

## **MEDU 4040: SUPERVISED STUDENT TEACHING AND SEMINAR IN MIDDLE AND HIGH SCHOOL MATHEMATICS**

FALL 2017, MONDAY 6:00 -8:30 pm, NAMM 701

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### **PURPOSE**

This course consists of a field-based, student teaching experience and a seminar component. The field-based experience involves a minimum of 20 days of supervised student teaching in grades 7 through 9 and 20 days of supervised student teaching in grades 10 through 12. The student teaching activities at the field placement could include, but are not limited to: writing lesson plans, grading homework and tests, giving extra help, observing the cooperating teacher's other classes as well as those of other teachers, consulting with the cooperating teacher, and assisting in the departmental office in any way deemed appropriate.

The seminar is intended to support your learning and professional growth. Its goals are: to further increase your theoretical knowledge and practical experience in planning, teaching and assessing students; to increase your understanding of the mathematical needs of a diverse range of students; to examine your own beliefs and assumptions about mathematics and how it should best be taught; and to understand the complexities of diverse, multi-ability classrooms while broadening your repertoire of teaching strategies.

### **REQUIRED TEXTS**

Smith, M., Kay Stein, M. (2011). *Five practices for orchestrating productive mathematics discussions*. Reston, VA: NCTM.

NCTM. (2000). *Principles and standards for school mathematics*. Reston, VA: NCTM.

*New York State P-12 Common Core Standards in Mathematics*,  
[http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/nysp12ccslmath.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12ccslmath.pdf)

Additional readings will be distributed by the instructor a week prior to the specific session or posted on Blackboard.

### **RECOMMENDED TEXTS**

Clarke, D. (1997). *Constructive assessment in mathematics: Practical Steps for Classroom Teachers*. Emeryville, CA: Key Curriculum Press.

Lemov, D. (2010). *Teach like a champion*. San Francisco, CA: Jossey-Bass Publishing.

## REQUIREMENTS

1. **ATTEND CLASS.** This course is designed to be interactive and collaborative, and requires each member's presence and participation for complete success. More than three absences constitute grounds for grade reduction.
2. **COMPLETE READINGS prior to the session for which they are assigned.** Bring them to class, as we will be using the texts and referring to them regularly.
3. **ACTIVELY PARTICIPATE IN THE GROUP DISCUSSIONS.** Sharing your ideas and questions with the group, as well as responding to those of your classmates, are crucial to our work together. You will be asked to work/plan in groups of two, and discuss issues in a whole-class format, and your active participation in these discussions is essential. .
4. **COMPLETE ASSIGNMENTS:** There will be several individual assignments.

### **A: SUBMISSION OF LESSON PLANS BEFORE OBSERVATION:**

When a date has been scheduled for an observation, a lesson plan must be submitted in person or e-mailed **two days before** the observation. **You must use the lesson plan template** that will be distributed during the seminar.

### **B. STUDENT TEACHING PROJECT (CAPSTONE PROJECT):**

The purpose of the project is to support teacher candidates in their professional growth by engaging them in designing a unit of sequential lessons, based on their knowledge of content, theory, research, and knowledge of their students. Further details will be discussed in the course of the seminar.

**C. ASSIGNMENTS:** Homework assignments will be assigned and collected. Additional assignments may be completed and collected during class.

**Late submission of assignments will not be accepted. All written work should be typewritten, double-spaced (1" margins, 12 font), and saved on disk.**

## EVALUATION

Your final evaluation will be based on the completed readings, assignments, and class participation, based on the criteria below. Some of the reasons for modifying your final grade downward might be: more than one absence; leaving class early without explanation; final packet of work is not complete; submitted work that the instructor does not consider meets the minimum criteria of the course and/or the Teacher Preparation Program.

## ASSIGNMENTS

Clearly designed argument

Clear focus on reflective thinking

Incorporation of ideas and information from class texts and discussions

Thoroughness of execution

Timely submission at all stages

*Competent grammar, usage, and spelling*

**LESSON PLANS**

Clarity and structure of design

Clear focus on stated purposes and objectives

Appropriateness of the designed exercises

Quality of design of exercises and discussions

Incorporation of ideas and information from class texts and discussions

Quality of facilitation

Timely submission at all stages

*Competent grammar, usage, and spelling*

**CLASS PARTICIPATION**

Verbal and/or attentional participation

Use of critical thinking skills and dispositions in discussions, i.e. active listening, raising questions, seeking clarification, summarizing, offering counterarguments, questioning assumptions, offering hypotheses.

Evidence of developing community-building skills

Ability to work in groups

Active participation in group tasks

**FINAL GRADE**

|  |      |
|--|------|
| Classroom participation & class work (including attendance)  | 10%  |
| Two lesson plans, with pre- and post- observation reflections, and supervisor evaluation based on observations | 30 % |
| Cooperating teacher evaluations  | 15%  |
| Teaching Project   | 35%  |
| Assignments  | 10%  |

**NOTES**

**This syllabus is subject to change during the semester.**