

Missouri State University
Department of History
Supervised Teaching Seminar (2); HST 423 Spring 2022

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Office Hours: T: 9:00am-10:45am & 12:15-1:30

R: 9:00am-10:45am

and by appointment

A Few Words on Flexibility

We are starting another pandemic semester. While we've all been "pivoting" to the point of being a bit dizzy, it's clear that we will need to continue to be flexible in our learning journey this semester. The information outlined in this syllabus will be our guide, but I will make adaptations in modality, deadlines, and strategies as needed. I commit to communicating any changes as quickly and efficiently as possible. You can significantly help this process by communicating quickly with your CT, US, and I when you are ill, have questions, or are in need of help. We are here to support your successful semester, so please do not hesitate to reach out.

Course Description

Welcome to the student teaching seminar! This seminar is designed to support you during your Supervised Teaching course (HST 422 or HST 499) in the BSED History Teacher Education Program at Missouri State University. You have been assigned to a school district with a cooperating teacher and are expected to observe, tutor, teach, and reflect upon the results of these activities. As a reflective practitioner, you will actively alter or consciously continue your classroom practice based on self-evaluation and feedback. You will also demonstrate mastery of the Missouri Teacher Standards (MTS) quality indicators assessed through the Missouri Educator Evaluator System (MEES). This course supports your capstone experience in Public Affairs, as you'll demonstrate and apply Ethical Leadership, Cultural Competence, and Community Engagement. The course also reflects and supports the over-arching principles of the Guiding Principles (GP) of the Educator Preparation Provider (EPP). In addition to becoming a reflective practitioner, you are expected to meet the needs of individuals with diverse learning needs and provide students with culturally responsive and culturally diverse perspectives. The seminar provides opportunities for reflection and the demonstration of standards through the submission of assignments and seminar discussions during our on-campus workshops. This course is taken concurrently with HST 422-1 (10) or HST 499-1 (4).

Communication

The quickest way to get in touch with me is via email. During the week, I will respond within one business day. Emails sent on the weekend will be responded to no later than Monday. During my office hours, I will have a Zoom room open, but I encourage you to set up an appointment time to reduce the chance that you have to wait. If you would like to meet in person, please email me for an appointment time.

Required Texts and Materials

- Missouri State University, [Student Teaching Handbook](#) (FA2021). Also provided in an email from the Professional Education Services Office.
- John Lee, S. G. Grant, and Kathy Swan, *Inquiry Design Model: Building Inquiries in Social Studies*, (National Council for the Social Studies and C3 Teachers, 2018).

- Nikki Mandell and Bobbi Malone, *Thinking Like a Historian: Rethinking History Instruction* (Wisconsin Historical Society Press, 2008).
- National Council for the Social Studies, [*College, Career, and Civic Life \(C3\) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History.*](#)
- Blossom Nissman, *What Every Teacher Should Know About Teacher-Tested Classroom Management Strategies* (Pearson, 2009).
- Carol Ann Tomilson, *How to Differentiate Instruction in Academically Diverse Classrooms*. 3rd edition (ACSD, 2017).
- Materials for video recording of lessons: You are required to purchase a one semester subscription to GoReact (via Blackboard) for University Supervisor observations. You will also need to have access to equipment to record yourself teaching and upload the recording to GoReact. Cell phones, laptops, and placement school media equipment provide multiple options for securing the means to record your videos. We will be discussing options in more detail, but it is your responsibility to ensure that you have adequate, working equipment prior to your first supervisor observation.
- Additional readings and assignment guidelines will be available on Blackboard.

Learning Objectives

Student teaching is the phase of the teacher education program that provides you a sustained opportunity to demonstrate reflective decision-making in the classroom. Specifically, you'll experience situations that require you to make decisions regarding teaching and learning; reflect upon the results of those decisions; and apply the knowledge gained through reflection to future decisions. In order to accomplish this goal, you will demonstrate and be given the opportunity to reflect upon:

1. The ability to relate effectively to a group of learners in a teaching/learning situation (MTS 1, 2, 4, 6) (GP 1a, 1b, 1c, 2b) (NCSS 3a, 4a, 4b, 4c) (DP 1, 5)
2. Self-direction and self-discipline (MTS 3) (GP 2b)
3. A knowledge of cultures, society, technology and their interaction (MTS 2,6) (GP 1c, 2a) (NCSS 1a, 1b, 1c, 4a, 4b, 4c) (DP 1, 2, 5)
4. The ability to skillfully accommodate diversity of all kinds in professional practice (MTS 2) (GP 1c) (NCSS 3a, 3b, 3c, 4a, 4b, 5a, 5b) (DP 1, 2, 3, 4, 5, 6)
5. The ability to plan and implement a variety of instructional strategies that engage learners in disciplinary knowledge, inquiry, and disciplinary forms of representation for civic competence. (MTS 1-8) (GP 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b) (NCSS 2b, 2c, 2d, 3a, 3b) (DP 3, 4)
6. The ability to utilize a variety of media technologies in the classroom (MTS 4, 6) (NCSS 2e) (DP 3, 4)
7. The skill of observing learners and teaching techniques (MTS 7, 8) (GP 2c, 3a, 3b) (DP 1, 2, 3, 4, 5, 6)
8. The ability to accurately state instructional objectives (MTS 1) (NCSS 2b, 2c, 2d) (GP 1a, 1b)

9. The skill of writing and implementing unit and daily lesson plans (MTS 1,3) (GP 1a, 1b, 2b) (NCSS 2a, 2b, 2c, 3a, 3b, 3c)
10. Developing positive interests, attitudes, ideas, and techniques of teaching through self-evaluation and reflection. (MTS 8) (GP 3b) (NCSS 5a, 5b) (DP 1, 5)
11. The ability to establish a positive working relationship with the members of the school staff (MTS 9) (GP 3c) (DP 2)
12. An understanding of school administrative organizations and functions (MTS 9) (GP 3c)
13. Participation in co-curricular activities (MTS 9) (GP 3c) (NCSS 5c) (DP 5)
14. A broad general knowledge of the content and skills of the social studies (MTS 1) (GP 1a, 1b) (NCSS 1a, 1b, 1c)
15. A knowledge of purposes and goals of education in a democratic society, including a knowledge of self, learners, and pedagogy and the ways these interact during the teaching/learning process (MTS 1-9) (GP 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c) (NCSS 4c, 5a, 5b, 5c) (DP 5, 6)
16. Displaying and upholding professional attributes (MTS 1-9) (GP 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c) (NCSS 5a) (DP 5)
17. Dispositions and personal attributes for teaching (MTS 8) (GP 3a) (NCSS 5b) (DP 1, 5)
18. The skill to use assessment to positively influence student learning to ensure high levels of achievement among all learners. (MTS 1-9) (GP 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c) (NCSS 3a, 3d, 3e) (DP 2, 3, 4)
19. Modifications to the learning environment to accommodate needs of students from diverse backgrounds (MTS 1-9) (GP 2a) (NCSS 3a, 3b, 3c, 3d, 3e, 4a) (DP 2, 3, 4, 6)

General Learning Outcomes

During student teaching, you will demonstrate all of the knowledge, skills, and dispositional behaviors outlined in the Educator Preparation Provider Guiding Principles (GP) and the Missouri Teacher Standards (MTS). These skills and behaviors comprise the basis for evaluation of your work during this semester. You will also demonstrate competency in developing and effectively implementing learning experiences that reflect the National Council for the Social Studies College, Career, and Civil Life Framework (NCSS C3 Framework) and the Missouri Learning Standards (MLS) for Social Studies.

What will be expected of me and how will I be evaluated?

Your registration in this course indicates to me that you are ready and willing to engage in the process of developing your skills as a professional educator. Throughout this course, I expect you to adhere MSU's professional dispositions and demonstrate sustained dedication towards your students' learning. I also expect that you are open to reflection and growth. Your placement school district has volunteered to allow you to work with their teachers and students, and your Cooperating Teacher is dedicating a significant amount of effort to facilitate your training. The following specific course expectations will support your development and facilitate a successful student teaching semester:

Attendance & Participation:

Active, frequent, informed participation in our seminar sessions is key to your success in the class. Participation involves three inter-related elements: preparation, attendance, and engaged participation in class. First, you are expected to prepare for class by critically reading assigned

material, taking careful note of key ideas and questions raised. Second, you need to attend every workshop; you cannot participate if you are absent. Attendance is mandatory, and any absences will require make-up, with partial credit at my discretion. Third, engaged participation includes thoughtfully contributing to the discussions and activities during seminar sessions. Both the quantity and quality of your comments will be considered each class. You are more than welcome to come and speak with me any time if you have questions about your participation. A rubric for participation is available on Blackboard, and points for each session are as follows.

January 18	Orientation Meeting	15 points
January 19	Seminar: Differentiated Instruction/Inquiry	25 points
February 28	Seminar: Assessment and Data Informed Decisions	25 points
March 28	Seminar: Culturally Responsive Classroom Management	25 points
April 18	Case Conference/Life After Student Teaching	15 points

Required Assignments:

Directions and rubrics for each assignment are available on Blackboard.

Monday, January 24 by 11:59PM	Lesson Plan	30 points
Monday, February 28 by 11:59PM	Taking Informed Action Proposal	10 points
Monday, April 11 by 11:59PM	Unit Plan	150 points
Monday, April 25 by 11:59PM	Assessment Piece	75 points
Tuesday, May 17th by 11:59PM	Taking Informed Action Assignment	75 points
Due Date Varies	Case Conference Write Up/Presentation	25 points
Portfolio Uploads	Uploads 1, 2, 3 (10 points each)	30 points

Total Possible Points

500 points

Final grades for HST 423 based on the following scale:

465-500 = A	435-449 = B+	385-399 = C+	335-349 = D+
450-464 = A-	415-434 = B	365-384 = C	300-334 = D
	400-414 = B-	350-364 = C-	299 and below = F

Note that you MUST EARN a “C” or above to meet the degree requirement. A “C-” or below does not.

Timely Submission of Materials (What happens if I submit work late?)

On-time submission of requirements is critical to ensuring that you stay on track and are able to receive timely feedback. Late submissions will lose 10%. However, if circumstances arise that prevent you from submitting materials by the due date stated in the syllabus, please contact me as early as possible to discuss whether an alternate due date may be appropriate.

Professional Portfolio

You will complete and submit for evaluation Transition Point 3 of the Professional Portfolio during this semester. The University Supervisor and Portfolio Supervisor will assist you with the completion process. Refer to the Portfolio Guidelines and Portfolio/Assignment Submission Guidelines for details regarding the list of materials that must be submitted. Completed Portfolios except final evaluations are due Monday, May 2 by 11:59 PM CT. All Portfolio items must meet or exceed the criteria for Transition 3 before your student teaching grades will be released. The final deadline for approval of all Portfolio requirements, including all evaluations and both first block and cumulative timesheets, is Friday, May 13th by 5:00pm CT. Any

Portfolio materials submitted after this date and time will result in a grade 10% reduction for HST 423 and you will receive an Incomplete for HST 422 & 423 until the Portfolio is successfully completed. Please note that a delay in the submission of your Portfolio will result in a delay in your degree. Late submissions will be evaluated after the winter break.

What can I expect of my instructor in this course?

During student teaching, you have a team of people to support your development. My role includes providing guidance, coordination, and challenge to encourage your success. Therefore, I will:

- provide frequent and consistent feedback regarding the quality of your work and participation. Written feedback will be offered on all submitted assignments; verbal feedback may be offered during seminars and meetings. Timelines for feedback on written assignments will vary based on the length of the assignment (e.g. lesson plans will be returned within 5 business days; the unit plans can take me up to 2 weeks to finish grading). I will do my best to provide accurate estimates of grading timelines throughout the semester.
- be available to meet during office hours and alternate appointment times, either in person or via Zoom, to answer questions, discuss teaching strategies and concerns, provide curricular support, or just chat.
- ask you challenging questions and encourage you to consider different ways of looking at your students and the material. I also welcome your challenging questions as my growth as an educator is enriched by encountering new ideas.
- prepare, reflect upon, and adapt our seminar sessions in response to your individual and the class' collective learning needs.
- model multiple teaching styles that reflect current understandings of best practices for teacher preparation. At times, I may employ strategies that are more appropriate to adult learners (that's you!), and I will be transparent and reflective in identifying my pedagogical approaches.

Policy Statements

You are expected to read all content and adhere to all policies stated in the [Student Teaching Handbook](#) and the [Provost's Course Policies](#) (also available under the University Policies tab in Blackboard) in regard to: attendance and punctuality, dress code, health and safety, professional responsibilities and ethics, drug and alcohol policy, and cell phone usage. You must also be familiar with and comply with school policies at assigned placement sites. Teacher candidates are required to maintain current clearance documents throughout the student teaching semester.

Covid and Public Health

You are required to follow all public health directives as set forth by the University and County, including masking as described in the [MSU Mask and Face Covering policy](#) and [Greene County Health Department](#) guidelines. Masks must be worn at all times in class, regardless of vaccination status, in public spaces within academic buildings and other campus instructional areas, including hallways, elevators, stairwells, classrooms, restrooms, study areas, and other common areas when you are on campus. Masks or face coverings must be worn over the nose and mouth, in accordance with the [Centers for Disease Control and Prevention \(CDC\) guidelines](#). Face shields are not considered masks or face coverings for purposes of this

requirement. Students who cannot wear a mask or face covering due to a disability must contact the [Disability Resource Center \(DRC\)](#) to initiate the interactive accommodation process. In the absence of an approved accommodation, a student's refusal to wear a mask or face covering will be considered a classroom disruption, consistent with [Op3.04-11 Class Disruption](#), and may result in the student being administratively dropped from the class section.

In your placement, you must follow the masking policy of your district/building and are expected to wear a mask at all times inside (except when eating or directed by an IEP) and outside when physical distancing is not possible.

Academic Integrity Policy:

You are required to follow the [Student Academic Integrity Policies and Procedures](#) in this course. **Plagiarism or any other form of cheating will result in a zero for the assignment and may result in a grade of F or XF for the course. All cases of plagiarism or other cheating will be referred to the appropriate academic authorities.**

In teaching, we often borrow and adapt lessons and various materials from others. Doing so can enrich our teaching and develop our skills. Assignments and Portfolio materials submitted for this course, however, should demonstrate your abilities to create and adapt materials to meet the needs of your specific students and fit your teaching style. Always provide citation/attribution for borrowed materials and make sure that the assignment as a whole represents your creative and intellectual efforts. When in doubt, ask! Any materials submitted for a grade or artifact that is found to be too closely copied to another's material will result in no credit for the assignment and a Dispositions Referral. It may also result in a failing grade for HST 422 and/or HST 423. We will discuss this issue in class.

Cell Phones and Electronics Policy:

You are expected to adhere to the [University's Cell Phone Policy](#), unless we are engaged in an activity that utilizes relevant technology. Laptops may be used during seminar sessions, but you are expected to close all tabs not directly relevant to the current activity, and laptops may not be open (except as allowed by accommodations) during Case Conference discussions or any other time I identify as "no tech zones" during our seminars.

Disclaimer and Fair Use Statement:

This course may contain copyrighted material, the use of which may not have been specifically authorized by the copyright owner. This material is available in an effort to explain issues relevant to your professional preparation. The material contained in this course is distributed without profit for research and educational purposes. Only small portions of the original work are being used and those could not be used easily to duplicate the original work. This should constitute a 'fair use' of any such copyrighted material (referenced and provided for in section 107 of the US Copyright Law).

If you wish to use any copyrighted material from this course for purposes of your own that go beyond 'fair use', you must obtain expressed permission from the copyright owner. Any materials provided in the course, including online discussions and videos or audio recordings of class sessions are for the sole use of students in this course. Express written permission is required from the instructor and all students involved to share those materials beyond this course.

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