

Course description

This is a practicum course that will parallel MATH 4090. One purpose of this course is to help students develop an awareness of meaningful ways to teach geometry and algebra to students in the 7th through 12th grades. Another purpose of this course is to help students become reflective teachers who can look critically at textbooks, teaching materials, assessments and their own teaching for the purpose of better meeting the needs of students. This course will have a strong student teaching component.

Course Outcomes

Students will:

1. demonstrate the ability to observe student behaviors while they observe classes taught by cooperating teachers and their peers in high school and middle school,
2. implement lessons planned in cooperation with host teachers and exhibit withitness while delivering the prepared lessons,
3. implement the methods learned in Math 4090,
4. effectively communicate feedback to teaching performance to their peers. The feedback will be grounded in the material learned in Math 4090.

Course Expectations

Recall that the weeks of 3/23-27, 3/30 – 4/3, and 4/6-17 will be spent in a secondary classroom. You will be assigned a partner, and a cooperating teacher either at East High School or Bryant Middle School. The schedule will be announced at the beginning of March. The expectations for this experience are:

1. Attend every day. There will be enormous penalties for being absent.
2. Arrive early. This is a professional setting and the schools are doing us a huge favor. There will be enormous penalties for being late. This means know how to get to the school, where to park, account for check-in time at the front office, and know where your classroom is.
3. Dress professionally. Even if you plan on being one of those “casual-dress” teachers, note that your time has not arrived yet; instead, you are a guest in a professional’s classroom.
4. Keep a daily reflection journal in your electronic portfolio from Math 4090.
 - Each day, write about your experiences in your Math 4090 Reading Journal. Change student names, as your website is public.
 - When you’re observing, your primary concern is to observe “secret student behavior.”
 - Briefly include the topic, nature of the activities, and what you assume the objectives are.

Then write at length about specific observations, interactions, and surprising moments regarding the students.

5. Aid in the classroom as specified by your cooperating teachers (email them). Get to know your students (e.g., Who would be good scribes? For whom is it important to practice proximity control? Who is answering most questions? Who should be pressed to share?).
6. Take note of available resources (e.g., Smartboard; textbooks; manipulatives).
7. Learn student names as quickly as possible, and practice referring to each by name. You may want to request a picture roster from your teacher, or a seating chart.
8. Practice using assertive, descriptive language; strive for true dialogues. Never use judgmental language, and avoid IRE cycles.
9. Write and conduct a total of 2 lessons (one between 3/30 – 4/3, and other between 4/6-17). You will have to correspond via email with your cooperating teacher to prepare.

10. Take detailed observations of student behavior while your partner is conducting his/her lesson. Give your partner lengthy feedback on his/her lessons via email, and CC Maggie and Emina. Due the day of your partner's lesson.
11. CC both Maggie and Emina in your email correspondences with your cooperating teachers.
12. Be prepared for your teaching opportunity. Make sure your plan has been approved by your cooperating teacher, as well as Maggie and Emina.

Assignments and Grade Determination

- Attendance (20%)
- Journal entries (20%)
- Partner feedback (20%)
- Lesson preparation and presentation (40%)