Social Science Education Program Standards Acknowledgment Form

This form must be submitted to Chalk and Wire for both:

- SSE 4333 Middle School Methods | SSE 5331 Foundations, Curriculum & Instruction
- SSE 4600 Reading & Basic Skills | SSE 5641 Read & Bsc Skills Cntnt Area

By submitting this form to Chalk and Wire, the student acknowledges having received, read and accepted the terms and conditions of their enrollment in SSE courses and the SSE programs. Student who do not submit the document to Chalk and Wire are not in compliance with the minimum program expectations and are subject to dismissal from the program and/or course(s).

The Social Studies Education Program (SSE) if governed by the following policies and practices:

- Conceptual Framework of the College of Education
- Policies and Procedures of the Social Studies Education Program
- Policies and Procedures of COEDU
- The Policies and Procedures of the University of South Florida
- National Council for Social Studies (NCSS) policy statements
- NCATE and INTASC standards
- Southern Association of Colleges and Universities
- FDOE (Florida Department of Education) regulations
- Florida Code of Ethics for teachers

Social Studies Education Professional Dispositions

The Social Science Education program at USF is a State Approved, NCATE accredited program that offers initial certification to undergraduates and graduate students as well as master's degrees and a doctorate to social studies education professionals.

Social Studies Education (SSE) Course & Program Policies & Expectations

All professions are characterized by the common attributes of shared knowledge, skills, and dispositions. Teaching is a craft because it reflects both science and art practiced in pursuit of excellence by individuals who have formed a disposition appropriate to the profession. The basic premise of the Social Science Education program is that the student is responsible for demonstrating the knowledge, skills, and disposition that, in the faculty’s professional judgment, leads to the conclusion that an individual is prepared to enter the profession. Therefore, the goal of the Social Science Education program is to provide potential teachers with the opportunity to acquire the knowledge and skills and to demonstrate the kind of disposition appropriate to the teaching of social studies.

Students are expected to demonstrate their readiness to enter the profession based on in-class and out-of-class interactions with university and K-12 school personnel and students and
through a combination of objective and qualitative assessments. In defining the knowledge, skills, and disposition, the Social Science Education program has identified the kind of evidence and indicators to be used to assess students enrolled in SSE courses and clinical experiences, in addition to any that may be defined by COEDU.

**Professional Educator Skills and Knowledge**

Students in all SSE courses are expected to show evidence of competency in content and pedagogical knowledge in their courses through a variety of assignments. This includes demonstrating:

- A command of terminology, concepts, facts, and applications in both the disciplines of the social sciences and education, and
- The skill to apply pedagogical knowledge to content knowledge.
- Professional Educator Disposition
- A disposition is developed over a lifetime and includes the values, habits, aptitudes, and behaviors appropriate to the profession. The following Professional Educator Disposition Indicators are used during the quantitative and qualitative assessment by instructors in the determination of course grades and by the program for continued enrollment, regardless of GPA.
- Teacher Effectiveness Indicators (TEIs) The social studies education candidate should have a disposition toward:
  - Treating all students equitably
  - Encouraging all students to learn
  - Supporting all learners’ intellectual, social, and personal development by creating a professional rapport and a variety of approaches to learning.
  - Creating appropriate grade-level learning experiences that fit the different learning approaches of diverse learners
  - Encouraging students to consider the potential social policy implications, values, complexities, dilemmas, cultural and ethical dimensions involved in topics
  - Promoting critical thinking rather than promulgating personal, sectarian, or political views
  - Providing opportunities for students to develop well-reasoned positions based on appropriate content and appreciation of different points of view
  - Encouraging reflection on the responsibilities of the individual to her/himself and society

**Professionalism Indicators (PIs)**

- The social studies education candidate should have a disposition toward:
  - Attendance and punctuality, thoughtful participation, and undivided attention during class
  - Civility, diplomacy, and sensitivity to others
  - Considering new ideas objectively
• Enthusiasm for ideas and intellectual curiosity
• Following directions
• Foresight to predict outcomes and consequences
• Forthrightness in communications with peers, instructors and college officials
• Positive response to feedback
• Reflection on one’s values, disposition and behaviors
• Self-initiative
• Thorough preparation
• Timely completion of tasks
• "With-it-ness"

Each SSE course includes the assessment of disposition from between 10% to 20% of a student’s grade. Disposition grades are not determined until the end of the course and are based on the professional judgment of the instructor.

The SSE program reviews student dispositions during each semester to determine eligibility to continue in the program. Based on the professional judgment of the faculty, a student whose performance fails to substantiate an adequate professional educator disposition or is sufficiently manifest to conclude that the student’s continuation in the program would inculcate false hopes to succeed as a teacher, will be notified of her/his discontinuation in the program.

If a candidate is discontinued from a program based on professional disposition criteria, s/he will have a hold placed on the registration and removed from classes until s/he changes major and may not apply for re-admission, pursue an undergraduate or graduate degree, or enroll in any courses in the College of Education.

Due to accreditation criteria that require faculty to certify that teacher candidates have the knowledge, skills and dispositions to enter the profession, students with circumstances that may prevent them from attending classes meetings or clinical experiences cannot be relieved of the course attendance policies. Absences, based on the policies established by instructors, will lead to loss of professional disposition points, a requirement to withdraw from the course, or the awarding of a failing grade. The policy for each course will be included in Blackboard and the syllabus and explained at the first class meeting of classroom-based courses.