Missouri State University
Department of History
HST 422 (10), HST 499 (4) Supervised Teaching of Secondary Social Studies, Spring 2020

Instructor: Dr. Michelle Morgan
Office Hours: T: 11:00-1:00 & R: 7:00pm-8:30pm (virtual)
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Course Description
This course is the culminating activity for teacher candidates in the BSED-History Program at Missouri State University. The teacher candidate is assigned to a school district with a cooperating teacher and is expected to observe, tutor, teach and reflect upon the results of these activities. As a reflective practitioner, the teacher candidate actively alters their practice or consciously continues based on self-evaluation and feedback. Teacher candidates will also demonstrate mastery of the Missouri Teacher Standards (MTS) quality indicators assessed through the Missouri Educator Evaluator System (MEES). This course provides candidates with a capstone experience in Public Affairs, as candidates 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, teacher candidates are expected to meet the needs of individuals with diverse learning needs and provide students with an appropriate multicultural perspective. The teacher candidate will be evaluated by both the University Supervisor and Cooperating Teacher using the MEES rubric (formative and summative) and will be required to collect artifacts to inform the evaluation process. This course consists of HST 422-1 (10) or HST 499-1 (4) with HST 423-1 (2) taken concurrently.

Required Texts and Materials
Students must access the Missouri State University Student Teaching Handbook online as notified by the College of Education, Student Services Office each semester. The following required texts will be used during the course:


Nikki Mandell and Bobbi Malone, Thinking Like a Historian: Rethinking History Instruction (Wisconsin Historical Society Press, 2008).


Objectives
Student teaching is the phase of the teacher education program when the teacher candidate has a sustained opportunity to demonstrate the theory of the teacher as a reflective decision maker in a typical classroom. Specifically, the teacher candidate is exposed to situations that enable decision making concerning the teaching/learning act and reflection upon the results of those decisions in such a way as to realign or change thinking, if necessary, in future decisions. In order to accomplish this goal, the teacher candidate 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, 3a, 3b, 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, especially the use of the computer, 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 correctly 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. (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)
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 and knowledge of the content of the certification area (MTS 1) (GP 1a, 1b) (NCSS 1a, 1b, 1c)
15. A knowledge of purposes and goals of education in a democratic society, a knowledge of self, learner 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) (NCSS 3a, 3b, 3c, 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)

National Council for the Social Studies (C3) Standards & DESE Missouri Learning Standards
All Social Studies content knowledge, skills, and dispositions taught within the supervised teaching experience will align with the NCSS C3 Framework and DESE Social Studies (grades 9-12) Missouri Learning Standards

General Learning Outcomes
Missouri State University teacher candidates will demonstrate all of the knowledge, skills, and dispositional behaviors outlined in the Educator Preparation Provider (EPP) and the Missouri Teacher Standards (MTS). These skills and behaviors comprise the basis for the evaluation of teacher candidates. All teacher candidates are to become familiar with the documents listed above plus the General Learning Outcomes listed in the Student Teaching Handbook. These outcomes are listed as they pertain to the objectives listed above.

Course Requirements:
Minimum Missouri State University Requirements (these do not cover all program specific requirements):
- to provide written lesson plans with stated objectives prior to teaching
- to maintain a binder that includes: a reflective journal log (for US review), all lesson plans taught with supplemental materials during the student teaching experience, copies of MEES artifacts, and up to date daily time sheets and cumulative timesheets
- to accumulate 7-8 contact (virtual or in person) hours per day, each day schools are in session, for at least 15 weeks;
- to demonstrate successful professional practice as identified on the Missouri Educator Evaluation System (MEES) rubric. MEES is required by Missouri Department for Elementary and Secondary Education (DESE) for teaching certification and is aligned with Missouri’s Teacher Standards (MTS). Taken during the clinical experience, MEES assesses a candidate’s instructional capability prior to receiving a license. It is designed to develop more effective teachers in the classroom, identify strengths and areas for
improvement of practice, and contribute to a development plan for professional growth. The MEES rubric is completed by your Cooperating Teacher (CT) and University Supervisor (US). Your CT and US will use artifacts included in your Student Teaching Binder and observations of your classroom practice to support their evaluation of your teaching. A total score of 42 on the summative MEES (CT and US evaluations combined) is required for Missouri State Teacher Certification.

- to accurately complete Transition 3 Professional Preparation Portfolio (artifact demonstration and experiential entries in Taskstream) during this semester. The University Supervisor and Portfolio Supervisor will assist the teacher candidate with the completion process. A complete Unit Plan due Monday, Nov. 2 by 11:59pm CT and Assessment Piece due Friday, Nov. 20 by 11:59pm CT are required uploads to Taskstream. Specific guidelines are provided during the first student teacher meeting. The Instructor will sign off on all approved criteria for Transition 3 at the end of the student teaching semester. Completed portfolio loads except for final evaluations are due Monday, Nov. 23 by 11:59 PM CT. All portfolios must meet or exceed the criteria for Transition 3 before the student teaching grades will be released. The final deadline for approval of all Portfolio requirements, including all evaluations and both eight week timesheets, is Friday, Dec. 4 by 5:00pm CT. Any portfolio materials submitted after this date and time will result in a grade 10% reduction for HST 423 and an Incomplete will be submitted 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. Ability to evaluate late submissions is contingent upon the summer schedule of the Program Coordinator.

Policy Statements
Teacher candidates must read all content and adhere to all policies stated in the Student Teaching Handbook and the University Undergraduate Catalog in regard to: attendance and punctuality, dress code, health policies, professional responsibilities and ethics, drug and alcohol policy, and cell phone usage. Teacher candidates 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.

Placements: Student teaching placements are made by the Office of Educational Student Services in consultation with the Program Coordinator. No candidate may self-locate, although candidate geographic preferences are taking into consideration. Changing a teacher candidate’s placement or removing a teacher candidate from student teaching may be necessary. Circumstances may arise where it is in the best interest of the teacher candidate to be removed from the placement because of incompatibility with the cooperating teacher or other unforeseen issues that could be detrimental to a positive student teaching experience, or because of unsatisfactory progress and performance or violation of school and/or university policies. (Teacher Handbook, Placement Changes)

Attendance: Teacher candidates must plan ahead and request in advance any special attendance variation. Acceptable exceptions are sickness, death in the immediate family, or participation in school-related activities. However, even with the exceptions, the teacher candidate is to contact the school, cooperating teacher and university supervisor prior to the absence. For example, if the student is planning an interview with another school district, it must be cleared with the cooperating teacher and university supervisor in advance. Absences may require an extension of the student teaching time frame. (Responsibilities related to the Student Teaching Program)

All social studies meetings and workshops are mandatory as indicated in the Social Studies Calendar. If you have an emergency, contact your Instructor immediately. All absences require make-up.

Student teachers placed in quarantine, but not ill, are expected to continue to attend workshops and work with their CT and US to support instruction. Any student experiencing symptoms that indicate COVID-19 or other communicable disease should remain home and contact their health care provider to determine when testing is appropriate. Teacher candidates are strongly encouraged to take all reasonable steps to limit their exposure and the exposure of their students and colleagues to COVID-19

The student teacher is encouraged to fully participate in the school community in which he or she is entering and reflect upon these experiences. This means more than just the teaching activities with the whole class, but offering
to do additional tutoring, offering to help other classes or students in other classes, providing some additional assistance through student groups or teacher groups, in other words becoming a part of the total school community and family. The student teacher is especially encouraged to participate in public affairs activities within the school and school district.

**Grading:** The US and CT will consult at mid semester (formative) and at the end of the semester (summative) to assign the candidate grade for the course. The grade will be based on observations of teaching and the candidate’s professionalism, including presentation of the Student Teaching Binder, consistent submission of journal entries, preparation for US observations, submission of self-assessments on Taskstream (see Field Expectations), and consistent demonstration of appropriate Professional Dispositions. The US will submit a formative grade to Taskstream in week 8 and a recommended summative grade via Taskstream to the Instructor of Record at the end of the semester. The Instructor of Record will submit the final, official grade to Banner. Factors that may result in a final grade different than the recommended grade include discrepancy between Cooperating Teacher evaluations and University Supervisor evaluations; significant disposition issues that appear in HST 422, HST 499 or HST 423; or late or incomplete Portfolio submission. In these instances the Instructor of Record will determine the final grade. Teacher candidates with questions or concerns about course content, assignments, or grading should contact their supervisor, instructor, or education program coordinator.

The grading scale is as followed (provided by the Missouri State University). Candidates must earn a “C” or better to qualify state teaching certification.

A (4.00) (TA): **Outstanding work.** Outstanding achievement relative to the level necessary to meet course requirements. Performance was of the highest level. Excellence while meeting course objectives was sustained throughout the course. Not only was the student’s performance clearly and significantly above satisfactory, it was also of an independent and creative nature.

A- (3.70) (TA-): **Excellent work.** Excellent achievement relative to the level necessary to meet course requirements. Performance was clearly and significantly above satisfactory, and was creative and independent.

B+ (3.30) (TB+): **Near excellent work.** Achievement was significantly above the level necessary to meet course requirements. Performance was clearly and significantly above satisfactory, and was creative and independent.

B (3.00) (TB): **Very good work.** Achievement significantly above the level necessary to meet course requirements. Performance was very good, although not of the highest level. Performance was clearly and significantly above satisfactory fulfillment of course requirements (For undergraduate students: B = meritorious; For graduate students: B = adequate).

B- (2.70) (TB-): **Good work.** Achievement at a level just above that necessary to meet course requirements. Performance was notable.

C+ (2.30) (TC+): **Slightly above satisfactory work.** Achievement that meets the course requirements. Performance was slightly more than adequate.

C (2.00) (TC): **Satisfactory work.** Achievement that meets the course requirements. Performance was adequate, although marginal in quality (For undergraduate students: C = adequate; For graduate students: C = inadequate).

C- (1.70) (TC-): **Slightly below satisfactory work.** Achievement that barely meets the course requirements. Performance has been slightly below satisfactory and was marginal in quality.

D+ (1.30) (TD+): **Passing work.** Achievement below satisfactory in meeting course requirements. Student demonstrated below satisfactory achievement in meeting course objectives, yet fulfilled a sufficient enough portion of the course objectives that repeating the course is not necessary unless required by the academic unit.

D (1.00) (TD): **Minimum passing work.** Achievement barely worthy of credit. Student demonstrated unsatisfactory achievement in meeting course objectives, yet fulfilled a sufficient enough portion of the course objectives that repeating the course is not necessary unless required by the academic unit.

F (0.00) (TF): **Failed – no credit.** A failure to meet course requirements. The work of course objectives were either: 1) completed but not at a level of achievement that is worthy of credit, or 2) have not been completed and there was no agreement between the instructor and the student that the student would be awarded an “I” (incomplete).
Mask and Face Covering Policy:
In accord with the MSU Mask and Face Covering policy, Greene County Health Department and the Springfield City Ordinance, masks or face coverings must be worn at all times 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. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. 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. Teacher candidates must follow the masking policy of their 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:
As stated in the Provost’s Course Syllabi/Policy Statements: “Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university’s student honor code, Student Academic Integrity Policies and Procedures (https://www.missouristate.edu/assets/policy/Op3_01_Academic-Integrity-Policies-and-Procedures-07-28-2014.pdf) and also available at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.”

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.

Common Department Policies:
This course adheres to the departmental and university common policies (https://www.missouristate.edu/provost/syllabi.htm), including the following. The Emergency Response Policy and cell phone policy are not reprinted here as this course does not have scheduled, face-to-face meetings:

Non-Discrimination Policy:
Missouri State University is an equal opportunity/affirmative action institution and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Equity and Diversity. Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor’s Department Head. Please visit the OED website (https://www.missouristate.edu/equity/).
**Chosen Name Policy:**
A student may choose a name other than their legal name to identify themselves at Missouri State University. A chosen name is different than the student’s legal name. Refer to the Chosen Name policy for more information. Students can provide their chosen first and middle names in the Profile tab of My Missouri State. If you have a preferred name that is not yet in the system, please use your preferred name in course introductions. During introductions, I will also invite students to identify the gender pronouns you use.

**Statement on Accommodations:**
If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (https://www.missouristate.edu/disability/), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan, and they are not required to apply accommodations retroactively.

**If you have a documented disability and need accommodations, please notify me as soon as possible.**

**Disclaimer & 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 the history of American empire or to illustrate the use and benefits of an educational tool. 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.

**Dropping of Courses:** It is the teacher candidate’s responsibility to understand the University’s procedure for dropping a class. If the teacher candidate stops attending this class but does not follow proper procedure for dropping the class, the teacher candidate will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at (417) 836-5520.

**Drug and Alcohol Policy:** The University’s drug and alcohol policies are found at this link: http://www.missouristate.edu/policy/Op5_06_DrugandAlcohol.htm

**Cell Phone Policy:** The University’s use of cell phone policies are found at this link: http://www.missouristate.edu/provost/celluse.htm
Note: During student teaching, the teacher candidate must adhere to the placement site’s cell phone policy.

**Use of Technology:** Teacher candidates must adhere to the placement site’s policy concerning the appropriate use of technology.
**Instructor of Record**  
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