

## Teaching Internship Seminar: Social Studies

255:532:07

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Room: Online through Zoom

Recurring Zoom meeting link and info:

<https://rutgers.zoom.us/j/93998228678?pwd=a0NMekptT3E5UHV5TTd5MDg2cDVGdz09>

Meeting ID: 939 9822 8678

Password: 450818

### 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, engaging students in consideration of current and critical issues in the social studies teaching field, and preparing candidates for the edTPA.

### Accommodations

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in the course as possible. To begin this process, please complete the Registration form on the ODS website at:

<https://ods.rutgers.edu/students/registration-form>.

### GSE Philosophy

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.

Typical Class Sessions May Include:

- workshops for the edTPA Performance Assessment;
- discussions and collaborative problem solving pertaining to issues that arise during your field experience;
- simplified, condensed overviews of expert knowledge about creativity, intelligence, technology, cross-curricular teaching, students special needs, and learning/motivation issues;
- discussions of the implications of this knowledge for practical use in your classroom and for reflective portfolio development.

### **Videotaping Guidelines & Equipment**

Please refer to the edTPA Video Recording guidelines under the Resource tab in Canvas. Check with your cooperating teacher about the availability of videotaping equipment at your school. If you do not have access to equipment, let me know.

### **Participation: Attendance, assignment submission**

Students must attend each of the required seminar meetings. Please notify the instructor if an absence is unavoidable. Tardiness and absences will affect your grade.

### **Academic Language**

Use the edTPA academic language as much as possible during reflections, commentary, planning and discussions. Here is [a link to the academic language in a googledoc](#) and here is [a link to the terms in quizlet](#).

**Course Requirements****1. Clinical Teaching Work Sample (CTWS):**

- a. [Lesson Plan](#)
- b. Video of intern teaching (10 minutes)
- c. Assessment artifacts
  1. Assessment tools (rubrics, quizzes, etc.) including [Evaluation Criteria](#)
  2. Examples of student work, which must be aligned with learning objectives and evaluation criteria. Include three student work samples (high, medium, low) that provide specific qualitative patterns of students' achievement of the objective.
  3. Whole class assessment summary
- d. Response to [Reflection Prompts](#)

The CTWS will count as one of the seven required observations. Pre-observations for the CTWS will be done in groups during class time.

Class time will be provided to work on the reflection prompts. All requirements must be uploaded to LiveText by the due date. There will be a 10% penalty for each day late. No exceptions!

Due Date: 12/9

Weight: 35%

2. **Participant Observer Journal (5):** A bi-weekly “[participant observer log](#)” of your 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. You will submit each log as a group of three reflecting on your own practice as well as your partners’.

Each log should be 3-4 double spaced pages, or an audio file 10 to 15 minutes in length. Journal entries should be placed in your Google folder by the start of class on the assigned due date (as a document or link). Remember to use edTPA academic language in your responses.

Due Dates: 9/16, 9/30, 10/14, 10/28, 11/11 Weight: 25%

3. **Video Observations (3):** Choose 3 videos over the course of the semester from the [list of videotaped lessons](#). Use the [Danielson Observation Evidence form](#) to record evidence while watching the video. Share the form with Antony.Farag@rutgers.edu

For each observation, use the critical attributes (found in the Danielson Framework PDF on Canvas) to analyze the evidence and evaluate the teacher on the assigned components only (but you must collect evidence on all components for each video). Type up a narrative explaining why you scored the teacher how you did, connecting the critical attributes with the evidence you collected.

- Observation 1: (2c) Managing Classroom Procedures; (2d) Managing Student Behavior
- Observation 2: (2a) Creating an Environment of Respect and Rapport; (3a) Communicating with Students
- Observation 3: (3b) Using Questioning and Discussion Techniques; (3d) Using Assessment in Instruction

[Evidence Collection Sample](#) (using Danielson Observation Evidence form linked above)  
[Narrative Sample](#) (corresponding to evidence collection sample)

Due Date: 11/18

Weight: 15%

4. **edTPA Performance Assessment:** The edTPA Performance Assessment requirements will be due during this semester and during the spring semester. This is meant to make sure you have materials that you will use when you submit for the edTPA. Will be a completion grade.

Due Date: 12/2

Weight: 15%

### **Grading**

Grades for the course will be as follows:

|                               |     |
|-------------------------------|-----|
| Attendance                    | 10% |
| Clinical Teaching Work Sample | 35% |
| Participant Observer Journals | 25% |
| Video Observations            | 15% |
| edTPA Performance Assessment  | 15% |

**Course Outline** - subject to change...it will change

| <b>Week</b>  | <b>Topic</b>                       | <b>Class Activities &amp; Assignments Due by START of Class</b>   |
|--|------------------------------------|---|
| <b>1</b>   | All Students                       | <u>Assignments</u><br><ul style="list-style-type: none"> <li>• None</li> </ul>  |
| 9/2  | Review of Assignments              | <u>Class Activities</u><br><ul style="list-style-type: none"> <li>• Syllabus Review &amp; Group Assignments</li> <li>• Review of Clinical Teaching Work Sample Assignment</li> <li>• edTPA Video Recording Guidelines Review</li> <li>• Academic Language Review</li> <li>• edTPA Webinars</li> <li>• Review of observation responsibilities (lesson plans, pre and post-observation conferences, scheduling)</li> <li>• Review of professional responsibilities as they pertain to student teaching placement</li> </ul> |
| Week 1: Observe; Plan & Teach individual lessons                   |                                    |   |
| <b>2</b>   | All Students                       | <u>Assignments</u><br>1. Review edTPA handbook (Social Studies Middle or Social Studies Secondary)  |
| 9/9  | Special Education<br><br>Danielson | <u>Class Activities</u><br><ul style="list-style-type: none"> <li>• Role of The Social Studies Teacher</li> <li>• Danielson Overview: All 4 domains will be reviewed and discussed, including rubric language</li> <li>• Teaching and Poverty</li> <li>• CTWS Workshop</li> </ul>   |
| Week 2: Observe; Plan & Teach individual lessons                   |                                    |   |
| <b>3</b>   |                                    | <u>Assignments</u><br><ul style="list-style-type: none"> <li>• <b>Log 1 Due</b></li> <li>• 5 questions about edTPA</li> </ul>   |
| 9/16   | Class Not Meeting This Week        | <u>Class Activities</u><br><ul style="list-style-type: none"> <li>• Individual CWTS Workshop</li> </ul>   |
| Week 3: Observe; Plan & Teach one prep                             |                                    |   |
| <b>4</b>   |                                    | <u>Assignments</u><br>1. Read through presentation & prepare any questions for <a href="#">ELLs and Social Studies</a> .  |
| 9/23   | ELL and Social Studies             | <u>Class Activities</u><br><ul style="list-style-type: none"> <li>• Critical Race Theory and ELL</li> <li>• CTWS/edTPA Workshop</li> </ul>  |
| Week 4: Observe; Plan & Teach one prep (Videotape lesson for CTWS) |                                    |   |
| <b>5</b>   | Window and Mirrors                 | <u>Assignments:</u><br><b>Log 2 Due</b>   |

|   |                                       |  |
|---|---------------------------------------|--|
| 9/30                                    |                                       | <u>Class Activities</u> <ul style="list-style-type: none"> <li>● edTPA Workshop</li> <li>● Integrating “Windows and Mirrors” into the Social Studies Classroom</li> <li>● Communication with: <ul style="list-style-type: none"> <li>○ Students;</li> <li>○ Colleagues;</li> <li>○ Administrators;</li> <li>○ Parents</li> </ul> </li> </ul> |
| Week 5: Observe; Plan & Teach two preps |                                       |  |
| 6<br>10/7                               | CRT vs DEI                            | <u>Class Activities</u> <ul style="list-style-type: none"> <li>● Critical Race Theory and Diversity, Equity and Inclusion in the Social Studies Classroom</li> <li>● Controversy</li> </ul>  |
| Week 6: Observe; Plan & Teach two preps |                                       |  |
| 7<br>10/14                              | Art in Social Studies                 | <u>Assignments</u><br><b>Log 3 Due</b><br><u>Class Activities</u> <ul style="list-style-type: none"> <li>● edTPA Workshop</li> <li>● CTWS Debrief - What challenges do we need to address as you start the edTPA Performance Assessment?</li> <li>● Using Art in the Social Studies Classroom</li> <li>● Authentic Assessments</li> </ul>    |
| Week 7: Plan & Teach Full Days          |                                       |  |
| 8<br>10/21                              | edTPA Context for Learning            | <u>Class Activities</u> <ul style="list-style-type: none"> <li>● Critical examination of Context for Learning</li> </ul>   |
| Week 8: Plan & Teach Full Days          |                                       |  |
| 9<br>10/28                              | ELA in Social Studies Pt. 1 - Content | <u>Assignments</u><br><b>Log 4 Due</b><br><u>Class Activities</u> <ul style="list-style-type: none"> <li>● edTPA Workshop</li> <li>● Integrating ELA into the Social Studies Classroom part 1</li> </ul>   |
| Week 9: Plan & Teach Full Days          |                                       |  |
| 10<br>11/4<br>NJEA Conv.                | Class Not Meeting This Week           | <u>Assignments</u> <ol style="list-style-type: none"> <li>1. None</li> </ol> <u>Class Activities</u> <ul style="list-style-type: none"> <li>● edTPA Workshop - Class will not be meeting this week. Continue working on your edTPA at home.</li> </ul>   |
| Week 10: Plan & Teach Full Days         |                                       |  |

|  |   |  |
|--|---|--|
| <b>11</b><br>11/11   | Politics and the Social Studies Teacher | <u>Assignments</u><br><b>Log 5 Due</b><br><u>Class Activities</u> <ul style="list-style-type: none"> <li>• The Politics of the Social Studies Teacher</li> <li>• Discussing elections</li> </ul>   |
| Week 11: Plan & Teach Full Days  |   |  |
| <b>12</b><br>11/18   | ELA in Social Studies Pt. 2 - Writing   | <u>Class Activities</u> <ul style="list-style-type: none"> <li>• edTPA Workshop</li> <li>• Integrating ELA into the Social Studies Classroom part 2</li> </ul>   |
| Week 12: Plan & Teach Full Days  |   |  |
| 11/26 - Thanksgiving - NO CLASS  |   |  |
| <b>13</b><br>12/2  | The Interactive Lecturer                | <u>Class Activities</u> <ul style="list-style-type: none"> <li>• <b>Group Activity: Lectures &amp; Discussions</b> <ul style="list-style-type: none"> <li>○ <a href="#">What Makes a Good Lecturer?</a></li> <li>○ <a href="#">Five Steps to Effective Questioning</a>. Lamb. (2016)</li> <li>○ <a href="#">Taxonomy of Socratic Questioning</a>. Paul. (1993).</li> </ul> </li> <li>• edTPA Workshop</li> </ul> |
| Week 13: Plan & Teach Full Days  |   |  |
| <b>14</b><br>12/9  | Differentiation                         | <u>Assignments</u><br>1. <b>CTWS Due</b><br><u>Class Activities</u> <ul style="list-style-type: none"> <li>• <i>The differentiated classroom: Responding to the needs of all learners</i>. In Tomlinson, C. (1999). <a href="#">What is a differentiated classroom</a></li> <li>• edTPA Workshop - Submitting of edTPA</li> </ul>  |
| Week 14: Plan & Teach Full Days  |   |  |
| <b>15</b><br>12/16   | Last Day                                | <u>Assignments</u><br>1. <b>None</b><br><u>Class Activities</u> <ul style="list-style-type: none"> <li>• edTPA Workshop (If needed)</li> <li>• Course Wrap-Up</li> </ul>   |
| Week 15: Plan & Teach Full Days - Transition Class To Cooperating Teacher<br><b>Last Student-Teaching Day Dec. 20<sup>th</sup></b> |   |  |

**No assignments will be accepted after Dec. 17th.**

**Participant Observer Log Prompts**  
Due Dates: 9/16, 9/30, 10/14, 10/28, 11/11

The log can be completed as a 3-4 double spaced page typed response, or as a 10-15 minute audio response. Logs should be uploaded to “Assignments” on Canvas. You must use academic language in your response.

Log 1: *First impressions; cooperating teacher observation*

**Due 9/16**

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 their lesson using the edTPA rubrics.**

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

**Due 9/30**

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?

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

**Due 10/14**

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 writing? **Watch a peer from Rutgers teach and describe what you saw and what insight you gained. Analyze their lesson using the edTPA rubrics.**

Log 4: *What are my students learning; discussion leading; teacher observation*

**Due 10/28**

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. **Watch an experienced teacher at your school that you’ve heard good things about. Describe what you saw and what insight you gained, and analyze their lesson using the using the edTPA rubrics.**

Log 5: *Final weeks; what you’ve learned; teaching English language learners & PD*

**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? What is your biggest concern that you have for when you have your own classroom? What are you going to do to alleviate that concern before you start teaching? List the Professional Development opportunities that you participated in this



semester, noting any in which you took a leadership role. Which were the most meaningful opportunities? How were you able to use what you learned in your practice?

### **Scoring Guideline for Logs**

Logs should be written in a clear, coherent style and proofread for errors. These will be graded excellent (5), good (4), adequate (3), or poor (1 or 2).

Excellent = Addresses each question fully, with incisive analysis, clear and engaging writing style.

Good = Addresses each question fully, thoughtful analysis, writing is clear.

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.

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.

Inadequate Response = Addresses some but not all of the assigned readings/questions. Misunderstanding of concepts, many writing problems, limited or incoherent analysis.