

Resol Routing #29 75-76

Resolution #25
1975-1976

C.B.T.E. Program in Social Studies 7-12

TO: PRESIDENT ALBERT W. BROWN

FROM: THE FACULTY SENATE

Meeting on May 17, 1976
(Date)

RE: x I. Formal Resolution (Act of Determination)
 II. Recommendation (Urging the fitness of)
 III. Other (Notice, Request, Report, etc.)

SUBJECT: C.B.T.E. Program in Social Studies 7-12 Provisional

(See attached)

Signed W.C. Roak Date Sent 5/18/76
(For the Senate)

..... William C. Roak

TO: THE FACULTY SENATE

FROM: PRESIDENT ALBERT W. BROWN

RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION

- a. Accepted. Effective Date _____
- b. Deferred for discussion with the Faculty Senate on _____
- c. Unacceptable for the reasons contained in the attached explanation

II, III. a. Received and acknowledged

b. Comment:

DISTRIBUTION: Vice-Presidents: _____

Others as identified:

Distribution Date: _____

Signed: _____
(President of the College)

Date Received by the Senate: _____

PROPOSAL FOR
SOCIAL STUDIES, 7-12 PROVISIONAL CERTIFICATION
ON THE FACULTY SENATE AGENDA FOR

MAY 17, 1976

Because of the high cost of reproducing the whole of this extensive document, segments of the document which might be of marginal interest to the majority of senators have not been included here.

Copies which contain a complete listing of all competencies, assessment procedures, conditions and standards, as well as, achievement records, forms and social science concepts are on file in the Faculty Senate Office and on reserve in the library for reference by members of the Faculty Senate.

Section A. I. COVER SHEET

Date: April 1, 1976

Name of College:

State University College at Brockport

Name of Participating School District

Gates-Chili Central School District

Title of N.Y.S. Certificate:

Social Studies, 7-12

Level of Certificate:

Provisional

Degree(s):

B.S., B.A.

Anticipated Date of Program Implementation:

September 1, 1977

Anticipated Date of Program Completion by Initial Entrants:

June 1, 1978

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SECTION B PROGRAM

Section
B 1. Conceptualization

Complex tasks face the social studies teacher preparing future citizens capable of addressing themselves to societal changes of a magnitude never before faced. The increasing importance of these tasks are causes enough for the re-evaluation of requirements for social studies teachers.¹ The establishment and use of consistent criteria in certifying social studies teachers will hopefully produce the best teacher possible for the children of New York State.

However, the social studies teacher must be cognizant of the importance concepts and means of creating knowledge in the various social science disciplines. They must understand the interdisciplinary approaches which unify the general field of social science in order to determine those concepts and synthetic content statements which are most worthy of study by youngsters. The social studies teacher must be able to use inquiry skills and attitudes in helping youngsters develop their own inquiry skills, social values and decision-making processes related to important social issues.

The selection of goals and the strategies for achieving those objectives are hampered by the nature of the social sciences. There is no established pattern of continuity or sequence in the mass of content associated with the social sciences. While it is necessary to help students gain meaning and understanding from basic social science concepts, these concepts are often more abstract than concrete which makes the teaching of these a difficult task.²

The teacher in the classroom is the catalyst for learning, that is why the teacher is there. Learning is not a solitary achievement uninfluenced by the presence of humans. The difference the teacher makes is a profound and lasting one and a teacher training program

¹Suggested Criteria for Certification of Social Studies TEachers," Occasional Paper #1, NYSCSS, 1974. p. 3.

²"Standards for Social Studies TEachers," NCSS, 1971. n. 5

must be committed to insuring that the classroom climate is a positive one in creating the intellectual and social development of youngsters.

As such, the social studies professional should understand the theory and practice of modern social studies education including an emphasis on adolescent psychology and teaching strategies, the use of various instructional media, testing and evaluation. The prospective social studies teacher should be competent in creating a democratic classroom atmosphere, in communicating with youngsters and in developing positive interpersonal relationships in the classroom.³

The social studies teacher recognizes the contribution of his own culture and is able to help youngsters perceive that reality in a global, futuristic, multi-ethnic framework.

This teacher should have a sensitivity to the nature of the non-western world, be free of narrow nationalism and be aware of the approaches for minimizing the social studies teacher's ethnocentricity in his students.

The ten goal statements for elementary, secondary and continued education of the Board of Regents have been one of the guidelines used in the construction of this program. The teachers certified under this program must be able to make a significant contribution to the attainment of these goals by their classes.

Thus, teaching skills which provide for students' development and practice of basic cognitive skills, of values analysis processes, and of skills which provide for lifetime learning are stressed. With these skills and because of the particular content of the social studies, the teachers are in a unique position to provide learning experiences which promote their students' understanding of basic human relations, effective citizenship practices, as well as a knowledge of the social sciences in an interdisci-

³NYSOSS, p. 6.

plinary approach at a level required to participate in an ever increasing complex world.⁴

In addition to the Regents' Goals, and the documents of the National Council for the Social Studies and the New York State Council for the Social Studies which outline the professional and personal characteristics needed for successful social studies teaching, the suggested New York State Curriculum guidelines for the social studies grades 7-12 were also analyzed to identify the necessary knowledges and skills needed by a social studies teacher. (Please refer to page 38 and Appendix I). This program, therefore, is designed to produce teachers who will demonstrate the characteristics, knowledges, skills, and attitudes of a professional secondary social studies educator.

The National Council for Social Studies and the New York State Council for Social Studies have produced documents outlining the professional and personal characteristics needed for successful social studies teaching. These documents were used in identifying the necessary skills, attitudes and knowledges needed by a social studies teacher. This program is designed to produce teachers having these characteristics, skills, attitudes and knowledges.

⁴Regents' Goals for Elementary, Secondary, and Continuing Education, as stated in a paper sent to teacher education contact person, April 12, 1974

8.2. Entrance Requirements

The requirements for entrance into the teacher education program are that a student must be of junior status with a minimum of a 2.0 cumulative grade-point average.

ED 1 308 PRACTICUM IN SECONDARY EDUCATION

In developing abilities to plan, manage, and evaluate social studies instruction at the secondary school level, the student will demonstrate the attainment of the following knowledges, skills, and attitudes:

Knowledges, Skills, Attitudes	Assessment Procedures	Assessment Conditions	Assessment Standard
1. Plans, teaches, and evaluates effectiveness of lessons using the expository/recitation approach.	Lesson Plans Demonstration	School Classroom Conference with assessors	Two independent assessors certify that on the basis of at least two separate lessons the student has satisfactorily met the criteria stated on the attached check sheet.
2. Plans, teaches, and evaluates effectiveness of lessons using guided discovery/inductive approach.	Lesson Plans Demonstration	School Classroom Conference with assessors	Two independent assessors certify that on the basis of at least two separate lessons the student has satisfactorily met the criteria stated on the attached check sheet.
3. Plans, teaches, and evaluates effectiveness of lessons using inquiry approach.	Lesson Plans Demonstration	School Classroom Conference with assessors	Two independent assessors certify that on the basis of at least two separate lessons the student has satisfactorily met the criteria stated on the attached check sheet.
4. Incorporates in a lesson strategies in which pupils analyze primary sources of data.	Lesson Plan Demonstration	School Classroom, with large or small groups.	Assessor certifies that sequence of activities centers around the data provided by the primary sources and that the lesson met the standards specified in 308.2

EDI 324.1 Check list for Expository/Recitation Lesson

Student Teacher Observed _____ Date _____

During the lesson the teacher was observed to:

- ___ 1. Tell students clearly at the beginning of the lesson what they are expected to learn.
- ___ 2. Explain unfamiliar ideas and facts in familiar terms or examples.
- ___ 3. Order the lesson in distinct parts which were clearly connected-- including introduction, development, summary.
- ___ 4. Show a relationship between the facts and ideas presented.
- ___ 5. Refrain from excess verbiage, frills or flowery language.
- ___ 6. Use artful redundancy built into the instructional material so that the student encounters the same facts and ideas over and over again.
- ___ 7. Provide ample opportunity for students to use major facts and ideas, allowing students to encounter the facts and ideas in different combinations and contexts.
- ___ 8. Use appropriate audio-visual materials.
- ___ 9. Make clear that ideas of teacher or of recommended texts or readings were not dogma to be learned without criticism or question.
- ___ 10. Give students opportunity to accept, reject, and critically appraise the material presented.
- ___ 11. Require students to engage in active learning, such as to answer questions or to complete an exercise.
- ___ 12. Provide immediate knowledge of correct response to questions and exercises.

Questions asked of students:

- ___ 1. allow students sufficient time to respond.
- ___ 2. involve as many students in the class as possible.
- ___ 3. eliminate guessing (yes-no answers only) on part of students
- ___ 4. eliminate confusion (multiple questions) on part of students.
- ___ 5. provide clarity and logical sequence.
- ___ 6. follow up student response to a previously asked question, where appropriate or necessary.

NOTE: The student teacher will also use this check list for self-evaluation.

B-5. Student Guidance

Applicants for Provisional Certification in Social Studies, 7-12 will receive program advisement through advisors in both the Department of Curriculum and Instruction and the Faculty of Social Sciences. The student will be provided with appropriate college handbooks and with the details of the specific competencies, assessment procedures and assessment criteria of the program as well as information as to how these competencies can be attained prior to admission. The Advisement Coordinator of the Department of Curriculum and Instruction will be the chief means of making materials available to prospective entrants into the professional preparation program.

The Advisement Coordinator for the Department of Curriculum and Instruction will explain the certification requirements of the professional program and the options available within the program requirements. The Advisement Coordinator will initially counsel the candidates concerning the selection of appropriate course work prior to the professional semester. As soon as feasible, the applicant, with the guidance of the Advisement Coordinator, will select an Education Certification Advisor from the Department of Curriculum and Instruction faculty members designated as advisors for social studies, 7-12 certification. The Education Certification Advisor in coordination with the student and his social science major advisor will plan a complete program with the student to meet certification requirements.

Advisement then takes the role of continuing re-evaluation of the student's progress and recommendations for alternate directions within the general framework of the program, with more intensive advisement and counselling from clinical professors and supervising teachers during the student teaching semester. A copy of the student's approved individual program will be signed by the Education Certification Advisor and a copy filed with the Advisement Coordinator.

B-4

Cont.

Upon beginning the professional education program, the student will be provided with a Cumulative Student Teaching Achievement Record. (See below.) As each competency is met, the assessor signs the student's form providing for the student an up-to-date record of his progress. Copies of this will be kept by the methods professor, the clinical professor and the sponsor teacher while they are working with the student teacher. An up-to-date copy will be filed at the end of each semester in the Advisement Coordinator's office by the professor working with the student. When the student's Cumulative Student Teaching Achievement Record has been completed and signed by the Chairman of the Policy Board, the completed document is filed with the Advisement Coordinator who then notifies the Certifying Officer of SUC at Brockport of the completion of the required competencies by the student. The Advisement Coordinator then forwards the completed Cumulative Student Teaching Achievement Record to the S.U.C.B. Placement Office to become part of the student's cumulative professional record.

Student Teacher _____

Social Security Number _____

Column A

Column B

Competencies Demonstrated

Assessors' Names

Signatures

Dates

1. Plans, teaches, and evaluates effectiveness of lessons using the expository/recitation approach.

Supr. Teacher _____
 Clinical Prof. _____
 Other Professional _____

2. Plans, teaches and evaluates effectiveness of lessons using guided discovery/inductive approach.

Supr. Teacher _____
 Clinical Prof. _____
 Other Professional _____

3. Plans, teaches, and evaluates effectiveness of lessons using inquiry approach.

Supr. Teacher _____
 Clinical Prof. _____
 Other Professional _____

4. Incorporates in a lesson strategies in which pupils analyze primary sources of data.

Supr. Teacher _____
 Clinical Prof. _____
 Other Professional _____

5. Incorporates in lesson activities in which pupils analyze primary sources of data.

Supr. Teacher _____
 Clinical Prof. _____
 Other Professional _____

6. Incorporates a lesson strategy in which pupils analyze values.

Supr. Teacher _____
 Clinical Prof. _____
 Other Professional _____

Appendix 1 - Lists of Social Science and History Concepts and Suggested Courses

The following are the concepts from the social sciences and history as identified by the representatives of these departments and reviewed by the school teachers and administrator representatives. Suggested SUC Brockport courses which include these concepts follow from which students may select to meet the interdisciplinary requirements or major, where applicable. Courses transferred from other institutions and new courses developed by SUC Brockport social science and history faculty may be substituted upon course evaluation and approval by the Education Certification Advisor, in consultation with the representative of the appropriate social science or history department.

History

History is not just a social science. It uses every social science concept, and is therefore in one sense repetitive of the concepts of each discipline represented in this exercise. It is also a study of the application of these concepts to each era of man and in each area of the world. In this sense, it deals with concrete and factual reality in a way which social science does not. It cannot be and ought not to be represented by simple listing of concepts. It requires a framework of time and development.

	TB	Grades					
		7	8	9	10	11	12
History implies certain basic, general concepts such as the following:	X						
Time, implying periodization	X	X	X	X	X	X	X
perspective	X	X	X	X	X	X	X
space	X	X	X	X	X	X	X
change	X	X	X	X	X	X	X
development	X	X	X	X	X	X	X
cultural variety, and the like. These, however, must be placed within a framework of time and fact if a person is to develop a competency in the use of history.	X	X	X	X	X	X	X
	X						
A general framework, omitting much, and implying knowledge of much more follows:	X						
	X				X		
Western Civilization	X				X		
Indo-European	X				X		
Greek World, implying knowledge of monarchy, aristocracy, tyranny, democracy, Athenian, Spartan, polytheism, in context.	X				X	X	X
Roman World, with its recognized conceptual implications	X				X	X	
Christendom	X				X		
Justinian	X				X		
Islam	X						
Judaism	X						
Middle Ages, implying knowledge of: feudalism, manorialism, commercial revolution, realism, secularism, heresy, inquisition, territorial state, chivalry, Crusades, Black Death	X		X		X		
Renaissance, implying knowledge of communications; revolution, technology, humanism, city-state, mercantilism	X				X		
	X				X	X	
Protestant Reformation, implying knowledge of sacramentalism, priesthood of the believer, Counter Reformation, subsistence economy, market economy, absolution, inflation, mysticism, sceptism, puritan, pietist	X				X		
	X				X		
	X				X		
	X				X	X	
	X				X	X	