

Internship Seminar: Social Studies

255:536:07

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Class held in: Scott 119

Course Overview

The goal of this course is to continue the teacher education process for pre-service social studies teachers and help them to make the most of their student teaching experience. The course focuses on expanding interns' methodological repertoires, providing time for students to focus on key issues of concern, setting the foundation for a career of reflective practice, and engaging students in consideration of current and critical issues in the social studies teaching field.

The GSE's underlying philosophy forms the basis for the approach to teaching and learning in this course:

- Learning is an active process in which students construct, test, and act upon their own understandings.
- Effective teaching promotes depth of understanding and problem solving, recognizes students' individual and cultural differences, and encourages interaction and collaboration.
- Teachers must regularly reflect on practice and consider current research in order to make informed decisions about educational practice.

Readings

Readings available on the course Sakai site and on library online reserves. Videos are available through links and on the Teachscape, Learn site.

Course Requirements

1. Lesson Share

Individual Presentation

Each student will prepare a 20 minute "lesson share" for the class. The student should select a lesson that s/he has already taught, describe the lesson briefly to the class, discuss how it went, share student work, and, together with the class, analyze the lesson and the student work in relation to the five standards of authentic instruction (see the "Lesson Share Discussion Sheet" found on pages 8 and 9 of this syllabus).

Please do the following:

- a. Bring copies of the one-page plan for the class (37)
- b. Bring overheads/power point of student work samples and handouts

- c. Post the lesson plan and accompanying handouts under the Resource tab on the Sakai site so that your classmates can access it.
- d. Limit your presentation to 12 minutes to allow time for discussion. Practice it!

2. Video

Video Groups. Working in groups of 3, students will share selected short (5 minute) video excerpts of their teaching and consider these examples using the Social Studies Domain and Teachscape's Classroom Environment and Instruction Domains (described on pages 10-14 of the syllabus). For the first 2 group meetings, discussion should focus on Classroom Environment; the second 2 will focus on Instruction. The Social Studies Domain will be considered for each.

Videotaped Lesson. Select a 10-minute clip to reflect upon, considering what this clip shows in the areas of classroom organization, content, pedagogy and the social studies domain. Upload the lesson, lesson plan and reflection to **TEACHSCAPE: Learn and TEACHSCAPE: Reflect** (as applicable). This should be completed by **December 10**.

Watch Teachscape Videos:

Over the course of the semester, spend some time watching the Teachscape videos for Domains 2 and 3 on Teachscape, Learn: <http://login.teachscape.com/web/#/learn>.

[2a: Creating an Environment of Respect and Rapport](#)

[2b: Establishing a Culture for Learning](#)

[2c: Managing Classroom Procedures](#)

[2d: Managing Student Behavior](#)

[3a: Communicating with Students](#)

[3b: Using Questioning/Prompts and Discussion Techniques](#)

[3c: Engaging Students in Learning](#)

[3d: Using Assessment in Instruction](#)

For each topic there are 3 levels of videos and a list of critical attributes. Watch videos on the days noted.

3. Participant Observer Log

Due bi-weekly on Sakai

Each intern will keep a bi-weekly "participant observer log" of their student teaching experience, with a total of 5 logs over the course of the semester. Please read over the descriptions of what should be in each log – for some you will need to observe other teachers and reflect on those observations. Each log should be 750-1000 words in length (3-4 double spaced pages) and should be submitted by the Wednesday before class.

Logs should be submitted to the appropriate topic in the Forum section of our Sakai site. For each log, you will read and respond to 2 peers' logs (groups will be assigned) by class time on Thursday.

Log 1: *First impressions, cooperating teacher observation* **due 9/9**

Describe the classes you will be taking over: the students, the course, the classroom itself. How do you feel at this point? What do you think will be easy? Difficult? What do you notice about the students, the classroom, the school?

Observe your cooperating teaching and analyze his/her lesson using the Excellence in Social Studies Teaching rubric on pages 10-11 of this syllabus and the focal Teachscape domains (classroom environment and instruction) found on pages 13-14. Comment on your group's logs before class.

Log 2: *Around the school, getting settled, inclusion/special ed*

due 9/23

Describe the school itself – the building, the grounds, the way things are organized, the academic and extracurricular opportunities for students, the teachers, the student and teacher demographics, the tracking system, the disciplinary policy. How is your student teaching going? What challenges have you faced? What has surprised you? What are your impressions about inclusion and special education in your classrooms - what strategies are you developing, what challenges have you faced or do you anticipate facing Comment on your group's logs before class.

Log 3: *About mid-way, peer observation, teaching writing*

due 10/7

Describe how it is going thus far: one high point and one low point. Describe ways that you are using writing in your teaching practice. What seems to work well and what challenges have you faced in teaching with writing? **Go watch a peer from Rutgers teach¹, describe what you saw and what insight you gained, and analyze his/her lesson using the Excellence in Social Studies Teaching rubric and the Teachscape domains.** Comment on your group's logs before class.

Log 4: *What are my students learning, discussion leading, teacher observation* **due 10/21**

Describe what you think your students are learning in your class. What sorts of activities and topics have gotten their interest the most? In what areas have you seen student progress, and in what areas would you like to see more progress? Write about a discussion you led and how it went. **Go watch a teacher at your school that you've heard good things about, describe what you saw and what insight you gained, and analyze his/her lesson using the using the Excellence in Social Studies Teaching rubric and the Teachscape domains.** Comment on your group's logs before class.

¹ If there are no other Rutgers interns at your school (in any subject area), observe an intern from another school or another teacher.

Log 5: Final weeks, what you've learned, teaching English language learners **due 11/11**

You are almost done with student teaching – what are the most important things you think you've learned? What do you want to improve on? What will/won't you miss when you leave this placement? Describe your strategies for working with the English language learners in your class. What has worked well? What has been challenging?

Logs should be written in a clear, coherent style and proofread for errors (see “criteria for judging written work” on p. 5). These will be graded excellent (5), good (4), adequate (3), or poor (1 or 2).

5	Excellent	Addresses each question fully, with incisive analysis, clear and engaging writing style.
4	Good	Addresses each question fully, thoughtful analysis, writing is clear.
3	Adequate	Addresses all questions, most fully, uses readings to address questions. Exhibits satisfactory level of understanding of concepts, adequate writing style, analysis lacks the high degree of depth and coherence of an outstanding response.
2	Partial Response	Addresses some but not all of the assigned readings/questions. Exhibits some degree of understanding of concepts, but understanding may be flawed. Writing style hinders understanding. Shallow analysis.
1	Inadequate Response	Addresses some but not all of the assigned readings/questions. Misunderstanding of concepts, many writing problems, limited or incoherent analysis.

4. Lesson Plan

One detailed lesson plan and 1-2 page reflection on the lesson (20%) including answers to all questions as described in TEACHSCAPE. It is recommended that this lesson be your videotaped lesson. This lesson *may be*, but does not have to be from the Unit Plan. (Guidelines and rubric will be available in the portfolio folder in the resources section on SAKAI). Must be uploaded to Sakai assignments and **TEACHSCAPE: Learn** and **TEACHSCAPE: Reflect** (as applicable).

5. Unit Plan

A detailed Unit Plan (20%) for a sequence of at least 5 lessons in a cohesive unit and a 1 page reflection on the unit. You must also provide a 1 page reflection on the plan that includes what worked and why, what did not go so well and why, and ideas for what you would do differently in the future. (Guidelines and rubric will be available in the portfolio folder in the resources section on SAKAI). Must be uploaded to Sakai assignments and **TEACHSCAPE: *Learn*** and **TEACHSCAPE: *Reflect*** (as applicable)

6. Professional Portfolio Items:

- a) Gradebook screenshot with names blacked out
- b) Your introductory letter to the parents/guardians
- c) Reflection on back-to-school night

Participation: Attendance, Readings

Students must attend each of the 14 seminar meetings. Please notify the instructor if an absence is unavoidable. Tardiness and absences will affect your grade. All readings must be completed before the seminar session. Completion of these requirements will be noted at each class session.

Grading

Grades will be computed on the following basis:

Lesson Share	15
Participant Observer Log	25
Unit Plan + reflection (posted to Teachscape)	15
Lesson Plan + reflection (posted to Teachscape)	15
Video/Video Group participation+ reflection (posted to Teachscape)	20
Professional Portfolio Items	10
	100

Plan for Regular Class Sessions

School week debriefing
Topical discussion/lesson demonstration/workshop
Lesson share (2)
4x - Video group sharing

Course Outline

Week	Topic	Assignment
1 9/3	First Impressions	Get settled at your school site. Work on Log 1.
2 9/10	Lesson study, Analyzing student work	<ol style="list-style-type: none"> 1. Lesson study and authentic achievement: A model for teacher collaboration. Stewart and Brendefur (2005). <i>Edge</i>. 1(1) 3-15. 2. Five standards of authentic instruction. Newman & Wehlage. (1993). <i>Educational Leadership</i>. 3. Review https://www.teachingchannel.org/videos/improve-teaching-with-video 4. Watch Teachscape Videos <p>Log 1 (due 9/9, comment by class time on 9/10)</p>
3 9/17	Differentiating instruction	<p>In Tomlinson, C. (1999). <i>The differentiated classroom: Responding to the needs of all learners</i>.</p> <ol style="list-style-type: none"> 1. What is a differentiated classroom, 2. Elements of differentiation, 3. Teachers at work building differentiated classrooms, 4. Instructional strategies that support differentiation, 5. More instructional strategies to support differentiation. 6. Watch Teachscape Videos <p>Video Group Meeting 1 Lesson Share (1 or 2)</p>
4 9/24	The Interactive Lecture On Site @EHS	<p>CLASS WILL BE HELD ON SITE AT EDISON HIGH SCHOOL</p> <ol style="list-style-type: none"> 1. http://www1.umn.edu/ohr/teachlearn/tutorials/lectures/index.html Read all 6 parts of “Designing smart lectures” and view all parts of the two video mini-workshops as well. 2. What to look for – things a good lecturer usually does. 3. Tips for teachers: Twenty ways to make lectures more participatory. 4. Watch Teachscape Videos <p>Log 2 - Special Education/Inclusion (due 9/23, comment by class time 9/24)</p>
5 10/1	Working with inclusion students and ICS teachers	<p>Guest Speakers, Maria Zaharakis and , inclusive social studies teaching team, Perth Amboy High School</p> <ol style="list-style-type: none"> 1. What is the Individualized Education Program? 2. Instructional ideas for social studies teachers of inclusion students. 3. She will succeed! Strategies for success in inclusive classrooms.

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		<p>4. Collaboration between general and special education teachers. 5. Classroom management in inclusive settings 6. Watch Teachscape Videos</p> <p>Lesson Share (2)</p>
6 10/8	Teaching writing	<p>1. Improving writing skills through social studies: http://www.ericdigests.org/pre-926/writing.htm 2. Write in the middle. The Annenberg Channel. www.learner.org/channel/workshops/middlewriting Read workshops 1-8, except for #3. Specialize in one workshop, reading more and viewing mp3s (will be assigned in class the previous week).</p> <p>Lesson Share (2) Log 3 - Writing (due 10/7, comment by class time 10/8)</p>
7 10/15	Leading discussions Gabby Rendek and Eliza Kelton, scored discussions	<p>1. Classroom questioning, Cotton (2001), Northwest Regional Educational Laboratory: http://www.nwrel.org/scpd/sirs/3/cu5.html 2. Getting more out of classroom discussion, UCSC's Teaching Toolbox: http://teaching..edu/tips-discussion.html 3. Taxonomy of Socratic questioning, Paul (1993): http://ed.fnal.gov/trc/tutorial/taxonomy.html 4. Watch Teachscape Videos</p> <p>Video Group Meeting 2 Lesson Share (2)</p>
8 10/22	Leading Socratic Seminars On Site @EHS	<p>CLASS WILL BE HELD ONSITE AT EDISON HIGH SCHOOL</p> <p>1. Prepare to lead or participate in a seminar. 2. Watch Teachscape Videos</p> <p>Log 4 - Discussion (due 10/22, comment by class time 10/22)</p>
9 10/29	Teaching ELL students	<p>1. ELLS and Social Studies, http://steinhardt.nyu.edu/scmsAdmin/uploads/004/740/NYU_PTE_SocialStudies_for_ELLs_Oct2009.pdf 2. Watch Teachscape Videos.</p> <p>Lesson Share (2) Video Group Meeting 3</p>
10 11/5	Teaching ELL students	<p>1. Michelle Yvonne Szpara and Iftikhar Ahmad, Making Social Studies Meaningful for ELL Students: Content and Pedagogy in Mainstream Secondary School Classrooms, http://www.usca.edu/essays/vol162006/ahmad.pdf 2. Watch Teachscape Videos</p> <p>Lesson Share (2)</p>
11 11/12		<p>Career Services, Resume Writing and Mock Interviewing Workshop, Douglas Campus Center</p>

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		Log 5 - Teaching English language learners (due 11/11, comment by class time 11/12)
12 11/19	Assessment	<p>Guest Speakers, Martin Malague and Jennifer Blevins, Social Studies Supervisors, Edison, NJ</p> <p>Unit/Lesson Plan with Analysis and Student Work Due this week or 12/4</p>
13 12/3	Teaching Controversial Issues	<p>Guest Speakers, Michael Mangarelli and Mariel Waters, GSE Alumnae, Social Studies Teachers</p> <p>1. Controversial issues in the classroom: http://www.ericdigests.org/pre-9218/issues.htm</p> <p>2. Rubin, BC (2015). Time for Social Studies: Teaching about Ferguson and Staten Island. <i>Social Education</i>.</p> <p>Lesson Share (1)</p>
14 12/10	Last Day	<p>Edison/cooperating teacher celebration at RU</p> <p>Please bring something to share from your student teaching</p> <p>Video Group Meeting 4</p>

Excellence in Social Studies Teaching (Social Studies Domain)

	Higher Order Thinking[1] (HOT)	Core Disciplinary Questions and Concepts [3]	Connectedness to World	Substantive Conversation and Engagement	Critical Reading and Writing [5]
	<i>Degree to which students are called upon to use higher-order thinking.</i>	<i>Presentation of and connection to core social studies questions and concepts</i>	<i>Extent to which the lesson has value and meaning beyond the instructional context</i>	<i>Extent of talking and active engagement to learn and understand the substance of a subject</i>	<i>Extent to which the lesson develops students' social studies literacy skills</i>
1 Ineffective	Lower-order thinking [2] (LOT) only	Content is shallow, trivial, surface presentation of concepts, fragmented knowledge	Topics and activities have no clear connection to issues/experiences beyond the classroom.	No substantive conversation/ interaction; predominately lecture, factual questions, short answers, no follow-up	None of the core content standards for literacy in social studies/history are addressed, or they are addressed poorly
2 Developing	Primarily LOT; at least one significant question or activity in which some students engage in HOT	At least one significant idea presented and grasped, superficial understanding of other ideas	Some connections made between class content and current issues/students' experiences, connection clear to some students	Some interaction about ideas, some sharing, somewhat coherent dialogue or activity that engages students somewhat	At least one of the standards is addressed moderately well
3 Effective	Primarily HOT with most students participating	Content predominantly deep, concerns central ideas/questions, develop fairly complex understandings	Connection between class content and current issues/students experiences is clear to most students	Interaction about ideas, sharing, predominantly coherent dialogue or activity that engages most students	At least one of the standards is addressed very well
4	Primarily HOT with all students	Content is deep, concerns central ideas	Students work on problem or issue	Considerable interaction about ideas, frequent	At least one of the standards is addressed

Highly Effective	participating	and questions, students develop complex understandings [4]	connected to their experiences or to current issues	sharing, exchange of diverse perspectives, coherent dialogue, engagement that builds understanding	very well, and another is addressed at least moderately well.
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The first four columns draw upon concepts and language from the article “Five standards of authentic instruction,” Newmann & Wehlage, *Educational Leadership*, April 1993. The second column draws on the NCSS’s Ten Themes of the National Curriculum for Social Studies. The fifth column draws on the Core Content Curriculum Standards for English Language Arts - History/Social Studies.

[1] Higher-order thinking “requires students to manipulate information and ideas in ways that transform their meaning and implications, such as when students combine facts /ideas in order to synthesize, generalize, explain, hypothesize, or arrive at some conclusion or interpretation” (Newmann & Wehlage, p. 2).

[2] Lower-order thinking “occurs when students are asked to receive or recite factual information...through repetitive routines...As information-receivers, students are given pre-specified knowledge ranging from simple facts and information to more complex concepts...they recite previously acquired knowledge by responding to questions that require recall of pre-specified knowledge” (Newmann & Wehlage, p. 2).

[3] These should be taken from the *Ten Themes of the National Curriculum Standards for Social Studies* (NCSS)

(<http://www.socialstudies.org/system/files/images/documents/7404217.pdf>)

- Culture: study of culture and cultural diversity
- Time, Continuity and Change: study of the past and its legacy
- People, Places and Environments: study of how people interact with place and environment
- Individual Development and Identity: study of individual development and identity
- Individuals, Groups and Institutions: study of interactions among individuals, groups and institutions
- Power, Authority and Governance: study of how people create, interact with and changes structures of power, authority and governance
- Production, Distribution and Consumption: study of how people organize for the production, distribution and consumption of goods and services
- Science, Technology and Society: study of relationships among science, technology and society
- Global Connections: study of global connections and interdependence

[4] Complex understandings are shown by making distinctions, developing arguments and constructing explanations.

Focal Teachscape Domains for this Class

Domain 2: The Classroom Environment.

- a) Creating an Environment of respect and rapport.
 - i) Teacher interaction with students.
 - ii) Student interactions with other students.
- b) Establishing a culture for learning.
 - i) Importance of the content.
 - ii) Expectations for learning and achievement.
 - iii) Student pride in work.
- c) Managing classroom procedures.
 - i) Management of instructional groups.
 - ii) Management of transitions.
 - iii) Management of materials and supplies.
 - iv) Performance of non-instructional duties.
 - v). Supervision of volunteers and paraprofessionals.
- d) Managing student behavior.
 - i) Expectations.
 - ii) Monitoring of student behavior.
 - iii) Response to student misbehavior.
- e) Organizing Physical Space.
 - i) Safety and accessibility.
 - ii) Arrangement of furniture and use of physical resources.

Domain 3: Instruction.

- a) Communicating with students.
 - i) Expectations for learning.
 - ii) Directions and procedures.
 - iii) Explanations of content.
 - iv) Use of oral and written language.
- b) Using questioning and discussion techniques.
 - i) Quality of questions.
 - ii) Discussion techniques.
 - iii) Student participation.
- c) Engaging students in learning
 - i) Activities and assignments.
 - ii) Grouping of students.
 - iii) Instructional materials and resources.
 - iv) Structure and pacing.
- d) Using assessment in instruction.
 - i) Assessment criteria.
 - ii) Monitoring of student learning.
 - iii) Feedback to students.

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- iv) Student self-assessment and monitoring of progress.
- e) Demonstrating flexibility and responsiveness.
 - i) Lesson adjustment.
 - ii) Response to students.
 - iii) Persistence.