

LOUISIANA STATE UNIVERSITY



GEAUX TEACH STUDENT HANDBOOK

Secondary Education Program Contacts

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Note

*** *This handbook is designed as a resource for the LSU Secondary Education Concentration Geaux Teach Program. The handbook is for use prior to the student teaching semester.*

****A separate handbook for student teaching can be accessed through the Geaux Teach website at www.lsu.edu/secondaryed then select the links button and click on Secondary Education Student Teaching Guidelines.*

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, Science, Mathematics, Foreign Languages) 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 qualified candidate for teaching positions after graduation.

This handbook provides information about the overall 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 your program coordinator. A separate handbook for student teaching can be accessed through the Geaux Teach website at www.lsu.edu/secondaryed then select the links button and click on Secondary Education Student Teaching Guidelines.

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

Sincerely,

Dean Jayne Fleener, College of Education

Dean Guillermo Ferreyra, College of Arts and Sciences

Dean Kevin Carman, College of Basic Sciences

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 (Biological Sciences, Chemistry, English, French, History [Social Studies], Mathematics, Physics, French, or Spanish) with a concentration in secondary education. Students must have a 2.5 GPA to be eligible for the program. Additionally, students must maintain a 2.5 GPA in all of their LSU courses and must earn a "C: or better in the courses required of the concentration. 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. See Field Experiences below for more information. The ideal matriculation of the series of Curriculum and Instruction (EDCI) courses and paired content-specific pedagogy courses are listed below.

IDEAL MATRICULATION

Semester	Education Course	Paired Content Course (select one)
2 nd Semester Sophomore	EDCI 2001	None
1 st Semester Junior	EDCI 3001	Bio/Chem/Hist/Math/Phys/Span3001, Eng3201,or Fren3401
2 nd Semester Junior	EDCI 3002	Bio/Chem/Hist/Math/Phys/Span3002, Eng3202,or Fren3402
1 st Semester Senior	EDCI 4003	Bio/Chem/Math/Phys/Span4003, Eng4203,or Fren/Hist4403
2 nd Semester Senior	EDCI 4005 – Student Teaching and EDCI 4004	Bio/Chem/Math/Phys/Span4004, Eng4204,or Fren/Hist4404

FIELD EXPERIENCES

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 40 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 your program coordinator at the conclusion of each semester [See Appendix I].

The program coordinators will arrange the field placement for the teacher candidates. All teacher candidates must complete an information form and submit it to their program

coordinator 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.) Each teacher candidate will be assigned either to a single classroom teacher or to a combination of teachers at the same school. Teacher candidates will be assigned to a different school each semester including the student teaching semester to ensure a diverse set of field experiences. 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.).

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 that 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

Types of activities that 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

Many area public schools 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 that 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.
- Do not wear 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 either 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.
- 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).
- No medications of any kind including over the counter painkillers or prescription drugs may be brought on campus.
- 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 are 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. Schoolteachers 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.
 - Give your host teacher/s a handwritten note thanking them for allowing you to spend time in their classroom.
 - Respect the confidentiality of everyone you work with.

Teacher/Student Code of Behavior

- Do not give out personal information such as phone numbers or addresses to students.
- Middle and High School students are often technologically adept and will be able to access any online information concerning their teacher or student teacher. Any online information such as a My-space or other web pages should be edited or removed before field experience activities.
- Respect the privacy of the student. Do not become intrusive or ask personal questions more than is necessary.
- Respect the student’s boundaries. Recognize that the student has the right to reject displays of affection (a hug or pat on the shoulder) if he or she feels uncomfortable with them.
- **Do Not** meet with students away from campus unless it is a chaperoned and school sanctioned activity.

- While interacting with students in an engaging and friendly manner is important, it is equally important to recognize the necessary limitations on interacting with students outside of professional boundaries.
- Avoid sensitive subjects. Some student's express a natural curiosity about boyfriends and girlfriends, personal relationships and even sexual activity. **Do Not** discuss sensitive subjects with students or go into detail concerning your private life.
- If a student approaches you in an inappropriate manner, you are to report this to your supervisor immediately and contact your coordinator at LSU.
- Avoid one-on-one situations that place you alone with a student or isolate you and the student from the main area of activity.

PRAXIS SERIES INFORMATION

Students must take all required sections of the PRAXIS Series prior to graduation/program completion. Passing scores on the PRAXIS I (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 is required for graduation/program completion. Praxis II is composed of two components: 1) Principles of Learning & Teaching and 2) Subject Area Assessments. All Praxis II tests are paper-based. For more information on the Praxis II, please visit www.ets.org/praxis.

**SECONDARY EDUCATION CONCENTRATION
CONTACT & RESOURCE LIST**

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USEFUL WEBSITES

Louisiana State University

Geaux Teach (Secondary Education Concentrations) website: www.lsu.edu/secondaryed

College of Arts and Sciences: <http://www.artsci.lsu.edu/>

College of Education: <http://www.lsu.edu/coe/>

College of Basic Sciences: <http://science.lsu.edu/>

Gordan A. Cain Center: <http://cain.lsu.edu/>

East Baton Rouge Parish Schools

<http://www.ebrpss.k12.la.us/>

Educational Testing Service [ETS]

www.ets.org

Louisiana Department of Education

<http://www.louisianaschools.net>



APPENDIX II
GEAUX TEACH
Secondary Education Concentration

STUDENT INFORMATION

******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): _____

*Electronic forms are available at www.lsu.edu/secondaryed

APPENDIX III
GEAUX TEACH
Secondary Education Concentration

STUDENT HANDBOOK AFFADAVIT

****All teacher candidates must complete an affidavit form and submit it to their program coordinator at the beginning of the semester.*

I have been informed of the Geaux Teach Student Handbook available on the Geaux Teach website at www.lsu.edu/secondaryed and have printed and read the document.

Signature

Date

*Electronic forms are available at www.lsu.edu/secondaryed