act 151 is valid for one year from date on clearance. Must be valid through last day of the field experience/student teaching semester. Online registration available at <https://www.compass.state.pa.us/cwis/public/home>.

- Create Individual Account
- You will register as a **School Employee Governed by Public School Code**.

4. Act 114 FBI Clearance – Act 114 is valid for one year from date on clearance. In November, PDE switched to a new provider for fingerprinting. You will still need to register online and go to a fingerprint site.

<https://uenroll.identogo.com/> Service Code for education students: **1KG6RT**

*****PLEASE NOTE:** You will receive an email with a link to view your “unofficial” results. When you open this link, **PRINT and SAVE/SCREENSHOT the results because you may not be able to access this page again.**

5. Professional Liability Insurance – Must be valid through last day of the field experience/student teaching semester.

Student membership in PSEA or KEYTA provides this insurance. **Insurance is mandatory.**

- PSEA – Join online at <https://www.psea.org/about-psea/how-to-join/student-registration>
- KEYTA – Join online at <https://www.keyta.org/membership-application-form/>

****The only form that is needed is the email showing your date of membership.**

6. Act 24 and Act 82 Arrest/Conviction Report – must be signed each year. Form is available online at https://www.ship.edu/globalassets/coehs/field_experience/act_24_and_act_82_arrest_and_conviction_report_form.pdf or in the Office of Field Experiences and Partnerships – Shippen Hall – Rm 354.

https://www.ship.edu/academics/colleges/coehs/office_of_field_services/

Clearance Submission Cover Sheet

When submitting clearances, each student must complete this cover sheet, and submit the packet as indicated below. **Clearances Packets are due for the Spring semester on January 7th 2022, Fall semester is due on July 22, 2022. Make sure your clearances are valid for the whole semester. Check start and end dates of the semesters.**

Name: _____

Today's Date: _____

Ship email address: _____

Phone: _____

SU ID: _____

Program in which you are enrolled (check one):

UNDERGRADUATE Programs:

- PreK-4 Program
- Dual (PreK-4 & Special Education) Program
- Mid-Level (Grade 4-8) Program
- Secondary (Math, Soc. St., English, Science) Program
- Art or Modern Languages K-12 Certification Program
- Other _____

GRADUATE Programs:

- Curriculum & Instruction Graduate Program
- Special Education Graduate Program
- STEM MAT Graduate Program
- Other _____

Before submitting this coversheet with your clearances, please initial each line, verifying the following:

_____ I verify that I have attached to this cover sheet COPIES of clearances/required documentation listed below

- Act 151 Child Abuse Clearance - valid through the whole academic year
- Act 34 Criminal Record Check - valid through the whole academic year
- TB Results (PPD Mantoux test) – valid for two years unless otherwise requested
- Act 114 FBI Clearance - valid through the whole academic year and is for Education
- Act 114 FBI Clearance – valid through the whole academic year only needed if enrolled in ECH 370 course for Human Services
- Copy of COVID vaccination card (only applies to student that have the vaccination)
- National Sex Offender Registry Certificate
- Act 24 and Act 82 Arrest/Conviction Report - valid through the whole academic year
- Professional Liability Insurance – expiration date on PSEA or KEYTA membership card/email

_____ I verify that all of the attached clearances are valid through the whole academic year.

_____ **(IMPORTANT!!)** I verify that I have made copies of all of my clearances for my records to keep on hand.

_____ I understand that due to confidentiality guidelines that the OPPEO **cannot** fax, email or mail my clearances to the student or any school district or any other educational institute or business.

SU education students enrolled in:	To whom should students submit clearances?
<ul style="list-style-type: none"> • PreK-4 Program • Dual Cert Program (PreK-4 and Special Ed.) • Mid-Level Program (Grade 4-8) • C&I Graduate Program • Special Education Graduate Program • Secondary Certification Program (Grade 7-12) • STEM MAT Program • Art K-12 Certification Program • Modern Languages K-12 Certification Program • Any other program requiring field hours in an early childhood/elementary, middle, or high school • Disability Studies minors who are not part of another program on this chart 	<p>Clearances can also be faxed, emailed, or mailed to:</p> <p style="text-align: center;">Shippensburg University 1871 Old Main Drive Office of Partnerships, Professional Experiences, and Outreach Shippen Hall 354 Attn: Kelly Ile, Administrative Assistant Shippensburg, PA 17257</p> <p style="text-align: center;">Phone: 717-477-1487 Fax: 717-477-4012 fieldexperiences@ship.edu</p>