

**COURSE SYLLABUS – Fall, 2020**  
**MAE 554/ MAE 454**  
**Student Teaching Seminar (3 Credits)**

**Instructor:** Dr. Alaa Abd-El-Hafez  
**Office:** Math Tower 4-102  
**Office Hours:** Tuesday 1:30-2:30 pm & 3:30-4:30 pm. Wednesday 1-2 pm or by appointment. Will be on Zoom: <https://stonybrook.zoom.us/j/8189776222>  
**E-Mail:** [alaa.abdelhafez@stonybrook.edu](mailto:alaa.abdelhafez@stonybrook.edu)

**Course Description:** **This is a hybrid course.** The seminar meets once weekly, complementing the semester of student teaching. A calendar will be provided stating which weeks will be in person and which will be online on Zoom (<https://stonybrook.zoom.us/j/8189776222>). For the weeks we are meeting online, class will be delivered during the same/day time the class is scheduled to meet. 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. 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:**

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

**Useful Websites:**

- Mathematics Education Program: [www.math.sunysb.edu](http://www.math.sunysb.edu)
- Professional Education Program: [www.stonybrook.edu/pep/](http://www.stonybrook.edu/pep/)
- NCTM: [www.nctm.org](http://www.nctm.org)
- NY State Common Core: [www.engageny.org](http://www.engageny.org)
- New York State Education Department: [www.nysed.gov](http://www.nysed.gov)
- AMTNYS: [www.amtnys.com](http://www.amtnys.com)
- Stony Brook's SPD Seminars: [www.sunysb.edu/spd/career/tworkshops.html](http://www.sunysb.edu/spd/career/tworkshops.html)
- Fingerprinting: [www.sunysb.edu/spd/career/fingerprinting.html](http://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](http://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.....60%
- Dispositions Essay.....10%
- Work Sample.....30%

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 our 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 midnight 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 “surprise visit”. 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.

**Due to the COVID-19 crisis, 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 1<sup>st</sup>.**

**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.

**Reciprocity Licensure Disclosure Statement:**

[https://www.stonybrook.edu/commcms/dtale/guide/looking\\_for\\_job.php#mandatorydisclosure](https://www.stonybrook.edu/commcms/dtale/guide/looking_for_job.php#mandatorydisclosure)

**Student Accessibility Support Center Statement:**

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, 128 ECC Building, (631) 632-6748, or at [sasc@stonybrook.edu](mailto:sasc@stonybrook.edu). They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and the Student Accessibility Support Center. For procedures and information go to the following website: <https://ehs.stonybrook.edu/programs/fire-safety/emergency-evacuation/evacuation-guide-people-physical-disabilities> and search Fire Safety and Evacuation and Disabilities.

**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](http://www.stonybrook.edu/commcms/academic_integrity/index.html)

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.

### **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 University Community Standards 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. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.

### **Face Mask Policy:**

Students should be aware that a face mask is required while in the classroom. If a student does not comply, the student will be asked to leave the classroom.

If the student does not comply or leave the classroom, we will end the class and the students will be reported to the Office of Student Conduct and Community Standards at [communitystandards@stonybrook.edu](mailto:communitystandards@stonybrook.edu).

## **ACCOMMODATIONS FOR STUDENTS WITH HEARING AND COMMUNICATION IMPAIRMENTS**

Some students with hearing and communication impairments may need their instructor to wear a clear mask for lip and facial expression purposes. If the student has registered with the Student Accessibility Support Center (SASC) and has requested an accommodation for clear masks, SASC will reach out to the student's instructors and provide a clear mask for them to wear while teaching and/or interacting with the student. If you have questions, please email [sasc@stonybrook.edu](mailto:sasc@stonybrook.edu) or call (631) 632-6748.

## **FACE MASK ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS**

The Student Accessibility Support Center (SASC) works with students who may require academic accommodations. If a student is unable to wear a mask for health reasons, the student should contact SASC at [sasc@stonybrook.edu](mailto:sasc@stonybrook.edu). SASC will work with the student to help identify arrangements to complete in-person courses in an alternate format. If, however, there is an in-person class that cannot be accommodated in an alternate format, a student may be approved by the Medical Director of Student Health Services to wear a modified face mask or no face covering. In this situation, SASC will communicate this information to the faculty member. Approved students will also be provided with a written exemption from the Medical Director of Student Health Services that indicates

any modifications or exceptions, which they must carry with them to show faculty if requested. Please note that medical exemptions are rare and are based solely on medical necessity. If a student is exempt from the face mask policy, please consider how to seat students to ensure proper social distancing within a given instructional setting. If you have questions regarding accommodations, please email [sasc@stonybrook.edu](mailto:sasc@stonybrook.edu). For health related concerns in the classroom, please contact Dr. Rachel Bergeson, Medical Director, at [rachel.bergeson@stonybrook.edu](mailto:rachel.bergeson@stonybrook.edu).

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](mailto:terry.earley@stonybrook.edu) or call 631-632-7616.