Prof. Charles Backfish
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Seminar sessions meet at 4:30 PM Wednesdays  in SBS N-610  with exceptions as noted in the syllabus

Description

This seminar will address the problems and issues involved in teaching social studies at the secondary school level. The focus will be on analyzing real-life situations encountered by the student in their clinical practice (CEQ 581 and CEQ 582).

Seminar participants will be asked to examine the culture of the school and examine the role of the teacher in that culture. Each seminar session will provide an opportunity for sharing experiences and concerns. Students will be given the opportunity to interact with individuals playing other key roles in the school community. The seminar will also ask students to reflect upon current issues in social studies education in order to have a broad perspective on the educational process.

The student teaching seminar builds upon the conceptual framework of Stony Brook's Professional Education Program (PEP) and asks teacher candidates to apply that framework to the real-world experience of teaching in today's schools.

Professional Excellence and Growth:  Teacher candidates will use their knowledge of the discipline and of pedagogy to design, deliver, and assess high-quality instructional experiences for their students. Questioning strategies, examination of a broad range of instructional techniques, strategies for managing the classroom, and integration of technology into classroom instruction will be emphasized. The focus throughout will be upon the necessity of on going candidate reflection upon their teaching experience.

Community and Diversity:  Teacher candidates will examine the influences impacting the learning process in the school to which they are assigned. Through careful study of and reflection upon the nature of the community and school environment, they will become sensitive to the importance of shaping classroom instruction to recognize individual student differences and meet individual student needs.

Leadership and Service:  It is imperative that our teacher candidates will engage in continual reflection upon their practice and manifest the requisite traits to facilitate this. Dialogue with partners in the educational process (peers, cooperating teachers and other school staff, university faculty) is essential as a means of ensuring reflective practice and on-going professional development. Teacher candidates will be expected to acknowledge and engage in the activities of the relevant professional organizations.

Professional Standards/Behavioral Objectives Addressed By the Course

This course incorporates the PEP standards, which are aligned with New York State and INTASC standards for teacher education for initial teacher licensure.

The ten PEP standards (below) constitute behavioral objectives to be attained and demonstrated by the student teacher.

The aim of our teacher education programs is to prepare candidates who:
1. Understand how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Understand the individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

4. Understand the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5. Understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy as well as knowledge of learners and the community context.

8. Understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

9. Engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals in the learning community), and adapt practice to meet the needs of each learner.

10. Seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

These objectives are imbedded in the course work and in clinical practice. The Lesson Evaluation Form (LEF), the Teacher Candidate Professional Development Form (TCPDF), and the Disciplinary Standards Form (DSF) constitute a series of assessments to measure the extent to which the student attains these objectives. The Teacher Candidate Work Sample (TCWS), the summative project of this seminar, also demonstrates attainment of these objectives, as do the weekly discussions and readings used in seminar.

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<th>Class</th>
<th>Readings/Writings/Discussion</th>
<th>Work Sample</th>
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**Student Handbook**

Students should review the Guide to Teacher Education at Stony Brook University, available on-line at the PEP website (www.pep.sunysb.edu)

**Program Completion and Graduation**
Please note that it is the teacher candidate’s responsibility to be aware of all program requirements to be satisfied. It is also the responsibility of the teacher candidate to file for graduation at the appropriate time.

**Attendance, seminar format, and preparation**

It should be obvious that students must attend this seminar on a regular basis since classroom interaction and dialogue will be a component of the evaluation process. This is regarded as an example of your commitment to professionalism. Absences beyond one missed session obviously impact your ability to participate and will be reflected in the professionalism component of the seminar grade. The instructor may request a meeting following a missed session and reserves the option to assign additional work, generally a research paper on one of the topics discussed at the seminar session. Students are expected to be prompt since seminars will begin at the designated time. **Cell phones should be turned off and not be in evidence during the seminar sessions.**

Many of the seminar sessions will provide an opportunity to meet with social studies chairs, building and district administrators, teachers and others in an informal setting. I anticipate you to be actively involved in the discussion. In a few instances, the time of the seminar may be modified to accommodate certain presentations that cannot be scheduled at other times. You will be notified well in advance so you can arrange to be present.

A segment of each seminar will be devoted to providing an opportunity to discuss any issues and concerns related to student teaching. It is also expected that students will complete all assigned readings for class and be prepared to participate in the discussion. Likewise, any assignments required for seminar are to be prepared on time. This is a measure of your professionalism and will be reflected in the grade assigned for seminar.

Should there be a major problem causing you to miss a seminar session, please notify me by e-mail. Should class cancellations be required for weather conditions or other reasons, every effort will be made to notify students as soon as possible via Blackboard.

**E Mail Contact**

The ability of a teacher to employ technology for both class instruction as well as communication is essential. It is mandatory that you have an e-mail address in order to communicate with the instructor and with fellow students. The course is also registered on the "Blackboard" system and relevant materials will be found at that site. You may have personal e-mail accounts or school district accounts, but if you do not please be aware that you can obtain an account at the University. Also, computer terminals are available on campus for your use.

**Evaluation**

Assignments:
- Dispositions assignment 10% of seminar grade
- Audiotape analysis 10% of seminar grade
- Work Sample 40% of seminar grade
- Observation assignments/discussion 20% of seminar grade
- Class Discussions, Professionalism 20% of seminar grade

**TENTATIVE SYLLABUS**

**Session 1 (8-20-14)  Introduction to the student teaching experience**

4 P.M. Start time for this session
We will attempt to get through as much of the following as possible:

- Introductions
- Course mechanics
- Initial questions and concerns
- Working with your Cooperating Teacher
- Teacher Candidate Handbook (on line)
- PEP Conceptual Framework (on line)
- edTPA information; certification exams

This session will include discussion of major assessments for student teaching: the LEF, the TCPDF, the TCWS, and the DS form.

- Discussion of Mandatory Teacher Candidate Work Sample
- Dispositions assignment discussed
- Observation assignments discussed
- Audiorecording assignment discussed

Preparation for this class:
- read relevant sections in Stony Brook’s Guide to Teacher Education (on PEP website)
- download, read and bring with you copies of the LEF, TCPDF, and the DS assessments (on PEP website)
- download, print and bring with you the TCWS (sent via email and also posted on Blackboard)
- download, print and bring with you the edTPA handbook (sent via email and also posted on Blackboard)

Session 2 (8-27-14)  Continuation of orientation from first session

- visit with student teachers from Spring, 2014 semester
- classroom management discussion

Preparation for this session:

http://www.aft.org/newspubs/periodicals/ae/winter0304/walker2.cfm

Session 3 (9-03-14)  Effective Classroom Management Strategies

4 P.M. – 7 P.M.  Wang Center, Room 201

Session 4 (9-10-14)  Lesson Planning and Delivery

edTPA discussion and analysis
academic language

videotaping of lessons
Our focus for this class will center on effective lesson planning and expectations for classroom observations.

Reflections/questions about the initial days of the student teaching experience
Discussion: your district and the "culture of the school"
Lesson Planning template
Observations and lesson planning
Motivation for a lesson (video)

Preparation for this class:
- read the article on academic language; view the web session on this (link to be provided)
- download, print and read the templates for lesson planning (posted on Blackboard)
- review the standards for lesson planning (NYS, including Scope & Sequence, NCSS, Common Core) all posted on Blackboard
- read the excerpt from Wiggins and McTighe, What is Backward Design? (in Understanding By Design, ASCD, 1998) (posted on Blackboard)

Session 5 (9-24-14) Teaching in a High School Environment

Reflections on the week
A dialogue with a high school Principal regarding expectations of teachers today
Guest: Dan Holtzman, Principal, Shoreham Wading River High School

Session 6 (10-01-14) The Common Core, The Social Studies Classroom, and ESL

Reflections on the week
A dialogue with a Social Studies/ESL Chairperson to discuss the impact of The Common Core on curriculum in classrooms

Guest: Garner Bass, Director of Social Studies and ESL, Farmingdale Schools (tentative)

Michael Hamill Remaley, “Teacher’s Challenge; Diverse 21st century class,” Newsday, September 2, 2008 (posted on Blackboard)


Observation assignment I is due; discussion

Session 7 (10-08-14) Resume and Cover Letter; video recording basics for the edTPA

4 P.M.- Lecture Hall 1, Wang Center

Brief meeting after these sessions

Session 8 (10-15-14) The Job Process: interviewing, etc

Reflections on the week
Employment discussion: tenure track, leave replacements, part-time positions, substitute teaching
What kind of openings might I find? Where?
What is the interview process like?
Practice interview questions
The “demo” lesson

Session 9 (10-22-14) Technology in the classroom

Presenter: Mr. Michael Saccullo, Samoset Middle School, Sachem School District
Session to be held at Samoset Middle School, Lake Ronkonkoma 4:00 – 7:00 PM
Audiotape assignment is due

Session 10 (10-29-14) Authentic Interview Event

Wang Center Lobby 5:30 – 8:00 P.M.
An annual event in the PEP Program in which Teacher Candidates participate in practice interviews conducted by interns in Stony Brook’s Educational Leadership Program
Session 11 (11-05-14) Middle School Education and Differentiated Instruction

Reflections on the week
Parental contact scenario
Evaluating instruction: reaching all students in your classes
Differentiation in the social studies classroom

A dialogue with a middle school Principal regarding the distinct nature of the “middle school Philosophy” and the importance of differentiation in the classroom

Guest: Kevin Simmons, Principal, Nesaquake Middle School, Smithtown School District

Reading: Carol Ann Tomlinson, How to Differentiate Instruction in Mixed Ability Classrooms (ASCD, 2001) (excerpt to be distributed)

Session 12 (11-12-14) Students with Special Needs

Reflections on the week
Video and follow up discussion: Richard Lavoie “How Difficult Can This Be: The FAT City workshop”
Special Education and the law
Observation assignment II due; discussion
Dispositions assignment due; discussion

Section 13 (11-18-14) Teaching outside of Long Island Area Schools

Teaching in private schools
Teaching in New York City Schools; charter schools
Teaching outside of New York State
Substitute teaching, permanent substitute positions, leave replacements

Session 14 (12-03-14) Final session

Reflections on the student teaching experience
TCWS is due

Americans with Disabilities Act

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room 128, (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students requiring emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information, go to the following web site.
http://www.ets.sunysb.edu/fire/disabilities/asp

Academic Honesty

Intellectual honesty is the cornerstone of all academic and scholarly work. Therefore the University views any form of academic dishonesty as a serious matter and requires all instructors to report every case of academic dishonesty to the SPD Committee on Academic Standing, which keeps records of all cases. All work submitted or posted by students in this course must be their own. Submission of writing or ideas which are not the original work of the student (and not properly referenced) is considered plagiarism.
Unintentional plagiarism is still plagiarism, so if you have any questions about the proper acknowledgement of sources, be sure to ask your instructor who can advise you about various electronic tools available to assist you in self-screening your work. Refer to page 12 of the online SPD Student Handbook for further Information on Academic Honesty and associated Grievance Procedures. (http://www.stonybrook.edu/spd/assets/pdf/f05handbook.pdf)

**Family Education Rights and Privacy Act (FERPA):**

Often times issues involving students arise that require knowledge about access to student records and other information. Please refer to the following campus website for guidance with laws regulating confidentiality of student records and dissemination of other student personal and academic information: http://ws.cc.sunysb.edu/registrar/federalrights.shtml

**Critical Incident Management:**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.