

COURSE SYLLABUS – SPRING, 2016
MAE 554
Student Teaching Seminar (3 Credits)

Instructor: Miriam Flynn
Office: Math Tower 4-102
Office Hours: Wednesday 3:00 – 4:00pm
And by appointment
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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 portfolio, 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. Use of the lesson plan template distributed in class is required. Attendance at the seminar is mandatory and will be recorded. An exit interview will be held at the end of the semester (either individually or as a group).

Required Resources:

- TBD

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://immuninations.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%
- Portfolio and a Dispositions Essay.....15%
- Work Sample.....50%

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 451,452,454 will require the repetition of all three courses.)

STUDENT RESPONSIBILITIES

Lesson Plans: Each Wednesday you must submit completed lesson plans with reflections from the previous week Monday – Friday. These can be hard copies or emailed. Comments will be added when they are returned. **A lesson plan template will be distributed at the first seminar.**

Classroom Observations: There will be three observations during the semester, one at each building and a “surprise visit”. When a date has been scheduled for an observation, a lesson plan must be submitted or e-mailed two days before the observation.

Portfolio: The purpose of the portfolio is to assist the student in creating and compiling a document used in seeking employment. Details regarding the specific requirements/suggestions for the portfolio will be provided.

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.

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.

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. Much more information will follow and be distributed throughout the semester.

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 website: <http://www.ehs.sunysb.edu/fire/disabilities/asp>

Critical Incident Management Policy:

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, and/or inhibits students' ability to learn.

Academic Integrity:

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 are required to report any suspected instance of academic dishonesty to the Academic Judiciary. For dishonesty, please refer to the academic judiciary website at <http://stonybrook.edu/uaa/academicjudiciary>.

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

<http://www.stonybrook.edu/pep/assessment.shtml>

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 PEP Assessment site.

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