LOUISIANA STATE UNIVERSITY

GEAUX TEACH HUMANITIES AND SOCIAL SCIENCES STUDENT HANDBOOK
College of Humanities and Social Sciences
College of Human Sciences and Education
# TABLE OF CONTENTS

WELCOME........................................................................................................................................... 2

FRAMEWORK & DESIGN......................................................................................................................... 3

COURSEWORK........................................................................................................................................ 3
  Ideal Matriculation............................................................................................................................ 4

AUGUST EXPERIENCE............................................................................................................................ 4
  General Information............................................................................................................................ 4
  Dress Code......................................................................................................................................... 5
  School Rules and Protocol................................................................................................................ 6

PRAXIS SERIES INFORMATION............................................................................................................... 7
  PRAXIS Core....................................................................................................................................... 7
  PRAXIS II........................................................................................................................................... 7

GEAUX TEACH CONTACTS...................................................................................................................... 8

GEAUX TEACH FACULTY........................................................................................................................ 8
  English ............................................................................................................................................ 8
  History............................................................................................................................................ 8
  Foreign Languages (French/Spanish).............................................................................................. 9

APPENDIX I: GEAUX TEACH FIELD EXPERIENCE LOG OF HOURS .............................................. 10

APPENDIX II: GEAUX TEACH STUDENT INFORMATION FORM.................................................. 11
WELCOME

Dear Secondary Education Concentration Students,

Welcome to the LSU Secondary Education Concentration (Geaux Teach!). You are part of an exciting and innovative program at LSU in which teacher candidates major in their disciplinary area (English, History, Spanish or French) with a concentration in secondary education. This design provides in-depth preparation in both pedagogy and content, follows current trends in teacher education, and will make you a highly-attractive candidate for teaching positions after graduation.

This handbook provides information about the overall humanities program and about the coursework and field experiences in which you will participate prior to student teaching. We hope that this handbook will answer some of your questions and provide useful information. For further information, please contact Dr. Nikki Bray Clark, Program Director at nclark4@lsu.edu. A separate handbook that can be accessed through the secondary education concentration website (http://lsu.edu/hss/geauxteach/index.php) exists to guide you through student teaching.

We hope that you find your coursework and field experiences productive. Please feel free to contact us with questions and concerns.

Sincerely,

Stacia Haynie, PhD, Dean, College of Humanities and Social Sciences
Damon P.S. Andrew, PhD, Dean, College of Human Sciences and Education
F. Neil Matthews, PhD, Interim Director, School of Education
FRAMEWORK & DESIGN

The secondary education concentration has been carefully designed to ground teacher candidates in the three central elements of our vision:

- **Inquiring Pedagogy.** Inquiring educators draw from knowledge of content, use various strategies to meet the needs of all learners, respect the needs of diverse learners, and demonstrate openness to change, creativity, and innovation.

- **Effective Professionalism.** Effective professionals collaborate, utilize appropriate technology, believe that all students can learn, create democratic communities, and view themselves as learners.

- **Reflective Practice.** Reflective practitioners draw on the past to understand the present and continuously interconnect research and practice, content and pedagogy, and action and reflection.

This program has been designed to provide you with the skills and experiences necessary to become successful educators. The heart of the Geaux Teach Program is the pairing of education and content courses with carefully selected field experiences centered on observing, participating, and teaching while being mentored by a middle or high school teacher.

COURSEWORK

LSU undergraduate students who seek careers in secondary school education major in a primary content area (English, French, History [Social Studies], or Spanish) with a concentration in secondary education. In this program, students choose a wide variety of courses to complete their content major requirements and, in addition, take a series of Curriculum and Instruction (EDCI) courses and paired content-specific pedagogy courses. Field experiences are a critical component of the Geaux Teach Program and are provided with the cooperation of area public schools.

The ideal matriculation of the series of Curriculum and Instruction (EDCI) courses and paired content-specific pedagogy courses are listed below.
AUGUST EXPERIENCE

To provide teacher candidates with the knowledge and experience of how teachers prepare for the start of school and to allow them the opportunity to participate in the actual first day of school, the August Experience Focused Observation was created. This is a requirement for all teacher candidates, whether they are student teaching in the fall or the spring. Candidates participating in student teaching in the fall are encouraged to complete the experience in their assigned classroom. For candidates who are student teaching in the spring semester, this requirement can take place in any public school in a class within your certification area. All teacher candidates are expected to complete the August Focused Observation Experience, prior to the student teaching semester.

The August Experience Reporting Form provides instructions for this assignment and will be disseminated by Dr. Clark. The intent is for students to spend a day with a teacher to learn about what teachers do to prepare for a smooth start at the beginning of the school year and to return to the school on the first day of classes for P-12 students. Questions about the August Experience should be addressed the Office of Field Experiences (225-578-2557 or ofe@lsu.edu).

General Information

Field experiences in local public school classrooms are at the heart of the LSU secondary education concentration. These hours provide the space and time for teacher candidates to experience a variety of academic settings. The state of Louisiana recommends that all teacher candidates complete 120 hours of field experience prior to student teaching.

Students in this program must obtain a minimum of forty hours of field experience per semester for the three semesters prior to student teaching. Banking of field experience hours from one semester to another is not allowed. All field experience hours must be recorded and approved by
the mentor teacher or school supervisor and submitted to the program director at the conclusion of each semester [See Appendix I].

The program director will arrange field placements for the teacher candidates. All teacher candidates must complete an information form and submit it to the program director at the beginning of each semester [See Appendix II]. Placements are in middle and high school classrooms in area schools (K-12 programs, such as French, should include elementary grades as well.) A teacher candidate will be assigned either to a single classroom teacher or to a combination of teachers at the same school. Teacher candidates are encouraged to leave ample time for field placements in their LSU course schedules, keeping in mind travel time to the field site and the times of the typical public school day (@ 7:30 a.m. – 2:30 p.m.). Academic calendars for area school districts may be accessed using the website addresses provided in the website appendix of this handbook.

LSU instructors will inform the teacher candidates of the number of hours that may be used toward acceptable activities outside the regular classroom.

Types of activities which may be considered include (but are not limited to):
- Professional conferences
- Youth-centered educational programs sponsored by community, arts, or other organizations
- Educational summer programs for youth
- Academic fairs at the school, regional or state level

Types of activities which may not be considered include (but are not limited to):
- Paid work
- Individual tutoring outside of the school setting
- Travel to and from placements

Dress Code

The schools in East Baton Rouge Parish and surrounding school districts have strict dress codes. Every elementary and middle school and most high schools require uniforms. As a visitor to a public school and a representative of LSU, make sure you are dressed appropriately. Some schools may have additional requirements which you should abide by, but the following list will help you present yourself in a professional and respectful manner.
- **Do not** wear hats in the school building.
- **Do not** wear flip flops or backless shoes.
- **Do not** wear tank tops or t-shirts (men), strapless, spaghetti strapped, or low-cut tops (women).
- **Do not** wear tops that are too short (reveals the midriff) or pants that are too low (reveals underwear).
- **Do not** wear shirts with inappropriate slogans (such as references to cigarettes, alcohol, drugs, sex, or profanity).
• **Do not** wear shorts or skirts that are too short (no more than 5 inches above the middle of the knee).
• **Do not** wear clothing that is sloppy or unclean.
• At some schools, faculty can wear jeans on Fridays; the best policy is always to ask your mentor teacher and follow his/her lead.

**School Rules and Protocol**

• Introduce yourself by Mr., Mrs., or Ms. to students. **Do not** allow students to refer to you by your first name.
• **Do not** chew gum in the school and do not bring any drinks or snacks into the school for you or for the students, except with permission of the classroom teacher and/or principal.
• **Do not** bring anything illegal into the school (weapons, drugs).
• If you are carrying a cell phone in your bag, be sure it is turned off or set to silent while you are on school grounds. **Do not** check it while you are in the classroom; no matter how discreet you think you’re being, students are bound to notice, and this will set a very bad example.
• Verify with the school staff where you should park on the school campus.
• Most schools require that you sign in a volunteer log, and some schools require that you wear visitor badges. Find out what your school requires and abide by these regulations. This will seem inconvenient at times, but it is a legal requirement; you will put your host school at risk by failing to sign in.
• Exchange contact information with your host teacher/s. School teachers often do not have access to e-mail or phones during the school day, so ask the teacher about the best way to contact him or her.
• **Do not** miss scheduled site visits without contacting the teacher or principal. If doing this before your absence is impossible, be sure to contact them and apologize as soon as possible.
• Tell the students you work with how long you will be at the school and prepare them for your departure before you leave. Children may feel abandoned if you “just disappear.” Provide some formal closure—for example, ask the teacher for a few moments to thank the students and say goodbye.
• By all means, **do** give your host teacher/s a handwritten note thanking them for allowing you to spend time in their classroom.
• **Do not** give out personal information like phone numbers or addresses to students.
• Social Media information you have placed on the internet should be acceptable for students and parents to access.
• Avoid one-on-one situations that place you alone with a child or isolate you and the child from the main area of activity.
• Respect the privacy of the child. **Do not** become intrusive or ask personal questions more than is necessary.
• Respect the child’s boundaries. Recognize that the child has the right to reject displays of affection (a hug or pat on the shoulder) if he or she feels uncomfortable with them.
• Avoid sensitive subjects. Some children express a natural curiosity about boyfriends and girlfriends, personal relationships and even sexual activity. Use common sense in discussing sensitive subjects and do not go into the details of your private life.
• Respect the confidentiality of everyone you work with.

PRAXIS SERIES INFORMATION

PRAXIS Core

Students must pass all required sections of the Praxis Series prior to graduation/program completion. Passing scores on the Praxis Core (Reading, Writing, and Mathematics) or ACT of 22 or above; or SAT of 1030 are required for enrollment in 3000-level or above EDCI courses and student teaching.

PRAXIS II

Secondary Education Grades 6-12
Praxis II passage is required for graduation/program completion. Praxis II is composed of two separate tests: 1) Pedagogy. Principles of Learning & Teaching for English and Social Studies majors; World Languages Pedagogy for French and Spanish majors; and 2) Subject Area Assessments. Please see the outline below for specific information on individual content areas.

***Passing scores are subject to change. Check with ETS at www.ets.org/praxis/la/requirements or the Louisiana Department of Education http://teachlouisiana.net for current score requirements.

Secondary Education Grades 6–12 teacher candidates in English and History must pass the Principles of Learning and Teaching: Grades 7–12 test (5624). English majors must pass the English Language Arts: Content and Analysis test (5039). History majors must pass the Social Studies Content and Interpretation test (5086).


Undergraduate students may enter basic teacher education programs after 24 semester hours of college-level course work with a minimum 2.50 GPA, cumulative and LSU. Formal admission to a specific undergraduate teacher education program/concentration requires a 2.50 GPA, cumulative and LSU, and passing scores on the Praxis Core Academic Skills for Educators (Praxis CORE) or minimum ACT composite of 22 or minimum SAT composite of 1030. Admission to upper division professional education courses (3000-level and above) is restricted to students who have been formally admitted to a teacher education program/concentration.
GEAUX TEACH CONTACTS

Nikki Bray Clark, Ph.D.
Geaux Teach Program Director
College of Humanities and Social Sciences
124C Prescott Hall
Louisiana State University
Phone: 225-578-7496
Fax: 225-578-6447
E-Mail: nclark4@lsu.edu

Paula Summers Calderon, PhD
Assistant Director, LSU School of Education
Teacher Licensure Officer
Coordinator/Instructor, Foreign Language Education
223 Peabody Hall | Baton Rouge, LA 70803
225.578.1640 (phone) | 225.578.9135 (fax)
Email: pscalder@lsu.edu | Website: www.lsu.edu/education

GEAUX TEACH FACULTY

English

Jackie Bach, Ph.D.
Associate Professor, School of Education
113D Peabody Hall
225-578-6879
jbach@lsu.edu

Sue Weinstein, Ph.D.
Associate Professor, College of Humanities and Social Sciences
43 Allen Hall
225-578-7880
sweinst@lsu.edu

History

Zevi Gutfreund, Ph.D.
Assistant Professor, College of Humanities and Social Sciences
231D Himes Hall
225-578-4501
zgutfreund@lsu.edu
Jay Casey, Ph.D.
Adjunct Professor, School of Education
223 Peabody Hall
jcasey@lsu.edu

Foreign Languages (French/Spanish)

Jeremy King, Ph.D.
Associate Professor, College of Humanities and Social Sciences
Department of Foreign Languages and Literatures
Spanish
341 Hodges Hall
225-578-6648
jking@lsu.edu

Cathy R. Luquette, M.A.
Senior Instructor, College of Humanities & Social Sciences
Department of French Studies
426 Hodges Hall
225-578-6627
crluq1@lsu.edu

Paula Summers Calderon, Ph.D.
Coordinator/Instructor, Foreign Language Education
223 Peabody Hall
225-578-1640
pscalder@lsu.edu
APPENDIX I: GEAUX TEACH FIELD EXPERIENCE LOG OF HOURS

***All field experience hours must be recorded and approved by the mentor teacher or school supervisor and submitted to your program coordinator at the conclusion of each semester.

GEAUX TEACH FIELD EXPERIENCE
LOG OF HOURS - SAMPLE

| Name ___________________________ | Page ______ of ________ |
| School ___________________________ | EDCI Course ________ Content Course ________ |
| Subject & Grade Level ______________ | Cooperating Mentor _______________________ |

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In/Out</th>
<th>Total Hours</th>
<th>Activity</th>
<th>Mentor Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Hours This Page

TOTAL HOURS FOR ALL PAGES

Dissemination of Hours (Place total of all pages on top page only)

<table>
<thead>
<tr>
<th>Observation</th>
<th>Participation</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>____Activity/Lab - set-up</td>
<td>____Activity/Lab-Admin/Lead</td>
</tr>
<tr>
<td>_____</td>
<td>____One on One Tutoring</td>
<td>____One on One Instruction</td>
</tr>
<tr>
<td>_____</td>
<td>____Small Group Tutoring</td>
<td>____Small Group Instruction</td>
</tr>
<tr>
<td>_____</td>
<td>____Whole Class Interaction</td>
<td>____Taught _____ lessons</td>
</tr>
</tbody>
</table>

_____ Other (Explain): _____
APPENDIX II: GEAUX TEACH STUDENT INFORMATION FORM

All teacher candidates must complete an information form and submit it to their program coordinator at the beginning of each semester. Please print clearly in blue ink.

Date: __________________________

Course: __________________________

Name: __________________________

Address: __________________________

Home Phone: (      )_________________

Cell Phone: (     )_________________

LSU Email: _________________________

Other Email: _________________________

EMERGENCY CONTACT INFO:
Name (Relationship): __________________________

Phone Number(s): __________________________