

**Feinstein School of Education and Human Development  
Rhode Island College  
Department of Educational Studies  
SED 422  
Student Teaching Seminar in History/Social Studies Secondary Education**

**Professors:** Benziger, Bigler, Cvornyek, Dixon, and Pannozzi

**E-mail:**

**Office Hours:**

**Time:** Wednesday 3:00-5:00 P.M.

**Place:** Gaige: History Lounge

**Course Description:** Taken concurrently with student teaching, this course is an integrative and culminating experience in the Secondary Education professional program. It provides an opportunity for students to reflect upon and give intellectual and affective structure and content to their initial experiences as classroom teachers. In the process, students develop a Teacher Candidate Work Sample (formerly the Exit Portfolio) that meets the Beginning Teacher Standards set by the State of Rhode Island and the standards set by the National Council for the Social Studies.

**Extended Description:** The purpose of this course is to provide a forum in which student teachers can discuss their student teaching experience with their fellow student teachers in History/Social Studies and with their college supervisor. This course takes both an overview and a specific look at the particular teaching experiences of the students in the seminar so that the concept of teaching History/Social Studies can be considered from both the theoretical and the practical viewpoints and in terms of standards advocated by professional organizations. As the final course in the professional sequence and taken concurrently with student teaching, this seminar provides students with opportunities to address issues that arise in their student teaching experience, and to further explore areas taken up in earlier education classes including classroom management, cooperative learning, multicultural education, special needs students, global perspectives, and several others to foster personal and professional growth.

**Relationship to Professional Program:** This is the last course in the professional sequence of courses for secondary education within the Department of Educational Studies. Students are expected to bring all their knowledge of the teaching of History/Social Studies and of teaching in general to the seminar. Their knowledge of teaching strategies for all students, their knowledge of the content area, and their pedagogical knowledge provide the foundation for this seminar. It is in this course that the student teacher synthesizes, examines, and adjusts his or her summative knowledge acquired from the professional sequence regarding the teaching of History/Social Studies in a public school.

**Relationship to the FSEHD Knowledge Base:** The Student Teaching Seminar provides the opportunity to reflect upon and use the foundation acquired during the student's educational sequence. This seminar will highlight the application of a critical aspect of the knowledge base, the reflective practitioner model. This emphasizes planning, acting, and reflecting in relation to the four themes-knowledge, pedagogy, diversity, and professionalism-that constitute the shared knowledge base of reflective practice.

**Prerequisites:** Secondary Education 410, Satisfactory Content Portfolio, PRAXIS II Social Studies Content (157 min. score), Satisfactory Preparing to Teach Portfolio, PLT (167 min. score), Minimum grade of C History 200, Minimum grade of C+ History 362, Concurrent enrollment in SED 421, protocol for History or Social Studies Secondary Education as presented in the Rhode Island College Catalogue and Departmental Advisement Sheets.

**Outcomes:** Upon completion of this seminar a student will know and be able to:

1. Describe the planning, action, and reflection (PAR) approach as it applies to instruction. (RIPTS: 9.1, 9.5, 9.7,10.1, 10.2, 10.3; CF: Knowledge, Pedagogy, Diversity, Professionalism). Assessment: Teacher Candidate Work Sample and Journal.
2. Fully integrate the Rhode Island Professional Teacher Standards into the teacher candidates practice as exemplified by classroom discussion and work, practice in the field, and the Teacher Candidate Work Sample (RIPTS: 1-11; CF: Knowledge, Pedagogy, Diversity, Professionalism). Assessment: Teacher Candidate Work Sample and Journal. Please note that each assignment is aligned with the RIPTS, GSEs, GLEs, and NCSS standards.
3. Defend, critique, and improve the goals, objectives, and plans which beginning teachers develop within their subject matter area (RIPTS: 1,2,3,4,5,8,9,10; CF: Knowledge, Pedagogy). Assessment: Teacher Candidate Work Sample and Journal.
4. Defend the selection of an individual teaching style based on observation of a range of styles among experienced teachers inside or outside of the subject field (RIPTS: CF: Knowledge, Pedagogy, Diversity). Assessment: Teacher Candidate Work Sample and Journal.
5. Explore factors that influence effective history/social studies instruction including feedback, grouping and task decisions, and classroom management (RIPTS: CF: Knowledge, Pedagogy). Assessment: Teacher Candidate Work Sample and Journal.
6. Identify and examine their own attitudes and beliefs about history/social studies teaching and learning (RIPTS: CF: Knowledge, Pedagogy, Diversity). Assessment: Teacher Candidate Work Sample and Journal.
7. Reflect on self-performance in actual teaching situations in order to gain a deeper awareness of the process and principles used in decision-making in the classroom (RIPTS: CF: Knowledge, Pedagogy, Diversity, Professionalism). Assessment: Teacher Candidate Work Sample and Journal.
8. Consider alternate approaches for planning lessons based on an awareness of the interactions that go on in history/social studies classrooms (RIPTS: CF: Knowledge, Pedagogy, Diversity, and Professionalism). Assessment: Teacher Candidate Work Sample and Journal.

9. Present, critique, and improve diagnostic plans for individualizing instruction in response to the social, cultural, behavioral, or economic diversity of the student population (RIPTS: CF: Pedagogy and Diversity). Assessment: Teacher Candidate Work Sample and Journal.

**Required Reading:**

Rhode Island College, Student Teaching Handbook

Rhode Island Beginning Teacher Standards and the National Council for the Social Studies Standards.

Selected journal articles.

**Course Requirements and Evaluation:** The grade in this course will be assigned on an A-F basis. As a course in the professional sequence, the grade of C+, satisfactory evaluation of your Teacher Candidate Work Sample, and satisfactory completion of SED 421 is required for completion of the professional program.

Attendance and Participation:	30%
Presentations:	20%
Teacher Candidate Work Sample:	50%

**Attendance and Participation:** Students are expected to attend and participate in each of the weekly meetings. The instructor will assign readings to prompt discussion and place selected topics in perspective. Students will regularly present and discuss a well-developed example of a lesson that was successful (a “triumph”), and a “tragedy,” or a lesson that was disastrous but a great learning experience. For the triumphal lesson, students must prepare copies of lesson plans for their classmates. For the less than successful lesson, students must have reflected seriously on the incident before discussing it in class. Throughout the semester you will present various parts of your portfolio, including a dress rehearsal for your exit interview, along with topics/problems stemming from our readings and class discussions.

**Journal:** A student teaching journal is a valuable creation for your own professional growth, and we would encourage you to keep regular journal entries. These can record personal responses to, and observations and reflections on, all aspects of this culminating teaching experience. You can use these entries to explain, describe, argue, analyze, synthesize, and assess your personal responses to various professional situations and contemplate the various issues that arise from your student teaching experience. Typical responses in the journal may include, for example, observations of student and teacher behavior, comments on teaching styles and lesson plans, reflections on school culture, and reflections on significant incidents and personal interactions. Every 7-10 days, you must deposit your journal with your cooperating teacher for his or her review and written comments. The college supervisor will examine journals periodically. You will find that the journal will be enormously useful to you as you put together your Teacher Candidate Work Sample and evaluate your progress through student teaching.

**Teacher Candidate Work Sample:** The Teacher Candidate Work Sample breaks a Unit of Study into six teaching processes identified by best practice and research as fundamental to improving student learning. The TCWS is used by the college supervisor and cooperating teacher to assess each student’s progress and to better understand each student’s experiences

in order to evaluate readiness for initial licensure. It also contains many of the segments that students will incorporate into their professional portfolios when they begin interviewing for teaching positions. To meet requirements for SED 422 and the Beginning Teacher Standards set by the State of Rhode Island, The TCWS must include the following:

- 1) Contextual Factors (formerly the School Analysis).
- 2) Learning Goals and Objectives (Unit Overview).
- 3) Assessment Plan.
- 4) Design for Instruction (The Unit, including daily lesson plans).
- 5) Instructional Decision-Making.
- 6) Analysis of Student Learning.
- 7) Candidate Reflection on Student Teaching Experience.

*Please include all of your observation/evaluation reports.*

I will provide you with explicit instructions. We will reserve a portion of each class to discuss your progress in the creation of the portfolio. Further, the various elements of the TCWS will be reviewed and evaluated throughout the semester by your cooperating teacher and professor in order to prepare you for your final exit interview which will include close scrutiny of your portfolio and performance in the classroom.

**Please Remember:** You are required to have a lesson plan for every class that you teach. Your plans will be reviewed periodically both by your cooperating teacher and myself.

**Health Workshops:** You are required by the State of Rhode Island to attend two health workshops during the course of the semester, one will focus on human sexuality and the other one on drug education. Please sign up for one of the evening workshops at the SED office.

#### **Topics Calendar:**

September 4. **Introduction, Discussion of Contextual Factors and Teacher Candidate Work Sample.**

September 8. **Learning About the Standards of the School: Discipline.** Please bring a copy of your school's policy for discipline to class. Discussion: Creation of a Classroom Management Plan and Identification of individuals and groups for whom you will modify instruction. Triumph and Tragedy Presentations.

September 16. **Special Education and Strategies for the Mainstreamed Classroom.** Triumph and Tragedy Presentations followed by a discussion of classroom management and students identified for your case study. Modified lessons. **Learning Goals Due.**

September 23. **Learning the Standards of the Profession: Unions, Outside Pressures, and Standards.** Please bring a copy of the RIBTS and NCSS standards to class.

Triumph and Tragedy Presentations followed by a discussion of the standards based classroom. Professional Topic: Learning the Standards of the Profession. Selected Readings. **Contextual Factors Due.**

- September 30. **Assessment.** Please bring in the Unit that you will use for the TCWS.
- October 7. **Dealing With Difference.** Triumph and Tragedy Presentations. **Classroom Learning Environment Analysis/Management Plan Review. Pre-Assessment of Student Learning. Lesson Plans.** Selected Readings. **Assessment Plan Due.**
- October 14. **School and Youth Culture.** Triumph and Tragedy Presentations. Professional Topic: Youth Reified. **Analysis of Student Learning, Instructional Decision Making, and the Unit.** Selected Readings. **Design for Instruction Due.**
- October 21. **History and Film in the Secondary Social Studies Classroom.** Required Reading: Bruce McCall, "Blitzkrieg: The Movie," *The New Yorker*, (July 2, 2001), John E. O'Connor, "Reading, Writing, and Critical Viewing: Coordinating Skill Development in History Learning," *The History Teacher*, 34, 2 (February 2001), and various reviews from *The American Historical Review*. **Review Lessons from Unit.**
- October 28. **Job Searching and Life After Student Teaching,** Review RI, MA, and CT requirements. Triumph and Tragedy Presentations. **Review Teacher Candidate Work Sample, Bring in everything that you have.**
- November 3. **No Class on November 4. Attend Promising Practices, Saturday November 7, Rhode Island College.** Attend two workshops and write a brief 1-2 page summary evaluation of each one.
- November 11. **Promising Practices and New Ideas,** Discuss Promising Practices Conference and Triumph and Tragedy Presentations. **Review Assessments, Instructional Decision Making, and Analysis of Student Learning from Units.**
- November 18. **TCWS Presentations and Feedback.** Your TCWS should be complete at this point (with the exception of the Candidate Reflection on the Student Teaching Experience). Cooperating teacher receives finished TCWS for review **November 19.**
- November 25. **Submit TCWS Reviewed by Cooperating Teacher. No Class: Teacher Candidate Work Sample Review.**
- December 2. **Exit Interviews.**
- December 9. **Wrap Up.**

**I will provide you with additional readings throughout the semester.**

### Selected Bibliography

- Joyce Appleby, et al., *Telling the Truth About History* (New York: W.W. Norton and Company, 1994).
- Michael Apple and Linda K. Christian-Smith, *The Politics of the Textbook* (New York: Routledge, 1991).
- Christian G. Appy, *Patriots: The Vietnam War Remembered from All Sides* (London: Penguin Books, 2003)
- William Ayres and Patricia Ford, *City Kids, City Teachers: Reports From the Front Row* (New York: The New Press, 1996).
- Bernard Bailyn, *Education in the Forming of American Society* (New York: W.W. Norton and Company, 1960).
- Robert N. Bellah, et al., *Habits of the Heart: Individualism and Commitment in American Life* (Berkeley: University of California Press, 1996).
- David C. Berliner, Bruce J. Biddle, *The Manufactured Crisis, Myths, Fraud, and the Attack on America's Public Schools* (New York: Addison-Wesley, 1995).
- Paul Cimbala and Robert Himmelberg, *Historians and Race: Autobiography and the Writing of History* (Bloomington: Indiana University Press, 1996).
- William W. Cutler III, *Parents and Schools: The 150 Year Old Struggle for Control in American Education* (Chicago: University of Chicago Press, 2000).
- John Dewey, *Democracy and Education* (New York: Macmillan Publishers, 1963).
- J.T. Dillon, *Questioning and Teaching: A Manual of Practice* (New York: Teachers College Press, 1988).
- Frances Fitzgerald, *America Revised* (New York: Vintage Books, 1980).
- Eric Foner, *Who Owns History? Rethinking the Past in a Changing World* (New York: Hill and Wang, 2002).
- Jacqueline Fear-Segal, *White Man's Clubs: Schools, Race, and the Struggle of Indian Acculturation* (Lincoln: University of Nebraska Press, 2007).
- Gary W. Gallagher, *Causes, Won, Lost, and Forgotten: How Hollywood and Popular Art Shape What We Know About the Civil War* (Chapel Hill: University of North Carolina Press, 2008).
- Anthony Giddens, *Capitalism and Modern Social Theory* (Cambridge: Cambridge University Press, 1970).
- John Goodlad, *A Place Called School: Prospects for the Future* (New York: McGraw-Hill, 1983).
- David Gress, *From Plato to Nato* (New York: The Free Press, 1998).
- Michael B. Katz, *In the Shadow of the Poorhouse: A Social History of Welfare in America* (New York: Basic Books, 1986).
- Ira Katznelson, *When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth Century America* (New York: W.W. Norton and Co., 2005).
- Herbert Kohl, *I Won't Learn From You* (New York: The New Press, 1994).
- David Korbin, *In There with the Kids* (Boston: Houghton-Mifflin, 1992).
- Jonathan Kozol, *Savage Inequalities* (New York: Crown Publishers, 1991).

Lloyd Kramer, *Learning History in America: Schools, Cultures, and Politics* (Minneapolis: University of Minnesota Press, 1994).

Ellen Condliffe Lagemann, *An Elusive Science: The Troubling History of Education Research* (Chicago: University of Chicago Press, 2000).

Christopher Lasch, *Haven in a Heartless World: The Family Besieged* (New York: Basic Books, 1977).

\_\_\_\_\_, *The Revolt of the Elites and The Betrayal of Democracy* (New York: W.W. Norton and Company, 1996).

Sarah Lawrence Lightfoot, *The Good High School* (New York: Basic Books, 1985).

Milbrey W. McLaughlin and Joan E. Talbert, *Professional Communities and the Work of High School Teaching* (Chicago: Chicago University Press, 2001).

James A. Percoco, *Divided We Stand, Teaching About Conflict in U.S. History* (Portsmouth: Heinemann, 2001).

\_\_\_\_\_, *Summers With Lincoln: Looking for the Man in the Monuments* (New York: Fordham University Press, 2008).

Anne Turnbaugh Lockwood, *Conversations with Educational Leaders: Contemporary Viewpoints on Education in America* (Albany: SUNY Press, 1995).

Diane Ravitch, *Left Back: A Century of Failed School Reforms* (New York: Simon and Schuster, 2000).

Mary F. Rogers, *Multicultural Experiences, Multicultural Theories* (New York: McGraw-Hill, 1996).

Kevin Ryan, *The Roller Coaster Year: Essays by and for Beginning Teachers* (New York: Harper Collins, 1992).

Ted Sizer, *Horace's Hope: What Works for the American High School* (Boston: Houghton-Mifflin, 1996).

Geoffrey R. Stone, *Perilous Times: Free Speech in Wartime, From the Sedition Act of 1798 to the War on Terrorism* (New York: W.W. Norton and Co., 2004).

Linda Symcox, *Whose History? The Struggle for National Standards in American Classrooms* (New York: Teachers College, Columbia University, 2002).

Charles Taylor, et al., *Multiculturalism* (Princeton: Princeton University Press, 1994).

Howard Zinn, *You Can't Be Neutral on a Moving Train* (Boston: Beacon Press, 1994).

#### Web sites and Journals

Membership in professional organizations will provide you with a forum of peers with whom you can engage and discuss professional problems and questions. In addition, all of the organizations that we list below run important web sites and provide you with journals filled with excellent materials and ideas for the classroom and curricular planning. All of these organizations have student rates for membership.

American Historical Association: [WWW.theaha.org](http://WWW.theaha.org), *Perspectives, The American Historical Review*. Recommended Series: *Perspectives on: Audiovisuals in the Teaching of History, Teaching to Think Historically and World and Global History*.

Organization of American Historians: [WWW.OAH.org](http://WWW.OAH.org), *Magazine of History*.

World History Association: Prof. Richard Rosen *Journal of World History.*  
World History Association  
Dept. of History and Politics  
Drexel University  
Philadelphia, PA 19104

National Council for the Social Studies: [WWW.socialstudies.org](http://WWW.socialstudies.org), *Theory and Research in Social Education, Social Education*

In addition to the journals associated with the above organizations we recommend that you periodically review the following: *Harvard Educational Review, Comparative Education, and The History Teacher.*

Several websites that are loaded with documents and instructional materials:

[WWW.historycooperative.org](http://WWW.historycooperative.org), [WWW.common-place.org](http://WWW.common-place.org), [WWW.ushm.org](http://WWW.ushm.org), [WWW.nara.gov](http://WWW.nara.gov), [WWW.wilsoncenter.org](http://WWW.wilsoncenter.org) (go to programs), [WWW.libumich.edu/govdocs/fedhis](http://WWW.libumich.edu/govdocs/fedhis), [WWW.ric.edu/worldstage/](http://WWW.ric.edu/worldstage/) .

**RI Department of Education website with links to various standards and data (GLEs, GSEs [including Civics and Government], Common Core Standards etc:**  
<http://www.ride.ri.gov/instruction/>

**Common Core Standards:** <http://www.corestandards.org/the-standards>

**Rhode Island Professional Teaching Standards (RIPTS):**

[http://www.ride.ri.gov/educatorquality/DOCS/General\\_Documents/PDF/RIPTS%20Final%2008-2008.pdf](http://www.ride.ri.gov/educatorquality/DOCS/General_Documents/PDF/RIPTS%20Final%2008-2008.pdf) (abbreviated version at

[http://www.uri.edu/hss/education/applicants/app\\_material/RIPTS.pdf](http://www.uri.edu/hss/education/applicants/app_material/RIPTS.pdf))

**Universal Design for Learning:** <http://www.cast.org/research/udl/index.html>

**InfoWorks (useful data on schools):** <http://infoworks.ride.ri.gov/>

**Response to Intervention:** <http://www.rtinetwork.org/>

(for review of CEP/SPED discussion see <http://www.youtube.com/watch?v=nkK1bT8ls0M> )