



Teacher Education Program

Secondary Social Studies Education Field Experience Handbook

Fall 2017

Welcome

Welcome to the world of field experiences in secondary education. The idea behind field experiences is to provide opportunities for you to apply your knowledge, skills, and dispositions as you work with diverse learners in a variety of settings. As you progress from one field experience to another, you will begin to understand the varied and complex aspects of teaching. Designed to be both incremental and well sequenced, field experiences help you to develop the competence necessary to begin your career as a teacher.

This component of field experiences is characterized by collaboration, educational environments with most appropriate practice associated with sound professional expertise, and a candidate's accountability through distinct and numerous assessments. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates observe, reflect, assist, tutor, manage, instruct, and assess in public school classrooms.

The over-arching focus of all field experiences is the same throughout the Teacher Education Program, to give candidates authentic experiences within an environment of growth. Candidates are mentored to become effective practitioners, caring leaders, and lifelong learners collaboratively by university mentors and classroom teachers.

On the next few pages, you will see the letter the cooperating teacher receives when she agrees to take one of our teacher candidates and a copy of the evaluation forms that will be used by the university mentor and the cooperating teacher to give you feedback on lessons that you teach. These documents and all of the other information in this handbook are designed to give you the best experience possible and to help you become an effective practitioner, a lifelong learner, and a caring leader.

Introduction to Field Experiences

At each level of the pre-service education experience at North Greenville University, teacher candidates are given opportunities to apply the knowledge and skills they are obtaining through simulated and actual classroom situations. Field experiences are offered in cooperating schools as an integral component of the program. Field experiences provide the opportunity for candidates to continue to develop their knowledge, skills, and dispositions in the real world of classrooms as they work with diverse learners in a variety of settings appropriate to the content and level of their program of study. Designed to be both incremental and well sequenced, field experiences help candidates develop the competence necessary to begin their careers as teachers.

Field experiences and clinical practice are characterized by collaboration, appropriate practice associated with sound professional expertise, and accountability through extensive assessment. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates observe, reflect, assist, tutor, manage, instruct, and assess learning in K-12 classrooms.

The first field experience, as a part of EDUC 1210 Introduction to Education, occurs as your first education class and is exploratory and primarily observational in nature. After candidates are admitted to the program, each major has its own organization for field experiences. The over-arching focus, however, is the same throughout the College of Education, to give candidates authentic learning experiences within an environment of on-going growth. This is accomplished through mentoring by university supervisors and classroom teachers.

Responsibilities for Individuals Involved with Field Experience

North Greenville Teachers of Record

- ❖ Communicate expectations to candidates
- ❖ Grade lesson plans and reflections
- ❖ Communicate expectations to Cooperating Teachers
- ❖ Complete formal observations on each candidate
- ❖ Conduct a post conference with each candidate after an observation
- ❖ Complete evaluation forms for each candidate and provide the candidate with copies
- ❖ Collect Cooperating Teacher evaluation forms and Assessment of Dispositions form
- ❖ Provide candidates with copies of completed evaluation forms
- ❖ Turn in original evaluation forms to the Records Coordinator at the end of the semester
- ❖ Be available to candidates, be a resource, and be a coach

Cooperating Teachers

- ❖ Assist candidate in scheduling of the lessons to be taught
- ❖ Assist candidate in planning of the lessons (communicate standards currently being taught in the classroom and provide any materials you wish for him/her to use)
- ❖ Be present during each of the lessons and complete an evaluation form
- ❖ Complete a summative evaluation form at the end of the field experience
- ❖ Complete an Assessment of Dispositions form at the end of the field experience
- ❖ Return all forms to the North Greenville University Teacher of Record or place in the designated area at your school for the North Greenville Records Coordinator

North Greenville Teacher Candidates

- ❖ Communicate with cooperating teacher and follow his/her schedule and/or guidelines in planning and scheduling lessons (You are responsible for the scheduling of the lessons you will be teaching.)
- ❖ Meet with North Greenville University Teacher of Record after formal observations or as needed
- ❖ Provide copies of each lesson plan to the Cooperating Teacher and the North Greenville University Teacher of Record
- ❖ Communicate by phone or email with the North Greenville University Teacher of Record at least 48 hours prior to teaching a lesson. The Teacher Candidate must provide a copy of the lesson plan to the Cooperating Teacher and the North Greenville University Teacher of Record.

North Greenville Social Studies Mentors

1. Mentors are hired by and report to the Social Studies Education Program Coordinator. Coordinators assign mentors to teacher candidates.
2. When possible, each teacher candidate works with the same Mentor all four semesters that they are in the teacher education program.
3. Mentors meet their assigned student teacher candidate, for the first time, on campus, during the semester they enroll in Curriculum Development and Classroom Management.
4. Mentors observe the following number of lessons during each course/field experience combination, and complete a Social Studies Lesson Scoring Sheet immediately following each observation, copies of which they must give to the candidate, the Social Studies Education Coordinator, and the CAEP Assessment Coordinator:
Curriculum Development & Classroom Management = 2 observations
Reading in the Content Area = 2 observations
Methods in Secondary Social Studies Education = 2-4 observations
Directed Student Teaching = 6 observations

CONCEPTUAL FRAMEWORK

VISION OF THE COLLEGE OF EDUCATION

The College of Education seeks to prepare teachers who have not only deep understanding of subjects and methods of teaching, but also deep understanding of students; who not only facilitate students' learning, but also promote students' holistic wellbeing; who desire not only to see others continually grow and develop, but themselves also. We envision our graduates teaching effectively, leading through example and continually learning the art and science of the teaching profession.

MISSION

The self examination process required in the development of our Conceptual Framework has led to an insightful discovery of who we are as the College of Education at North Greenville University. We are the link between past, present, and future.

This neophyte teacher education program, first approved in 1997, has grown at an astonishing rate. In ten short years we have graduated 196 Elementary, Early Childhood, and Music Education majors. This rapid growth parallels the growth of the institution as a four-year university.

Although the institution was accredited as a four-year college in 1991, roots were established in 1891 when Southern Baptists had the vision to begin a school in the "Dark Corner" of South Carolina. Established to bring light into the darkness through Christian education, the school has now come full circle. Building on a heritage of belief that education can and must provide light in the darkness, we now have a teacher education program which trains teachers not only for this geographic area, but also other states and foreign countries.

J. Dean Crain, Principal of North Greenville Academy in 1914, predicted that "the school is just entering upon its career of usefulness, and ere long what is known far and wide as the Dark Corner of South Carolina shall become famous for the light shed by the lives of its people" (Crain, 1914, p. 65). As the present link in the fulfillment of this mission, we prepare students to respond to God's vocational calling for their lives. The College of Education, with university and community stakeholders, conceived and designed a teacher education program that prepares teachers who experience a sense of calling to the profession to become effective practitioners, lifelong learners, and caring leaders. We urge our graduates to remember this past and go forward with resolve and courage. We challenge them, just as Paul, in Philippians 3:14 (NIV) to press on toward the goal to claim the prize for which God has called them.

Building on a heritage of teachers who modeled behaviors indicative of high expectations, the faculty in the College of Education continue to demonstrate for students the knowledge, skills and dispositions that empower them to go forward with resolve and courage as teacher education graduates of a school "of high grade equal to any in the country" (Howard, 1967, p. 5). **IN ALIGNMENT WITH THE PURPOSE AND MISSION OF NORTH GREENVILLE UNIVERSITY, THE MISSION OF THE COLLEGE OF EDUCATION IS TO DEVELOP TEACHERS WHO POSSESS KNOWLEDGE, SKILLS, AND DISPOSITIONS THAT EMPOWER THEM TO FOSTER LEARNING IN ALL STUDENTS.**

AIM

The teacher education program at North Greenville University, a Christ-centered institution, prepares teacher candidates to become effective practitioners, caring leaders, and lifelong learners in a diverse, changing society.

PHILOSOPHY

Our beliefs about how best to prepare teacher candidates to become effective, reflective and facilitative practitioners rest, first of all, on the Bible as the solid foundation for a philosophy of education and of life, in keeping with the Christian commitment of North Greenville University. Other knowledge bases that provide direction to our efforts include educational theory and research, the wisdom of practice, and state and national policy directives.

Academic research and the American public agree that teacher quality is the most important education factor driving student performance (Milken, 2000). Studies reported by Marzano (2003) confirm the profound impact a teacher can have on individual student achievement, noting a positive relationship between teachers' content and pedagogical knowledge and student achievement. The link between social support, academic learning and student achievement suggests that teachers must not only provide the instruction necessary to meet high expectations, but must also provide a sense of trust, confidence, and psychological safety that allows students to learn. The findings of Lee, Smith, Perry, and Smylie (1999) suggest that gains in student achievement require both high academic expectations and the social support necessary for students to achieve.

Teachers are decision makers and problem solvers working in a very complex environment with multiple, simultaneous demands on their time and attention. Mere mindless application of techniques based on research and learned by rote is not sufficient to solve the problems of teaching; prospective teachers must learn to practice reflectively (Schon, 1987). Teachers who conceive of and conduct themselves as learners provide a model for students and are better able to help students succeed as learners (Sternberg, 1987). Ongoing professional growth is a hallmark of quality in teaching.

High quality in teaching is also a function of caring; school relationships characterized by caring promote growth among teachers as well as students (Noddings, 1992). As Palmer (1998) described it, good teaching cannot be reduced to technique; it comes from the identity and integrity of the teacher. Good teachers' methods vary widely, but they consistently create connections among the teacher, the students and the subject; they build a community. Sergiovanni (1992) spoke of schools becoming "virtuous enterprises;" Chaskin and Rauner (1995) urged us to search for ways to build caring into the environments in which young people develop. Teachers who care for and serve the best interests of their students are fulfilling a spiritual principle (Philippians 2:4); they are demonstrating love and exercising Biblical servant-leadership.

In addition to valued research on quality in teaching, students can provide insightful and articulate observations on excellence in teaching. In the fall of 2003, the entering freshmen at North Greenville University were required to write an essay for freshman English placement based on one of two writing prompts: What is an excellent student? or What is an excellent teacher? A College of Education faculty member analyzed 145 responses to the question of what is an excellent teacher. Not surprisingly, students focused on those qualities and characteristics correlating to our philosophy and, ultimately, our outcomes that define excellence in teaching. Students identified a caring, compassionate, selfless, and sacrificial teacher who "goes the extra mile" by staying late, being available, knowing students' needs, and expressing a willingness to help. Students also identified knowledge of the subject, a demonstration of a variety of teaching and classroom management skills, personal traits of fairness, loyalty, and honesty, and a commitment to lifelong learning as characteristics of the excellent teacher. Finally, students identified recognition of individual differences reflected in proficiencies such as, providing

different learning activities for different types of students, answering and assisting all students, and adapting to differences in learning and teaching styles.

Additionally, a fundamental area that must permeate all educational programs is multicultural education. Teacher candidates must be prepared for an environment requiring diverse and complex human responses, both cognitively and affectively. The cultural fusion into a melting pot of cultures is no longer the reality; rather, it is a mosaic of many colors and forms, each piece of which retains its uniqueness. In contrast, the racial and ethnic composition of American teachers continues to be primarily white female (Chisholm, 1994, p. 3). As reflective practitioners, teacher candidates must develop an awareness of their own cultural perspective. Teacher candidates must also develop a cultural competence to function comfortably in a culture different from their own. Teacher candidates must develop and appreciate all aspects of culturally diverse groups, including their values, stories, art, music, religions, and learning styles. They must recognize the close links of cultural roots and cognition in order to adapt with appropriate teaching styles (Boykin, 2000).

Recognizing also the importance of preparation of teacher candidates for a broader societal scope, we collaborate with those state and national program directives that articulate standards to develop a common core of knowledge and skills to be acquired by all new teachers. The Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers, has developed standards based upon shared views within the profession of what constitutes professional teaching. In addition, the South Carolina Department of Education has articulated performance dimensions as a component of the Assisting, Developing and Evaluating Professional Teaching System (ADEPT). These expectations are based on a large repertoire of knowledge and skills that provide the foundation for competent practice (SCTeachers.org), and are required in all South Carolina teacher education programs for teacher evaluation and improvement.

The College of Education recognizes that learner-centered, constructivistic, experiential, collaborative and reflective approaches to instruction promote deep, powerful, meaningful learning, both in teacher education and K-12 schooling (e.g., Darling-Hammond, 1997; Gardner, 1999; Zemelman, Daniels & Hyde, 1998). We find ourselves on a trajectory of growth toward deeper understanding, more effective practice and enhanced capacity to facilitate such learning with our teacher candidates.

Based ultimately on a spiritual foundation, the program prepares candidates according to these principles:

- Candidates prepare to become caring, committed practitioners through a logical, coherent, knowledge-based program which allows them to develop their abilities through guided experience in the field.
- The program is aligned with professional (INTASC), (ACEI), (ISTE), and state (ADEPT) standards and policies.
- Desired outcomes for candidates are clearly articulated and constitute the objectives for each course and learning experience conducted within the program.

Candidates who meet these objectives for knowledge, skills and dispositions, articulated as proficiencies, will be competent in subject matter knowledge, as well as be able to facilitate learning and to nurture the self-concept and self-efficacy of all learners. They will also be able to serve schools as caring leaders and be practicing members of the “club of life long learners” (Smith, 1983).

PURPOSE STATEMENT AND LEARNING OUTCOMES FOR STUDENTS IN THE DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

The Department of History and Political Science of the College of Humanities began offering a Bachelor of Arts (B.A.) in History in the spring of 2004. In conjunction with the College of Education, the College of Humanities began the Bachelor of Science (B.S.) in Social Studies Education, in the fall of 2008.

The following purpose statement was developed for the **initial** degree program in History and will continue as the purpose statement for the content courses offered as part of the BS degree in Social Studies Education.

Purpose Statement and Specific Learning Outcomes for the Major

The academic programs offered by the Department of History and Political Science prepare students for professional opportunities in foreign affairs, history, law, government service, and education. The Department's faculty is active in research, writing, and other activities that enhance professional growth and development.

The History program at North Greenville University holds an important place in the fulfillment of the school's mission. It serves students in all undergraduate programs through general education and cross-curricular courses that build an appreciation of historical context and analysis. It further provides structured, in-depth study for History majors who wish to go on to graduate school or pursue careers in a wide range of occupations in the private and public sectors.

History courses are frequent choices as General Education courses for North Greenville University's students majoring in other disciplines. They serve as options for both the GER (General Education Requirements) humanities requirement and also the cross-curricular requirement for coursework with a dominant focus on historical perspective. Many students also choose history courses for electives. History is therefore integrated throughout the college curriculum.

History is a robust curriculum throughout North Greenville University. The major and minor are available to all students. The history major serves liberal arts students going on to a variety of occupations, as well as students who plan to continue graduate study in history or other professions.

The history program currently includes 5 full-time faculty, including one professor with 13 years experience in secondary Social Studies education, providing a depth and breadth of scholarly knowledge and teaching experience to support the program's mission. There are approximately 50 history majors enrolled in the program, reflecting the Department's very rapid enrollment growth.

The history major provides students with skills in historical research and analysis, a chronological understanding of the past and factual knowledge of specific historical periods. Study yields an appreciation of U.S. history, as well as the histories of other peoples and cultures, thus enhancing multicultural understanding in the workplace and everyday life. Such skills and knowledge prepare students for careers in education, law, government, business, management, public relations, writing and research.

The student who graduates with a major in history will be able to

- ◆ Demonstrate an understanding of historical methods and appreciate how history has been written and interpreted over recorded time.
- ◆ Articulate how he or she is uniquely affected by the American historical experience.
- ◆ Demonstrate a chronological understanding of the diverse peoples, events, and cultures that have shaped human civilization.
- ◆ Think and read critically and conduct research that includes identifying, evaluating, and presenting with integrity the primary and secondary sources of historical information.
- ◆ Demonstrate awareness of the ethical and social issues associated with the writing and interpreting of history.
- ◆ Demonstrate an increased awareness of current events and the ability to evaluate these events from a historical perspective.

- ◆ Use research opportunities to develop and refine technological skills.
- ◆ Write cogent, documented, historical papers that exhibit interpretive skill as well as factual knowledge.”

****Since the above statement was written in 2008, the Department of History and Political Science has become the History Department, and roughly 30-35 students are registered as Social Studies education majors any given semester.**

The Department of History and Political Science’s Statement on Social Studies teacher preparation

The Department of History and Political Science of North Greenville University adopts the following as our philosophy for preparing secondary Social Studies educators. Many of our department’s sentiments are drawn from the 2006 document titled “The Next Generation of History Teachers: A Challenge to Departments of History at American Colleges and Universities” which was endorsed by the American Historical Association, the Organization of American Historians, the National Council for History Education, and the Gilder Lehrman Institute of American History.

The Department of History and Political Science of North Greenville University gladly shares a central role in preparing tomorrow’s secondary social studies educators. We recognize that in today’s increasingly complex, interdependent, and diverse world, secondary Social Studies educators are required to achieve ever higher levels of preparation. In addition, state departments of education are challenging these same teachers to push all students, regardless of their prior level of preparation, to attain equally high levels of verifiable performance in their content knowledge and skills. In addition, because schools routinely expect secondary Social Studies teachers to inoffensively address a wide range of sensitive issues from evolution, to race, to the relationship of government and religion, these teachers need, more than most, to be proficient in analyzing and evaluating multiple types of evidence and arguments. These skills comprise the very essence – the heart – of the historians’ craft; and therefore we believe we are best equipped to impart them to tomorrow’s secondary social studies educators.

We concur with the National Center for History in the Schools that Social Studies educators need to teach the following five “interconnected dimensions of historical thinking:”

1. Chronological thinking
2. Historical Comprehension
3. Historical Analysis and Interpretation
4. Historical Research Capabilities
5. Historical Issues-Analysis and Decision-Making

The research shows that the best teachers are driven by a passion for their subject, a deep knowledge of their subject, and a strong concern for their students. Since the majority of secondary Social Studies teachers spend the majority of their career teaching some form of history, this fact strongly suggests that our department should share a central role in preparing secondary Social Studies teachers.

Therefore, as a department, we commit ourselves to teach all of our students to think like historians and history teachers. We share with the drafters of “The Next Generation of History Teachers,” the “conviction that the best preparation for future history teachers is the best preparation for all history students. By performing this central task more effectively, we can improve all the teaching we do.”

As a department we affirm our willingness to cooperate with the College of Education in preparing the best possible secondary Social Studies teachers as an expression of our support for the Conceptual Framework of the College of Education and the institutional mission of North Greenville University.

FIELD EXPERIENCES

Spread out over five courses, the candidate will gain at least 100 hours of field experience in a 9-12 classroom setting including three diverse placements and a case study. The candidate must complete each Field Experience placement with a minimum score of 80 percent on the cooperating and supervising teacher evaluations.

- 1. Introduction to Education (EDUC 1210).** *This course is a pre-requisite to all other education courses.* A twenty hour field experience requirement. An introduction to American education with the emphasis on the following topics: the teaching profession; analysis of the reasons for entering teaching and factors that influence these reasons; the characteristics of the present teaching force; the changing role of teachers; the school in an increasingly diverse society; the complexities of teaching; the current trends and issues in education and the role of the school with the community. Students also study the North Greenville University Teacher Education Handbook. The component has multiple assessments including a time sheet, cooperating teacher evaluation, candidate evaluation of the experience, and a list of activities in which the candidate participated, along with a reflective journal based on ADEPT standards and the Assessment of Dispositions (AOD). This course is taken spring semester freshman (first) year. *Two semester hours credit.*
- 2. Educational Psychology (EDUC 3410)** *Pre-requisite: PSYC 2310 or PSYC 2385 as per your major.* A ten hour field experience/case study component. This course is a study of theoretical and empirical perspectives on human growth, development and learning. Major topics considered include age-level characteristics, variability and diversity among students, learning theories, approaches to instruction, motivation, assessment and reflective teaching. Field-based experiences provide opportunities to study how these topics interrelate and are applied in classroom settings. The assessment includes a time sheet and the case study. This course is taken spring semester sophomore (second) year. The field experience for *either* EDUC 1210 or EDUC 3410 *may* not be in a 9-12 building or in a Social Studies classroom, but one of the two *must* be in a 9-12 Social Studies classroom. *Four semester hours credit.*
- 3. Curriculum Development (EDUC 3290)** A twenty hour field experience requirement. This course is an overview of the history and theories of curriculum development and their application to secondary schools. Students will be exposed to the processes of design and implementation of effective curriculum and learning based on prior field experiences philosophy education. Methods of curriculum development and evaluation will be studied and practiced. *Two semester hours credit.*
- 4. Reading in the Content Area (EDUC 3395)** A twenty hour field experience requirement. The purpose of the class is to acquaint candidates with the theories, principles, goals, and methods of integrating the language arts (reading, writing, speaking, and listening) throughout content area curricula, so students will be able to use reading, writing, speaking, and listening to acquire information, create knowledge, express and share ideas, ask questions and raise issues, pursue answers, argue points, come to consensus, and communicate and collaborate with others. This involves language learning and using language to learn. The IRA and NCTE curricular standards serve as a foundation for course content. *Three semester hours credit.* This course is taken spring semester junior (third) year.
- 5. Methods in Secondary Social Studies Education (SSED 4310)** The candidate will teach 4 mini-lessons and participate in a 9-12 class room for thirty hours. The component has multiple assessments

including a time sheet, cooperating teacher evaluation, mentor notes, supervising teacher evaluation, lesson evaluations, candidate evaluation of the experience, the assessment of dispositions, and the final grade in the course includes the field experience. Thirty hours of field experience are required. This course is taken fall semester senior (fourth) year.

	Course Number	Semester Taken	Field Experience Hours
Introduction to Education	EDUC 1210	Spring Semester, Freshman (1 st) year	20 hours
Educational Psychology	EDUC 3410	Spring Semester, Sophomore (2 nd) year	10 hours
Curriculum Development	EDUC 3290	Fall Semester, Junior (3 rd) year	20 hours
Reading in the Content Area	EDUC 3395	Spring Semester, Junior (3 rd) year	20 hours
Methods Sec. Social Studies	SSED 4310	Fall Semester, Senior (4 th) year	30 hours

Praxis Scores and Student Teaching

Unless the COE has received all passing Praxis II scores for a student BEFORE the beginning of the semester, ordinarily a student will not be allowed to student teach during said semester.

FIELD EXPERIENCE IMPROVEMENT PLAN

Before official plan is put in place:

1. Beginning the 1st semester of the junior year, candidate weaknesses are identified by a review of assessment results of field experience (i.e. FEE, AOD, GPA) and/or mentor/cooperating teacher report.
2. COE faculty and mentor develop a plan to help the candidate.
 - a. Strategy(s) to address area(s) of weakness presented within the university classroom
 - b. One-on-one meeting with the candidate

Official plan:

3. If problem persists, a meeting is scheduled with the candidate, department chair, and Director of Teacher Education to develop a course of action.
4. Candidate is monitored for improvement.
5. If the candidate shows no improvement by the end of the semester, the candidate, department chair, Director or Teacher Education, and mentor have a conference about options for the future and risks of remaining in the program.
6. If the candidate remains in the program for the semester prior to student teaching, he/she is observed by the mentor, cooperating teacher, Director of Teacher Education, and department chair to determine whether adequate improvement is being made.
7. Midterm of semester prior to student teaching—candidate, department chair, Director of Teacher Education, mentor, and cooperating teacher hold a conference to make a final decision about the candidate's admission into student teaching.

The student's cumulative file is reviewed and updated each semester by the Records Coordinator and the Director of Teacher Education. This review allows the professional education faculty, and others as needed, to assist individual students toward successful completion of the Teacher Education Program.

B.S. in Social Studies Education with History Concentration

Effective Fall 2016

General Education (41-42)	HRS	GR	SEM		HRS	GR	SEM
COMPOSTION (6)				ECON 2310	3		
ENGL 1310	3			ECON 2320	3		
ENGL 1320	3			GEOG 2300	3		
				SOCY 2310	3		
				SOCY 2340	3		
HISTORY (6)				HISTORY CORE (30)			
HIST 1350	3			HIST 2310	3		

HIST 1360	3			HIST 2320	3		
PHYSICAL EDUCATION-2				HIST 2360	3		
PHED 1200	2			HIST 3360	3		
MATHEMATICS (3)				HIST 4390	3		
MATH 1315 OR HIGHER	3			SSED 4310	3		
NATURAL SCIENCES (8)				WESTERN CIVILIZATION ELECTIVES (9) (SELECT 3): HIST 3300, 3310, 3311, 3312, 3315, 3316, 3320, 3330, 3331, 3332, 3340, 3344, 3346, 3349, 3350, 3355, 3356, 3365, 3371, 3372, 3373, 3374, 3390, 4350, 4360			
PHSC 1420 OR 1425 OR PHYS 1450 OR CHEM 1440	4						
BIOL 1435, 1450 OR 1460	4			HIST _____	3		
				HIST _____	3		
COMMUNICATION (3)				HIST _____	3		
COMM 2300	3			NON-WESTERN CIV (3) (SELECT 1): HIST 2330, 3313, 3314, 3370, 3375, 4301, 4360			
				HIST _____	3		
FINE ARTS (3)				EDUCATION (36)			
MUSC 1150	1.5			EDUC 1210	2		
ARTS 1150	1.5			EDUC 1215	2		
CHRISTIAN STUDIES (6)				EDUC 2230	2		
CHST 1310 OR 1320	3			EDUC 2300	3		
CHST 2335	3			EDSE 3290	2		
				EDUC 3350	3		
COLL 100, HNRS 1210, OR COLL 1300 (1-2)	1-2			EDSE 3395	3		
				EDUC 3410	4		
SOCIAL STUDIES CORE (27)				EDSE 4340	3		
PLSC 2310	3			EDSE 4600	12		
PLSC 2350	3			TOTAL	131-2		
PSYC 2310	3			CHAPEL/CEVT	8		
PSYC 2385	3			TOTAL CREDIT HOURS	139-40		

Social Studies Education: Individual Student Record

Name _____ Student ID _____

Assessment	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
<i>Effective Practitioner</i>	(Entrance to the program)	(Prior to Student Teaching)	(Successful Completion of Student Teaching)	(Graduation)
GPA	GPA	GPA	GPA	GPA
Praxis I/Praxis 2 (or SAT/ACT scores)	Read: Write: Math:	#10081: #20083: PLT:		

Content Expertise	C or better in 15 hrs. of HIST prefix and 12 hrs. of Social Sciences courses (50 hrs. min., total)			
Admittance to TEP		Date:		
Field Experience Evaluations from Cooperating Teacher	EDUC 1210 ____	EDSE 3290 ____ EDSE 3395 ____ SSED 4310 ____		
Mentor Evaluations		SSED 4310 ____		
SSE Lesson Scoring Sheets		EDSE 3290—2 EDSE 3395—2 SSED 4310—4		
Senior Thesis		Score:		
Standards Portfolio (ADEPT/NCSS/SC Academic)			APS 1 APS 2 APS 3 APS 4 APS 5 APS 6 APS 7 APS 8	
Teacher Work Sample			Elem 1 Elem2/3 Elem 4 Elem 5 Elem 6	
Principal's survey				Survey:
CARING LEADER				
Assessment of dispositions (average)	AOD ____ EDUC1210 ____ HIST/SS course	AOD SSED 4310--1 ____ 2 from other classes	AOD	Chapel
APS 9			APS 9	
LIFELONG LEARNER				
Electronic Portfolio		Portfolio: Technology		
APS 10 Professional Affiliations				Cultural Events

**SSED 4310 Methods in Secondary Social Studies Education
The Components of your Field Experience grade**

FIRST DAY

1. Personally hand the two letters of introduction to your cooperating teacher upon your first meeting.
2. Make sure s/he understands what is required of you during this field experience.

THROUGHOUT THE SEMESTER

1. Log (30 hrs.)

-you must submit the original log by ____.

2. Journal

-Buy your own small notebook and date each entry. On the first page state

1. your school,
2. your cooperating teacher's first and last names,
3. the classes they teach
4. the classes you observed.

1.) For each day you observe, give the name of the class, the subject of the lesson, describe how the teacher taught the lesson, AND your role in it.

2.) On the days you do not teach, answer at least two of the following questions for that day. You may answer these questions in the negative.

a. Give an example of how the teacher communicated to the students their high expectations for their learning and behavior.

b. Give an example of how the teacher helped the students assume responsibility for their own learning.

c. Give examples of how the teacher monitored their students' learning *while* they were teaching, and gave them feedback.

d. Give examples of how the teacher produced and or maintained a positive learning environment.

e. Give an example of how the teacher handled a student behavior issue efficiently and with minimal disruption of instruction and others' learning.

f. Give an example of how the teacher advocated for the best interest of the student against a school/district policy, or the actions of a fellow student or teacher.

g. Give an example of your teacher exhibiting a professional demeanor under circumstances that inspired something less than professional behavior. (You might have expected the teacher to get angry, raise their voice, swear, speak ill of someone else, etc.)

****Journal is due ____.**

3. Teach FOUR lessons that are observed by your Social Studies Mentor

-Two lessons must be taught before midterm grades are due

-Contact your NGU Mentor ASAP after you have agreed with your teacher on the date of each lesson so they can arrange to observe you.

-Lesson Scoring sheets should be submitted to professor ASAP after teaching each lesson.

4. Mid-term evaluation from Cooperating Teacher **due** ____.

5. Final evaluation from your Cooperating Teacher **due** ____.

6. One AOD from your Cooperating Teacher **due** ____.



**TEACHER EDUCATION PROGRAM
NORTH GREENVILLE UNIVERSITY**

Fall 2017

TO: COOPERATING TEACHERS IN SECONDARY SCHOOLS

**FROM: MR. ANDY HODGES
COORDINATOR OF SECONDARY EDUCATION
NORTH GREENVILLE UNIVERSITY**

Thank you for agreeing to work with one of teacher candidates this semester. I hope you are looking forward to working with our teacher candidates and North Greenville University.

As one component of completing the requirements for a teaching certificate in South Carolina, one of our teacher candidates will be in your school this semester to complete a field experience. The candidate will be participating in a variety of activities including lesson planning and teaching. The NGU supervising teacher will specify the assignments the candidate must complete. The candidate will also have several evaluations as documentation we would like you to complete. In addition, the NGU supervising teacher will be visiting the candidate in the field experience setting to observe our candidates conducting lessons and to act as a resource for you. If necessary, they will help you complete, or answer any questions you may have concerning the evaluation form you will complete at the end of the semester. This form tells us how well our teacher candidates are meeting the objectives of our Conceptual Framework.

Thank you for participating in the preparation of future teachers of quality for the state of South Carolina.

Please call me at 864-977-7064 or email me at Andrew.hodges@ngu.edu if you have any concerns or questions regarding the field experience at NGU.

Mr. Andy Hodges
Chair of Secondary Education
North Greenville University
College of Education

FIELD EXPERIENCE – Secondary Education

Course Name and Number _____

Name _____ Semester: _____

School _____ Grade _____

Cooperating Teacher _____

ATTENDANCE LOG

Week No.	Day	Time		Teacher's Initials
		In	Out	

Total Number of Hours _____

Cooperating Teacher's Signature

Student Signature

Admission to Social Studies Teacher Education Program Worksheet

Student _____

Advisor _____

Date of "Intent to Declare Major" letter _____

Date of Triplicate Letter _____

SAT or ACT score: _____ (PRAXIS I exempt when SAT=1650 or ACT=24)

PRAXIS I scores

Reading (passing=175): _____ date: _____

Writing (passing=173): _____ date: _____

Math (passing=172): _____ date: _____

Date completed 50 hours _____
 (including 12 hrs. of HIST prefix courses and 12 hrs. of Social Studies Core classes)

GPA on date of completing 50 hrs. (min=2.5) _____

GRADES (C or above in each of the following courses):

Course	Grade	Sem/yr completed	Course	Grade	Sem/yr
ENGL 1310			HIST 1360		
ENGL 1320			HIST 2310		
EDUC 1210			HIST 2320		
EDUC 1215			HIST 2360		
EDUC 2230			SSC:		
EDUC 3410			SSC:		
COMM 2300			SSC:		
HIST 1350			SSC:		

ASSESSMENT OF DISPOSITIONS FORMS

#1 (from an EDUC course instructor)

course: _____ professor: _____ date recv'd _____

#2 (from a HIST prefix or Social Studies Core course)

course: _____ professor: _____ date recv'd _____

Date Teacher Education Program Application Completed: _____

Problems or Concerns: _____

Lesson Plan Template for College of Education-Sec. Social Studies

Subject: (Circle one) 9th -World Geography 10th – World History 11th – US History 12th – Economics 12th – Government

Other: _____

Lesson Title:

State Academic Standard (& Indicator, when appropriate):

NCSS Thematic Standard(s):

Content Learning Objective(s): (What will the student know?)

Skill Learning Objective(s): (The student will be able to “do”?)

Essential Questions(s):

Anticipated Duration of lesson:

Activities/Procedures:

1. How will you begin/introduce the lesson? How will prior learning be activated?
2. Describe, in order, the activities you and the students will be doing during the lesson & your estimate of the amount of time you will spend on each activity.
3. Closure activity.

Accommodations:

How will students' individual differences in rates of learning, styles of learning, interests, and needs be accommodated?

Include activities for the auditory, visual, and kinesthetic learner.

Include how accommodations will be made for resource, ESL, and/or gifted students.

Technology & Other Resources: Describe the technology and other resources you will use during this lesson and your rationale.

Questioning: Give examples of at least 3 different questions you might ask during the lesson. Include at least one low, one middle, and one higher order Bloom's Taxonomy question. Identify the level to which each question corresponds.

Assessment: How will you know that the students met the objectives (s) of the lesson? Explain how your assessment aligns with the lesson's pedagogy.

Reflection: (to be completed after teaching lesson) What learning took place during the lesson? How well did students grasp the concepts? What was the level of their understanding? What will you do differently on the next lesson to help students learn on deeper levels? Be careful not to focus on your performance but rather student participation and student learning. Describe how you impacted student learning and how you *know* you impacted student learning

Lesson Plan Rubric Social Studies Education

Criteria	4—Distinguished	3--Accomplished	2—Developing	1—Beginning
Lesson plan addresses NCSS/state standard(s)	Plans indicate NCSS/state standards that are addressed are appropriate for the grade level and accommodate the needs, interests, and abilities of the students. Lesson objectives for instruction are clear and show alignment to standards.	Plans may not clearly indicate NCSS/state standards addressed. Some standards may not be appropriate for the grade level or may not accommodate the needs, interests and abilities of the students. Some lesson objectives for instruction and assessment display an understanding of students’ needs, interests, and abilities. Some objectives, instruction, and assessment are aligned to the standards.	Plans do not indicate NCSS/state standards addressed, or they address standards that are inappropriate for grade level and students’ interests and abilities. There is limited evidence of alignment of objectives for instruction and assessment to students’ needs, interests, and abilities, or to standards.	Plans do not indicate state or NCSS standard(s).
Content & Skill Learning objectives & Essential Questions	Plans relate the objectives, instruction, and assessment to students’ needs, interests and abilities. Plans show the alignment of instruction and assessment activities to objectives based on curriculum standards.	Plans may not clearly relate objectives, instruction, and assessment to students’ needs, interests, and abilities. Instruction and assessment activities are not clearly aligned to objectives based on curriculum standards.	The relationship of objectives, instruction, and assessment to students’ needs, interests, and abilities is very limited. Alignment of instruction and assessment activities to each other and/or to objectives based on curriculum standards is very limited.	Plans do not indicate learning objectives/essential questions/issues.
Activities and procedures	Plans demonstrate an accurate understanding of the content being taught, an engaging introduction, appropriate timing and rigor of activities, and include a closure exercise.	Plans demonstrate some understanding of the content being taught, an engaging introduction, appropriate timing and rigor of activities, and include a closure exercise.	Plans omit one of the following: an introduction, accurate information, appropriate activities, a closure exercise.	Plan omit two or more of the following: an introduction, accurate information, appropriate activities, a closure exercise.
Accommodations	Plans for instruction indicate how information about students impacts the implementation and evaluation of instruction by describing the specific accommodations to be made. Instructional strategies used accommodate differences in rates of learning and styles.	Some accommodations are made in the implementation of instruction based on information about students. Some instructional strategies used accommodate differences in rates of learning and styles.	Few accommodations were made in the implementation of instruction based on information about students. Instructional strategies are limited in accommodating the differences in rates of learning and styles.	Plans do not indicate accommodations.

Technology and other Resources	Plans note inclusion of well-chosen, appropriate technology and other resources. Materials used are developmentally appropriate, and go beyond the textbook to other sources to ensure comprehensive and accurate presentation of content.	Plans note inclusion of some appropriate technology and other resources. Some materials used are developmentally appropriate, and go beyond the textbook to other sources to ensure comprehensive and accurate presentation of content.	Plans note inclusion of few appropriate technology and other resources. Few materials used are developmentally appropriate. No materials beyond the textbook are used.	Plans do not indicate technology and other resources. Materials are clearly not developmentally appropriate. No materials beyond the textbook are used.
Questioning	Questions provided demonstrate a clear understanding of how to teach to the low, middle, and higher levels of Bloom's Taxonomy. Three or more questions are provided.	Three or more questions are provided, but they are incorrectly labeled, and do not clearly demonstrate understanding of how to teach to the low, middle, and higher levels of Bloom's Taxonomy.	Questions do not even attempt to address low, middle, and higher levels of Bloom's Taxonomy.	No questions are included.
Assessment	Assessment is clearly aligned to the standards, objectives and instruction. Assessment strategies are appropriate for students' ability and developmental levels. Assessment is clearly related to students' needs, interests, and abilities.	Alignment of assessment to standards, objectives, and instruction is not complete. Some assessment strategies are inappropriate for students' ability and developmental levels. Parts of assessment are related to students' needs, interests, and abilities.	Assessment is not clearly aligned to the standards, objectives, and instruction. Assessment strategies are inappropriate for students' ability and developmental levels. There is limited evidence that the assessment is related to students' needs, interests, and abilities.	Assessment is not aligned to the standards, objectives or instruction.
Reflection	Reflection addresses areas of improvement. Thoughtful and meaningful comments are given for changes in the next lessons.	Reflection mentions areas for change but does not accurately address how areas of improvement can be addressed.	Reflection mentions areas for change but does not address how areas of improvement can be addressed.	Plans do not indicate reflection(s).

North Greenville University
Social Studies Education Lesson Scoring Sheet
 (for use when observing Social Studies Education majors in their
 field experiences & in student teaching)

Teacher Candidate: _____ Date: _____

School: _____ Cooperating Teacher: _____

Name of Class in which Student is teaching: _____

Observation # _____ of _____ (total) Time entered: _____ Time left: _____

University Mentor: _____

Student is enrolled in (circle one) : EDSE 3290 EDSE 3395 SSED 4310 EDSE 4600

Title/Topic of Observed Lesson: _____

Part I -- Pedagogy

Indicator: Assesses all components of NCSS Pedagogy standards, ADEPT, and Conceptual Framework	Distinguished (4)	Accomplished (3)	Developing (2)	Beginning (1)
<u>I. EFFECTIVE PRACTITIONER: The candidate:</u>				
a. Uses correct grammar when communicating				
b. Plans instruction to meet the needs of, and accommodate all learners				
c. Accurately demonstrates social studies content				
d. Uses a variety of instructional approaches to build knowledge and accommodate learners				
e. Appropriates classroom management strategies to make effective use of time and pace in instruction to build social studies content				
f. Includes clearly defined objective or essential question, and authentic contexts				
<u>II. CARING LEADER</u>				
a. Displays a responsiveness to student needs and shows fairness to all students .				
b. Engages students in higher order thinking skills in authentic contexts .				
<u>III. LIFE LONG LEARNER</u>				
a. Impacts student learning by checking for understanding and assessing learning.				
b. Demonstrates effective use of resources including technologies to further enhance learning/adjusts to clear misunderstandings .				

Part II. Use of technology

Describe how the teacher candidate used technology during the lesson.

Part III. Accommodations for student learning

Give examples of how the teacher candidate made accommodations for diverse learning styles.

Part IV. NCSS Thematic Standards.

While it is not expected that a student will address all standards in each lesson, several standards are likely be addressed in each lesson. Please rank the degree of proficiency that is attained for each standard that is addressed. See rubric below.

Themes	Degree of Proficiency (see attached rubric)
1. Culture	4 3 2 1
2. Time, Continuity, & Change	4 3 2 1
3. People, Places, & Environments	4 3 2 1
4. Individual Development & Identity	4 3 2 1
5. Individuals, Groups, & Institutions	4 3 2 1
6. Power, Authority, & Governance	4 3 2 1
7. Production, Distribution, & Consumption	4 3 2 1
8. Science, Technology, & Society	4 3 2 1
9. Global Connections	4 3 2 1
10. Civic Ideals and Practices	4 3 2 1

Part V. Narrative Section

Please write any comments that will help clarify the above rankings. At a minimum, provide a written explanation for each line in the Part I Pedagogy Rubric that received a 2 or a 1.

Part IV -- NCSS Thematic Standards Rubric

Thematic Standards Addressed	Distinguished (4)	Accomplished(3)	Developing (2)	Not Addressed (1)
<p>Theme I Culture and Diversity</p> <p>What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does culture change to accommodate different ideas and beliefs? What does language tell us about culture?</p> <p>This theme normally would be covered in units or courses with geography, history, sociology and world cultures.</p>	<p>This standard addressed through clearly written lesson objectives. Directly addressed on multiple levels, and with some nuance, through fully developed lesson content. Student understanding was assessed by teacher.</p>	<p>This standard addressed accurately, although simplistically. Lesson content was accurate, and an attempt was made to assess student learning.</p>	<p>This standard was addressed, but with some inaccuracies and a lack of confidence. Failed to assess student learning.</p>	<p>This standard was not addressed in this lesson.</p>
<p>II Time, Continuity and Change</p> <p>Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why is it important to analyze different historical viewpoints?? This theme would normally be covered in a history course.</p>	<p>This standard addressed through clearly written lesson objectives. Directly addressed on multiple levels, and with some nuance, through fully developed lesson content. Student understanding was assessed by teacher.</p>	<p>This standard addressed accurately, although simplistically. Lesson content was accurate, and an attempt was made to assess student learning.</p>	<p>This standard was addressed, but with some inaccuracies and a lack of confidence. Failed to assess student learning.</p>	<p>This standard was not addressed in this lesson.</p>
<p>III People, Places and Environments</p> <p>Where are things located? Why are they located there? What do we mean by region? How and why do landforms change? What implications do these changes have for people? This theme is usually covered in units or courses dealing with geography and worlds cultures.</p>	<p>This standard addressed through clearly written lesson objectives. Directly addressed on multiple levels, and with some nuance, through fully developed lesson content. Student understanding was assessed by teacher.</p>	<p>This standard addressed accurately, although simplistically. Lesson content was accurate, and an attempt was made to assess student learning.</p>	<p>This standard was addressed, but with some inaccuracies and a lack of confidence. Failed to assess student learning.</p>	<p>This standard was not addressed in this lesson.</p>
<p>IV Individual Human Development and Identity</p> <p>How do people learn? Why do people act as they do? What influences how people learn, perceive and grow? How do people meet their fundamental needs? How do individuals develop from childhood to adulthood? This theme is normally taught in</p>	<p>This standard addressed through clearly written lesson objectives. Directly addressed on multiple levels, and with some nuance, through fully developed lesson content.</p>	<p>This standard addressed accurately, although simplistically. Lesson content was accurate, and an attempt was</p>	<p>This standard was addressed, but with some inaccuracies and a lack of confidence. Failed to assess student learning.</p>	<p>This standard was not addressed in this lesson.</p>

units or courses dealing with psychology, world cultures and sociology	Student understanding was assessed by teacher.	made to assess student learning.		
V Individual, Groups and Institutions What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in the institution and how it is maintained or changed? This theme would usually be addressed in units or courses dealing with sociology, world cultures, political science and history.	This standard addressed through clearly written lesson objectives. Directly addressed on multiple levels, and with some nuance, through fully developed lesson content. Student understanding was assessed by teacher.	This standard addressed accurately, although simplistically. Lesson content was accurate, and an attempt was made to assess student learning.	This standard was addressed, but with some inaccuracies and a lack of confidence. Failed to assess student learning.	This standard was not addressed in this lesson.
VI Power, Authority and Governance What is power? What form does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How is a government created, structured, maintained and changed? What are the basic features of the American political system? Identify the leaders and branches of government. How can individual rights be protected within the context of majority rule? This theme is usually covered in units or courses dealing with government, politics, political science, history, law, and other social sciences.	This standard addressed through clearly written lesson objectives. Directly addressed on multiple levels, and with some nuance, through fully developed lesson content. Student understanding was assessed by teacher.	This standard addressed accurately, although simplistically. Lesson content was accurate, and an attempt was made to assess student learning.	This standard was addressed, but with some inaccuracies and a lack of confidence. Failed to assess student learning.	This standard was not addressed in this lesson.
VII Production, Distribution, Consumption Who decides what is to be produced? Investigate how the role of supply and demand impact people and history. How is production to be organized? How are goods and services distributed? What is the most effective allocation if the factors to be produced (land, labor, capital, and management)? This theme is usually covered in units or courses dealing with economic concepts and issues, history and global issues	This standard addressed through clearly written lesson objectives. Directly addressed on multiple levels, and with some nuance, through fully developed lesson content. Student understanding was assessed by teacher.	This standard addressed accurately, although simplistically. Lesson content was accurate, and an attempt was made to assess student learning.	This standard was addressed, but with some inaccuracies and a lack of confidence. Failed to assess student learning.	This standard was not addressed in this lesson.
VIII Science, Technology, Society Is new technology always better than old. What can we learn from the past about how new technologies results in a broader social change, some of which is anticipated? How can we cope with the ever increasing pace of the change in technology? How can we	This standard addressed through clearly written lesson objectives. Directly addressed on multiple levels, and with some nuance, through fully developed	This standard addressed accurately, although simplistically. Lesson content was accurate, and an attempt was	This standard was addressed, but with some inaccuracies and a lack of confidence. Failed to assess student learning.	This standard was not addressed in this lesson.

<p>manage technology so a vast number of people benefit from it?</p> <p>How does one preserve fundamental values and beliefs in the midst of technological change? This theme would generally be covered in courses that draw upon natural and physical sciences and the humanities. It could appear in a variety of social studies courses such as history, geography, economics, civics, government and sociology.</p>	<p>lesson content. Student understanding was assessed by teacher.</p>	<p>made to assess student learning.</p>		
<p>IX Global Connections</p> <p>. Students must be able to address such international issues such as health care, the environment, human rights, economic competition, and interdependence. Students should be able to address the role of history and age-old ethnic enmities in addition to political and military alliances. This theme is usually covered in a number of courses such as geography, culture, economics and possibly natural and physical sciences, world cultures, the humanities and history.</p>	<p>This standard addressed through clearly written lesson objectives. Directly addressed on multiple levels, and with some nuance, through fully developed lesson content. Student understanding was assessed by teacher.</p>	<p>This standard addressed accurately, although simplistically. Lesson content was accurate, and an attempt was made to assess student learning.</p>	<p>This standard was addressed, but with some inaccuracies and a lack of confidence. Failed to assess student learning.</p>	<p>This standard was not addressed in this lesson.</p>
<p>X Civic Ideals and Practices</p> <p>. The students should be able to answer: What is civic participation and how can I be involved? Has the meaning of citizenship evolved since the beginning of our country? How has it evolved? In our government system what is the balance between rights and responsibilities? What is the role of the citizen in the community, the nation, and the world community? How can I make a positive difference? This theme is usually covered in units or courses dealing with history, political science, and fields such as world cultures, law-related education, government, and the humanities.</p>	<p>This standard addressed through clearly written lesson objectives. Directly addressed on multiple levels, and with some nuance, through fully developed lesson content. Student understanding was assessed by teacher.</p>	<p>This standard addressed accurately, although simplistically. Lesson content was accurate, and an attempt was made to assess student learning.</p>	<p>This standard was addressed, but with some inaccuracies and a lack of confidence. Failed to assess student learning.</p>	<p>This standard was not addressed in this lesson.</p>

Social Studies Education Part I Rubric

Standards	Target - 4	Acceptable - 3	Developing – 2	Unacceptable - 1
1.a Communication NCSS II.2 SC-ADEPT-06.10.C SC-NGU-COE-CF.1.B	Consistently uses correct grammar/standard English and appropriate, content-specific terminology.	Usually uses correct grammar/standard English and appropriate, content-specific terminology.	Occasionally uses correct grammar/standard English and appropriate, content-specific terminology. May use fillers such as “um,” “like,” and “you know.”	Rarely uses correct grammar/standard English; incorrectly uses content-specific terminology; repeatedly uses fillers such as “um,” “like,” and “you know.”
1.b Planning Instruction NCSS II.6 SC-ADEPT SC-NGU-COE-CF.1.	Lesson consistently demonstrates excellence and confidence in planning instruction. Instruction is clearly aligned with SC content standards and NCSS thematic standards, and accommodates diverse learning styles.	Lesson mostly demonstrates excellence and confidence in planning instruction. Instruction is mostly aligned with SC content standards and NCSS thematic standards, and accommodates diverse learning styles.	Lesson demonstrates some ability to plan instruction aligned to SC Content standards and NCSS thematic standards. There is an attempt to accommodate diverse learning styles.	Lesson does not demonstrate the ability to plan instruction aligned to standards or learning styles. No attempts made to accommodate diverse learning styles.
1.c Content NCSS II.6 SC-ADEPT-06.6.A SC-NGU-COE-CF.1,A	Content is consistently appropriate for the class and level of student. Consistently uses accurate information, and demonstrates thorough preparation and confidence in their knowledge.	Content is mostly appropriate for the class and level of student. Usually uses accurate information, and demonstrates thoroughness of preparation.	Although content may be aligned with standards, important factual errors may be included. Some may be self-corrected during instruction.	Lesson contains major factual errors that are never self-corrected during instruction. Standards are not addressed.
1.d Instructional Approaches NCSS II.5 SC-ADEPT-06.6.A SC-NGU-COE-CF.1,A	Pedagogy consistently accommodates diverse learning styles, involves all students in the lesson, and is generally exemplary of best practices in social studies education.	Pedagogy usually accommodates diverse learning styles, involves all, or nearly all, students in the lesson, and is generally exemplary of best practices in social studies education.	Pedagogy attempts to accommodate diverse learning styles. Several students were conspicuously uninvolved in the lesson.	Pedagogy suggests little, if any, attempt to accommodate diverse learning styles. Teacher conspicuously struggles to engage the students in the lesson throughout the entire time.
1.e Classroom Management & Time NCSS II.5 SC-ADEPT-6.6.A SC-NGU-COCF.1.A	Is consistently aware of the time needed to start, complete, and conclude each aspect of the lesson. Employs with excellence and effectiveness, classroom management strategies that consistently facilitate all students’ engagement with instruction.	Is usually aware of the time needed to start, complete, and conclude each aspect of the lesson. Usually employs classroom management strategies to facilitate students’ engagement with instruction.	Some conspicuous moments of not having been properly aware of the time needed to complete aspect(s) of the lesson negatively impacted full and proper execution of the lesson plan. Some shortcomings in classroom management skills are evident.	Multiple parts of the lesson plan indicated an unawareness of time. Classroom management skills are obviously lacking in multiple areas.
1.f Objectives NCSS II.6 SC-ADEPT-06.3.A SC-NGU-COE-CF.1.2	Objectives and standards (and essential question if required) are clearly stated and addressed throughout lesson and closure. Authentic contexts are effectively incorporated.	Objectives and standards (and essential question if required) are clearly stated, but little attention is given to them during the lesson and closure. Authentic contexts are incorporated.	Objectives and standards (and essential question if required) being addressed are not clearly stated for class. There is an attempt to incorporate authentic context pedagogy.	No objective or standard is referenced during the lesson, nor is there any effort at authentic context pedagogy.

<p>2.a Responsiveness</p> <p>NCSS II.4 SC-ADEPT-06.8.A SC-NGU-COE-CF.2.C</p>	<p>Effectively responds to student feedback (of all kinds) during lesson and uses that information to facilitate student learning by better utilizing available resources, adjusting instruction, and proactively aborting potentially disruptive behaviors. Effectively encourages social interaction, active engagement in learning, and self-motivation. Candidate exhibits genuine care for students, respects their individuality, and is fair to all students.</p>	<p>Makes noticeable effort to respond to student feedback for purposes of adjusting instruction and proactively aborting potentially disruptive behavior. Encourages active engagement in learning and self-motivation, respects the individuality of students, and is fair to all students.</p>	<p>Sometimes misses student feedback and fails to make adjustments as needed. Misses opportunities to encourage students' active engagement and self-motivation, and exhibits traits that could be seen as inequitable treatment of students.</p>	<p>Lesson plans proceed as planned without responding to student feedback of any kind. Teacher obviously has "favorite" students.</p>
<p>2.b Higher Order Thinking</p> <p>NCSS II.3 SC-ADEPT-06.4.B SC-NGU-COE-CF.2.B</p>	<p>Candidate skillfully and appropriately moves instruction between all levels of leaning, with an emphasis on higher order thinking skills, according to Bloom's Taxonomy or Webb's Depth of Knowledge, in authentic contexts.</p>	<p>Candidate attempts to appropriately shift instructional techniques between all levels of leaning, with emphasis on higher order thinking skills, according to Bloom's Taxonomy or Webb's Depth of Knowledge, in authentic contexts.</p>	<p>Candidate makes little effort to shift instruction between all levels of leaning, but rather focuses on lower level thinking as defined by Bloom's Taxonomy or Webb's Depth of Knowledge. Little emphasis on authentic contexts.</p>	<p>All instruction is conducted at the most basic levels of learning, with no effort to teach at higher levels in authentic contexts.</p>
<p>3.a Impact on student learning</p> <p>NCSS II. 8 SC-ADEPT-06.7.A SC-NGU-COE-CF.3.C</p>	<p>Candidate's lesson shows a clear link between their ability to assess student learning and to adjust instruction in such a manner as to positively impact student learning. Evidence provided that candidate is becoming a reflective teacher.</p>	<p>Candidate's makes a strong effort to assess student learning and to adjust instruction in such a manner as to positively impact student learning. Candidate not as reflective as supervisor would like.</p>	<p>Although candidate may adjust instruction, it is unclear how such adjustments are informed by their assessment of student learning. Candidate appears to poorly read student feedback.</p>	<p>Candidate does nothing to adjust instruction according to student feedback.</p>
<p>3.b Technology use</p> <p>NCSS II.7 SC-ADEPT-06. 3A SC-NGU-COE-CF 3.C</p>	<p>Technology is used skillfully and effortlessly to facilitate and enrich instruction.</p>	<p>Although there might have been difficulties using technology, the candidate was generally well prepared to use it, and might have been victim to circumstances beyond their control.</p>	<p>Teacher appears to have not practiced using aspects of the technology included in instruction, or to not have made any effort to include technology in the lesson.</p>	<p>Lesson does not incorporate any technology.</p>

Assessment of Dispositions

Candidate _____ ID _____ Semester _____ Major _____

Please rate 1-4: never = 1; seldom = 2; usually = 3; consistently = 4 by writing the appropriate number in the box. Circle indicators that are weak for student and/or make specific comments below.

1. EFFECTIVE PRACTITIONER

A. Exhibits Professional Attitude

Indicators: Confident, responsible, appropriate dress, punctual, meets deadlines, prepared, possesses self-efficacy, takes responsibility for own actions

B. Communicates Effectively

Indicators: Communicates content enthusiastically, uses correct grammar, has good communication skills, is able to relate and communicate with all stake holders, recognizes the role of literature in the classroom, and values composing—written, oral, visual—as a means of discovering self, creating meaning, and interacting with others

C. Demonstrates a Positive Attitude toward Teaching/Students

Indicators: Exhibits enthusiasm, goes the extra mile, meets the needs of all learners, values students, demonstrates patience with students, uses a variety of teaching strategies

D. Displays a Positive Attitude toward the Profession, Colleagues, and Authority

Indicators: Loyal, flexible, cooperative, values teamwork, promotes the school, ethical, demonstrates self-control, respectful of mentor, cooperating teacher, and school officials

2. CARING LEADER

A. Promotes Nurturing and Kindness

Indicators: Effective tone of voice and word choices, interacts well with students, is sensitive to students, respectful, patient in class, praises students for positive work, and keeps students on task

B. Values Relationships

Indicators: Keeps a confidence, shows concern for others' well-being, loyal, respectful, trustworthy, team player, able to work with others, cheerful positive and encouraging, helpful, giving

C. Creates a Nurturing Environment

Indicators: Includes all learners (promoting an appreciation for others), creates a warm learning space, ensures that students are free from harassment, respects diverse learners, utilizes a variety of resources beyond the text

3. LIFELONG LEARNER

A. Values Professional Development

Indicators: Engages positively in learning opportunities, joins professional organizations, keeps abreast of current issues, seeks learning opportunities, utilizes research to improve practice, is open to correction, makes every effort to improve lessons, maintains a commitment to standards of ethics within the profession, values technology as a means for understanding self and a tool for teaching, learning, and communicating

B. Takes Initiative

Indicators: Is organized and prepared, contributes, plans, turns in work, produces quality work, ethical

C. Practices Reflective Inquiry

Indicators: Understands effects of decisions on students, reads with a critical understanding, knows how to write reflections, understands consequences of actions, corrects misunderstandings quickly

COMMENTS—Use the back if necessary.

Signature: _____ Date: _____ (Revised SP 09)

North Greenville University Field Experience: Assessment of Dispositions

Candidate _____ ID _____ Semester _____ Major _____

Please rate 1-4: never = 1; seldom = 2; usually = 3; consistently = 4 by writing the appropriate number in the box. Circle indicators that are weak for student and/or make specific comments below.

1. EFFECTIVE PRACTITIONER

A. Exhibits Professional Attitude

Indicators: Confident, responsible, appropriate dress, punctual, meets deadlines, prepared, possesses self-efficacy, takes responsibility for own actions

B. Communicates Effectively

Indicators: Communicates content enthusiastically, uses correct grammar, has good communication skills, is able to relate and communicate with all stake holders, recognizes the role of literature in the classroom, and values composing—written, oral, visual—as a means of discovering self, creating meaning, and interacting with others

C. Demonstrates a Positive Attitude toward Teaching/Students

Indicators: Exhibits enthusiasm, goes the extra mile, meets the needs of all learners, values students, demonstrates patience with students, uses a variety of teaching strategies

D. Displays a Positive Attitude toward the Profession, Colleagues, and Authority

Indicators: Loyal, flexible, cooperative, values teamwork, promotes the school, ethical, demonstrates self-control, respectful of mentor, cooperating teacher, and school officials

2. CARING LEADER

A. Promotes Nurturing and Kindness

Indicators: Effective tone of voice and word choices, interacts well with students, is sensitive to students, respectful, patient in class, praises students for positive work, and keeps students on task

B. Values Relationships

Indicators: Keeps a confidence, shows concern for others' well-being, loyal, respectful, trustworthy, team player, able to work with others, cheerful positive and encouraging, helpful, giving

C. Creates a Nurturing Environment

Indicators: Includes all learners (promoting an appreciation for others), creates a warm learning space, ensures that students are free from harassment, respects diverse learners, utilizes a variety of resources beyond the text

3. LIFELONG LEARNER

A. Values Professional Development

Indicators: Engages positively in learning opportunities, joins professional organizations, keeps abreast of current issues, seeks learning opportunities, utilizes research to improve practice, is open to correction, makes every effort to improve lessons, maintains a commitment to standards of ethics within the profession, values technology as a means for understanding self and a tool for teaching, learning, and communicating

B. Takes Initiative

Indicators: Is organized and prepared, contributes, plans, turns in work, produces quality work, ethical

C. Practices Reflective Inquiry

Indicators: Understands effects of decisions on students, reads with a critical understanding, knows how to write reflections, understands consequences of actions, corrects misunderstandings quickly

COMMENTS—Use the back if necessary.

Signature: _____ Date: _____ (Revised SP 09)

The Assessment of Dispositions: NGU Classroom Rubric

I. The Effective Practitioner				
Disposition	Distinguished-4	Accomplished-3	Developing-2	Beginning-1
IA. Exhibits a Professional Attitude	<i>Is dependable, dresses professionally, is punctual, attends classes, meetings, etc, meets deadlines, and possesses teacher self-efficacy.</i>	<i>Is dependable, dresses professionally, is punctual, attends classes, mtgs, etc, meets deadlines.</i>	<i>Is dependable, dresses professionally, is punctual, attends classes, mtgs, etc,</i>	<i>Is dependable, dresses professionally, is punctual</i>
IB. Communicates Effectively	<i>Has good communication skills, uses correct grammar, teaches correct content, is enthusiastic, positively engages cohort, professors, and administrators.</i>	<i>Has good communication skills, uses correct grammar, teaches correct content, is enthusiastic</i>	<i>Has good communication skills, uses correct grammar, teaches correct content</i>	<i>Has good communication skills, uses correct grammar</i>
IC. Demonstrates a Positive Attitude toward Teaching/Cohort	<i>Demonstrates respect towards faculty/administrators, Practices collaboration in group work. Has a positive attitude towards supervision, shows enthusiasm in class, speaks positively about the COE program.</i>	<i>Demonstrates respect towards faculty/administrators, Practices collaboration in group work. Has a positive attitude towards supervision, shows enthusiasm in class</i>	<i>Demonstrates respect towards faculty/administrators, Practices collaboration in group work. Has a positive attitude towards supervision,</i>	<i>Demonstrates respect towards faculty/administrators, Practices collaboration in group work.</i>
ID. Displays a Positive Attitude toward the Profession, Colleagues, and Authority	<i>Demonstrates integrity, is flexible, practices collaboration, demonstrates teamwork, and supports faculty, cohort, and administrators.</i>	<i>Demonstrates integrity, is flexible, practices collaboration, demonstrates teamwork.</i>	<i>Demonstrates integrity, is flexible, practices collaboration.</i>	<i>Demonstrates integrity, is flexible.</i>
II. Caring Leader				
IIA. Promotes Nurturing and Kindness	<i>Uses appropriate tone of voice, sensitive to cohorts, is patient, practices active listening, goes above and beyond to help others.</i>	<i>Uses appropriate tone of voice, sensitive to cohorts, is patient, practices active listening.</i>	<i>Uses appropriate tone of voice, sensitive to cohorts, is patient.</i>	<i>Uses appropriate tone of voice, sensitive to cohorts.</i>
II B. Builds Relationships	<i>Is loyal, is trustworthy, is encouraging, is not critical, shows concern for the wellbeing of others.</i>	<i>Is loyal, is trustworthy, is encouraging, is not critical.</i>	<i>Is loyal, is trustworthy, is encouraging.</i>	<i>Is loyal, is trustworthy.</i>
II C. Contributes to a Conducive Environment for Learning	<i>Is prepared to engage in learning, includes others in the cohort, is professional in the use of electronics, respects the ideas of others, celebrates learning.</i>	<i>Is prepared to engage in learning, includes others in the cohort, is professional in the use of electronics, respects the ideas of others.</i>	<i>Is prepared to engage in learning, includes others in the cohort, is professional in the use of electronics.</i>	<i>Is prepared to engage in learning, includes others in the cohort.</i>
III. Lifelong Learner				
IIIA. Engages in Professional Development	<i>Has the potential for professional growth, develops in-depth pedagogical knowledge, reads research, builds knowledge beyond the textbook, joins professional organizations.</i>	<i>Has the potential for professional growth, develops in-depth pedagogical knowledge, reads research, builds knowledge beyond the textbook.</i>	<i>Has the potential for professional growth, develops in-depth pedagogical knowledge, reads research..</i>	<i>Has the potential for professional growth, develops in-depth pedagogical knowledge.</i>
III B. Leadership	<i>Exhibits leadership potential, demonstrates maturity, Uses sound judgement and common sense, produces high quality work, demonstrates leadership on campus.</i>	<i>Exhibits leadership potential, demonstrates maturity, Uses sound judgement and common sense, produces high quality work.</i>	<i>Exhibits leadership potential, demonstrates maturity, Uses sound judgement and common sense.</i>	<i>Exhibits leadership potential, demonstrates maturity.</i>
IIIC. Practices Reflective Inquiry	<i>Practices self-reflection/assessment, writes in-depth reflections, reads with critical understanding, identifies consequences of one's actions, understands the effects of decisions on others.</i>	<i>Practices self-reflection/assessment, writes in-depth reflections, reads with critical understanding, identifies consequences of one's actions.</i>	<i>Practices self-reflection/assessment, writes in-depth reflections, reads with critical understanding.</i>	<i>Practices self-reflection/assessment, writes in-depth reflections.</i>

The Assessment of Dispositions: Field Experience

1. Effective Practitioner					
Disposition	Mastery	Accomplished	Developing	Beginning	Alignment
A. Exhibits a Professional Attitude	<i>Indicators: Confident, responsible, appropriate dress, punctual, meets deadlines, is prepared, possesses self-efficacy, takes responsibility for own actions.</i>	Not meeting one of the indicators	Not meeting two of the indicators	Not meeting three or more of the indicators	CAEP1.1, COE 2A, APS10, InT 9,
B. Communication	<i>Indicators: Communicates content enthusiastically, uses correct grammar, has good communication skills, able to relate and communicate with all stakeholders.</i>	Not meeting one of the indicators	Not meeting two of the indicators	Not meeting three or more of the indicators	CAEP 1.1, COE 1B, APS 5, InT 6
C. Positive attitude towards teaching and students	<i>Indicators: Enthusiastic, goes the extra mile, meets the needs of all learners, values students, demonstrates patience with students, uses a variety of teaching strategies.</i>	Not meeting one of the indicators	Not meeting two of the indicators	Not meeting three or more of the indicators	CAEP 1.1 COE 2B, APS 8, InT4, DIV 2B
D. Positive attitude towards profession, colleagues, and authority	<i>Indicators: Loyal, flexible, cooperative, values teamwork, promotes the school, ethical, Demonstrates self-control, respectful of mentor, cooperating teacher, and school officials</i>	Not meeting one of the indicators	Not meeting two of the indicators	Not meeting three or more of the indicators	CAEP 1.1 COE 2D, APS 10, InT 10
2. Caring Leader					
A. Promotes Nurturing and Kindness	<i>Indicators: Tone of voice, word choices, interacts well with students, sensitive to students, is respectful, patient in class, praises students for positive work, keeps students on task.</i>	Not meeting one of the indicators	Not meeting two of the indicators	Not meeting three or more of the indicators	CAEP 1.1, COE2C, APS 8, InT 5, DIV 2C
B. Values Relationships	<i>Indicators: Keeps a confidence, shows concern for others' well-being, loyal, respectful, trustworthy, team player, able to work with others, cheerful positive and encouraging, helpful, giving.</i>	Not meeting one of the indicators	Not meeting two of the indicators	Not meeting three or more of the indicators	CAEP 1.1, COE 2D, APS 10, InT 10, DIV 2D

C. Creates a nurturing environment	Indicators: <i>Includes all learners, creates a warm learning space, students are free from harassment, respects diverse learners, utilizes a variety of resources beyond the text.</i>	Not meeting one of the indicators	Not meeting two of the indicators	Not meeting three or more of the indicators	CAEP 1.1, COE 2C, APS 8, InT 5
3. Lifelong Learner					
A. Engages in Professional Development	Indicators: <i>Engages positively in learning opportunities, joins professional organizations, keeps abreast of current issues, seeks learning opportunities, utilizes research to improve practice, open to correction, makes every effort to improve lessons</i>	Not meeting one of the indicators	Not meeting two of the indicators	Not meeting three or more of the indicators	CAEP 1.1, COE 3A, APS 10, InT 9
B. Takes Initiative	Indicators: <i>Is organized, prepared, contribute in the classroom, plans, turns in work, produces quality work, ethical.</i>	Not meeting one of the indicators	Not meeting two of the indicators	Not meeting three or more of the indicators	CAEP 1.1, COE 2A, APS10, InT 10
C. Practices Reflective Inquiry	Indicators: <i>Understands effects of decisions on students, reads with a critical understanding, knows how to write reflections, understands consequences of actions, corrects misunderstandings quickly.</i>	Not meeting one of the indicators	Not meeting two of the indicators	Not meeting three or more of the indicators	CAEP 1.1 COE 3C, APS 7, InT 8 DIV 3C

Rubric for Senior Seminar Bibliographical Essay

Category	90-100 pts.	80-89 pts.	70-79 pts.	60-69 pts.
Thesis (SLO #5)	The thesis of the scholarly work is clearly identified and paraphrased.	The thesis of the scholarly work is adequately identified by being quoted.	The thesis of the scholarly work is vaguely identified	The thesis of the scholarly work is confused with the purpose or not identified.
Thesis Development (SLO #5)	The development of the thesis is clearly outlined and explained with examples from the text for each of its parts.	The development of the thesis is adequately explained with examples from the text.	The development of the thesis is vaguely explained with examples from the text.	The development of the thesis is not explained.
Critique (SLO #6)	Strengths and weaknesses of the scholarly work are clearly identified.	Strengths and weaknesses of the scholarly work are clearly identified.	Strengths and weaknesses of the scholarly work are vaguely identified.	No strengths or weaknesses of the scholarly work are identified.
Source Citation (SLO #7)	Scholarly citation is accurately presented.	scholarly citation is presented with minimal errors	Scholarly citation is presented with several errors.	Scholarly citation is not presented.

400 Points Total

A + 360-400

B = 320-359

C = 280-319

D = 240-279

F = 239 or below

*Adopted from Southeast Missouri State University

North Greenville University
SSED 4310 Methods in Secondary Social Studies Education
Mid-Semester Field Experience Evaluation
(revised Fall 2013)

Student: _____

Cooperating Teacher: _____

School: _____

Subjects/grade during which student was present: _____

PLEASE ANSWER THE FOLLOWING QUESTIONS IN CONSIDERATION OF THE FACT THAT THE STUDENT HAS NOT YET DONE HIS/HER STUDENT TEACHING. PLEASE IDENTIFY BASIC, FUNDAMENTAL ASPECTS OF TEACHING THAT YOUR PROFESSIONAL JUDGMENT TELLS YOU THE STUDENT SHOULD ADDRESS EARLY IN THEIR PRE-SERVICE EXPERIENCE. GIVE THEM GOALS TO WORK ON DURING THE SECOND HALF OF THEIR SEMESTER.

1. If you have been able to observe the student teach any lessons thus far, are you pleased with the apparent quality of his/her preparation for teaching their assigned lessons?

_____ Yes I am

_____ There is room for improvement. For example . . .

2. If you have been able to observe the student teach any lessons thus far, are you pleased with the overall quality of the execution of the lessons?

_____ Yes I am

_____ There is room for improvement. For example . . .

3. What advice do you have for the student about classroom management techniques?

4. Do you have any advice at this point for the student about how to actively monitor student learning during instruction and how to provide appropriate instructional feedback?

Signature of cooperating teacher: _____

**North Greenville University: Assessment for Candidate's Teaching Performance:
Social Studies Methods Field Experience
Cooperating Teacher Final Evaluation**

Student: Date

Indicator	Target		Acceptable		Developing		Comments
	5	4	3	2	1	0	
I. EFFECTIVE PRACTITIONER							
Uses effective communication and questioning							
Communicates with correct grammar							
Highlights accurate content							
Incorporates a variety of resources							
Engages students in discussion							
Presents multiple perspectives							
Includes review and assessments							
Displays professional dress and demeanor							
Is enthusiastic about content and teaching							
Works within the policies of the school							
II. CARING LEADER							
Demonstrates effective classroom management							
Displays a responsiveness to student needs							
Maintains high expectations for learners							
Incorporates appropriate praise and correction							
Directs behavior to acceptable ones							
Shows respect to students and colleagues							
III. LIFELONG LEARNER							
Uses adequate planning and preparation							
Demonstrates initiative							
Modifies plans in an appropriate manner							
Utilizes assessments for instruction							
Varies instruction for all learning styles							

Provide one or two examples of how the student's 4 lessons and other activities positively impacted student learning in your classes:

Name of Cooperating Teacher:

Signature of Cooperating Teacher: