

COURSE SYLLABUS – Fall, 2021
MAE 554/ MAE 454
Student Teaching Seminar (3 Credits)

Instructor: Dr. Alaa Abd-El-Hafez
Office: Math Tower 4-102
Office Hours: Tuesday 1-2 pm and 4-5 pm, Wednesday 1-2 pm, or by appointment.
Will be on Zoom: <https://stonybrook.zoom.us/j/8189776222>
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Course Description: The seminar meets once weekly, complementing the semester of student teaching. It is an integral facet of the student teaching experience and will serve both as a forum for sharing ideas, concerns, problems and solutions as well as a means of preparation for effective teaching. Current issues in math education will be discussed and **membership in a professional organization will be required.** At the completion of the course a work sample and a dispositions essay will have been required. Lesson plans will be turned in or emailed each week for lessons taught the previous week and use of the lesson plan template distributed in class is required. Attendance at the seminar is mandatory.

Required Resources:

- First Days of School by Harry Wong, New 5th Edition. A laptop/ipad with access to the internet.

Useful Websites:

- Mathematics Education Program: www.math.sunysb.edu
- Professional Education Program: www.stonybrook.edu/pep/
- NCTM: www.nctm.org
- NY State Common Core: www.engageny.org
- New York State Education Department: www.nysed.gov
- AMTNYS: www.amtnys.com
- Stony Brook’s SPD Seminars: www.sunysb.edu/spd/career/tworkshops.html
- Fingerprinting: www.sunysb.edu/spd/career/fingerprinting.html
- To access on-line evaluations: <https://pepprod.cc.stonybrook.edu:8443/pep4/PEP-1.jsp>
- For edTPA help: www.passededtpa.com
- For math lessons: <https://immuminations.nctm.org/>

Requirements, Assessment, and Grading:

The grade you will receive for Seminar will be based as follows:

- Participation in seminar and the **on-time** submission of lesson plans and reflections and any additional assignments.....35%
- Classroom Management Binder.....15%
- Dispositions Essay.....10%
- Work Sample.....30%
- Portfolio.....10%

No late assignments will be accepted for grading and all must be typed.

(Please note that a failing grade in any one of the three courses, MAE 554, 551,552 will require the repetition of all three courses.)

STUDENT RESPONSIBILITIES

Class Attendance and Participation:

- Attendance is a strong indication of your commitment and professionalism
- Lateness or leaving early from class will result in a lowering of your grade.
- Disrespectful behaviors, such as side conversations will result in a lowering of your final grade.
- Texting or using social media while in class will result in lowering of your final grade.
- Absenteeism policy of the course:
 1. For excused absence: Provide written confirmation (e.g, medical emergency illness, etc);
 2. Three absences earn a maximum of a C for the course; four or more absences will result in failing the course.

Lesson Plans: Each Monday you must submit completed lesson plans with reflections from the previous week Monday – Friday. These lesson plans should be emailed by 10:00 am on Monday. Comments will be added when they are returned.

Classroom Observations: There will be three observations during the semester, one at each building and a recorded observation on GoReact. When a date has been scheduled for an observation, a lesson plan must be submitted in person or e-mailed two days before the observation. GoReact Link: <https://app.goreact.com/join/9bd61960-9341-4277-a31a-72047b2ea963>

Due to the COVID-19 pandemic, students might be asked to videotape a lesson and submit it in lieu of an in-person observation or students might be observed via go-to-meeting/Zoom/GoReact.

Work Sample: Educators today place a high premium on knowledge of standards and assessment, and on the ability to design instruction which links the two to enhance student learning. The work sample is designed to help teacher candidates grow professionally by focusing on the complex relationship between standards, assessment, and instruction, and to help the teacher candidate learn how to systematically apply pedagogical theory to classroom practice. The work sample also provides the Mathematics Education Program with an important source of evidence that candidates have met our graduation standards and that they are capable of effectively applying the knowledge and skills learned at the University to promote student learning in classroom settings. A separate handout will be provided with requirements and the rubric used to grade this instrument. **Due via email by December 8th.**

Dispositions Essay: All candidates in the Professional Education Program become deeply familiar with professional standards for dispositions by studying specific professional standards, discussing those standards in class, and writing at least one essay in which they apply professional dispositions to real-world classroom scenarios they encounter in their field experience. All candidates, regardless of discipline, study the InTASC standards (see Appendix A) and the New York State Code of Ethics for Educators (see Appendix B). Specific programs also use discipline-specific standards for dispositions, when they are available. All programs make use of the PEP Dispositions Essay (see Appendix C), though how each program makes use of the assignment varies. A separate handout will be provided with requirements and appendices. **Due via email by October 13th.**

edTPA: edTPA is a pre-service assessment process designed by educators to answer the essential question: "Is a new teacher ready for the job?" edTPA includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students. While the edTPA safety Net has been extended for the 2021-2022 academic year in NY, students interested in teaching outside the state should look up whether the edTPA is mandatory there.

While certification requirements will be discussed in this seminar, all questions pertaining to certification should be directed to Susan Ross at susan.ross@stonybrook.edu.

Reciprocity Licensure Disclosure Statement:

https://www.stonybrook.edu/commcms/dtale/guide/looking_for_job.php#mandatorydisclosure

Critical Incident Management:

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 Student Conduct and Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Until/unless the [latest COVID guidance](#) is explicitly amended by SBU, during Fall 2021 "disruptive behavior" will include refusal to wear a mask during classes.

Student Accessibility Support Center

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, Stony Brook Union Suite 107, (631) 632-6748, or at sasc@stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Academic Integrity Statement

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at http://www.stonybrook.edu/commcms/academic_integrity/index.html

During the course of your studies in the teacher education program, our faculty in Distributed Teacher and Leader Education Program (D-TALE) and your cooperating teachers (during your student teaching semester) will assess your progress and provide you with feedback on your performance using the relevant D-TALE assessment instruments. These assessment instruments and detailed rubrics are posted at:

<https://pepprod.cc.stonybrook.edu:8443/pep4/PEP-1.jsp>

You will be able to track the completed assessments relevant to your courses by logging in to the PEP Assessment site at:

<https://pepprod.cc.stonybrook.edu:8443/pep4/PEP-1.jsp>

Please follow the directions on the Log In page and you will be able to track your growth as a professional. Be sure to discuss your performance and progress with your professors.

Your input is greatly appreciated and is very important to us as we continue to improve our own performance, our curriculum, and our programs. At the completion of your clinical practice (student teaching) semester, we request that you complete your evaluation of your faculty supervisor, your cooperating teachers, and the teacher education program you are graduating from. You will be able to do so by logging into the D-TALE Assessment site.

If you have any questions regarding the online D-TALE Assessment System, please don't hesitate to ask your professor or contact the D-TALE Assessment Coordinator, Dr. Terry Earley at terry.earley@stonybrook.edu or call 631-632-7616.

Please note: This is a tentative syllabus and is subject to change based on evolving University or SUNY constraints.