

MAED 392 Field Experiences in Teaching Mathematics, Fall 2009

Section Number:	001	Credit Hours:	1
Schedule:	R, 8a - 3:15p	Office:	Bancroft 154
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University Supervisor:	Dr. Trent Kull		
Website:	http://faculty.winthrop.edu/kullt/		
Office Hours:	MW 2 - 3:30p, other by appointment		

Course Description: The student will be able to apply principles of planning, instruction, management, assessment, and professionalism in directed field-based situations involving differing numbers of learners, peers, parents and other adults. Per the undergraduate catalog: Students will spend a minimum of 8 hours per week in a public school under the supervision of a mathematics education professor and will work with a mentor teacher in preparation for the final internship experience.

Prerequisite: MATH 520 or permission of the department chair.

Co-requisites: MAED 391, EDUC 390.

Goals/Objectives: The purpose of this course/field experience is to provide you the opportunity to acquire an understanding of the teaching process by gradual induction into increased instructional responsibilities. This is an opportunity for you to begin practicing the procedures and methods you have learned regarding long-term and daily lesson planning, classroom management, and assessment. Also, you will have the opportunity to observe several experienced teachers in action and may be able to pick up teaching techniques, strategies, activities, etc. that may serve you well in the future

Required Text: *Developing Teachers as Educational Leaders: Responsibilities, Policies, and Practices for the Field Experience* (available on the Student Academic Services website
<http://coe.winthrop.edu/sas/PDF%20File/Field%20Experience/2009-2010FieldExperienceHandbook.pdf>)

Meeting Times: Your first day of Field Experience is Thursday, September 3. You are expected to be at your designated school at the appropriate time each Thursday morning and follow the schedule of Winthrop University with respect to vacations. If you have a 3:30p class at Winthrop on Thursday you are to leave your school in time to get to campus. You will need to work that time out with your Mentor Teacher. Please contact your Mentor Teacher immediately to arrange a meeting prior to your first day. Your last Field Experience visit will be Thursday, December 3.

Assignments:

1. Submit **lesson plans** for any class you plan to teach to your mentor teacher ***in advance*** for his/her approval. See your mentor teacher for details.
2. Please provide me a copy of all **lesson plans** prepared for your MAED 391 course. Ensure each is detailed per course instructions, and not merely content outlines. You may provide these electronically by courtesy copying me when you turn in these course assignments. I will provide feedback on these when we meet after formal observations, or more frequently as necessary and as time allows. We can also meet at any time to discuss concerns you may have related to your Field Experience.
3. Provide me a copy of all **field experience reflections** prepared for your MAED 391 course. You may provide these electronically by courtesy copying me when you turn in these course assignments.

These reflections should convey to me your involvement that week and how you are expected to be involved the following week. You should also include aspects of your mentor's teaching, management, and organization you found valuable. I may at times specify a more detailed focus for these reflections.

Grading: Your Field Experience is graded on an S/U basis. You will also receive a mid-term evaluation and grade based upon your mentor teacher's and my observations of your classroom performance. As a group we will discuss this evaluation as per strengths and weaknesses. Your mentor and I will also complete a final evaluation of your performance.

Observations:

The university supervisor and mentor teacher will each complete two **formal observations** of lessons taught. In most cases, each evaluator will complete one formal observation before Mid-term and one after mid-term.

I will schedule the times for my observations with each of you individually as your Field Experience progresses. Immediately following each observation we will discuss the strengths and weaknesses of your performance with respect to the ADEPT framework. It is expected that you will build upon your strengths and work to eliminate the weaknesses discussed. Prior to the start of each lesson observation, you are expected to supply me with a complete lesson plan and copies of any handouts. Please feel free to meet with me at any time, whether an observation is scheduled or not, to discuss lesson planning, lesson content, activity ideas, etc.

Class Attendance Policy:

Absences are not allowed. The attendance policy is described on page 17 of the handbook, *Teachers as Educational Leaders: Responsibilities, Policies, and Practices for the Field Experience*. (available on the Student Academic Services website <http://coe.winthrop.edu/sas/PDF%20File/Field%20Experience/2009-2010FieldExperienceHandbook.pdf>)

If you are sick it is imperative that you notify both your Mentor Teacher and me that you will not be in your classroom. Any absences will need to be made up at a later date.

Students with Disabilities Policy: Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact Gena Smith, Program Director, Services for Students with Disabilities, at 323-3290. Once you have your official notice of accommodations from Services for Students with Disabilities, please inform your university supervisor as early as possible in the semester.

Final Exam Date and Time: The final assessment is the Field Experience Final Evaluation Report. Student Academic Services specifies the date that this assessment is due each semester.

Student Code of Conduct: As noted in the Student Conduct Code, "Responsibility for good conduct rests with students as adult individuals." The policy on student academic misconduct is outlined in the Student Conduct Code Academic Misconduct Policy in the Student Handbook online (<http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>).

Syllabus Change Policy: The syllabus reflects expectations for the course; however, the instructor may find it necessary to make changes in the syllabus after the course begins. In such cases, students will be notified accordingly.

General Education Goals Addressed:

- Goal One: To communicate clearly and effectively in standard English.
- Goal Three: To use critical thinking, problem-solving skills, and a variety of research methods.
- Goal Four: To recognize and appreciate human diversity (both past and present) as well as the diversity of ideas, institutions, philosophies, moral codes, and ethical principles.
- Goal Seven: To examine values, attitudes, beliefs, and habits which define the nature and quality of life.

Other Policies and Responsibilities:

Please print and refer to the Responsibilities, Policies and Practices for the Field Experience document found on the COE SAS web site if you have any questions but also feel free to speak with me concerning any questions and/or concerns you may have. This is a learning experience and intended to be enjoyable.

As the semester progress, you will become increasingly active within your assigned classroom as per the Field Experience Weekly Schedule found in the RPP Field Experience document. I would like to meet with you prior to you leading an activity or teaching a lesson to help you plan and anticipate possible problems. You will need to discuss with your mentor teacher how far in advance she would like to see any lesson plans and other materials you will be presenting to the class. Usually you will need to be prepared at least one week prior to any classroom presentation.

Remember, I am available for help with ideas, planning, and any questions and concerns you may have. Communication between you, your mentor teacher, and me is of the utmost importance. I expect that you will be prepared each day, act in a professional manner, and live up to the excellent reputation of previous mathematics Field Experience students.

Assessment of Learning Outcomes and Standards:

Learning Outcomes	Standards	Student Performance Assessments
The student will plan appropriate lessons.	APS ⁽¹⁾ 2	Field Experience Evaluation: Planning—Domain 1
The student will use instructional strategies to facilitate learning and provide content for students.	APS 4, 5 and 6	Field Experience Evaluation: Instruction—Domain 2
The student will maintain an environment that promotes learning.	APS 7 and 8	Field Experience Evaluation: Environment—Domain 3
The student will demonstrate appropriate professionalism.	APS 10	Field Experience Evaluation: Professionalism—Domain 4
The student will demonstrate competency in providing content.	NCTM ⁽²⁾ Grades 6-8 ⁽³⁾ Grades 9-12 ⁽⁴⁾	Field Experience Evaluation: Content Area Outcomes

(1) ADEPT Performance Standards;

<http://coe.winthrop.edu/sas/PDF%20File/ADEPT/2008-2009ADEPTPerformanceStandards.pdf>

(2) National Council of Teachers of Mathematics; <http://www.nctm.org>

(3) <http://www.nctm.org/standards/content.aspx?id=3190>

(4) <http://www.nctm.org/standards/content.aspx?id=3198>

Fall 2009 Flexible Course Calendar:

Week(s)	Dates	General Expectations/ Goals
1	9/3	Orientation to the school, mentor teacher, classroom, and students
2	9/10	Continue to focus on classroom management and procedures; assist as needed and find opportunities to interact with students
3	9/17	Incorporate definite opportunity(ies) to instruct part or all of a class by perhaps shadowing , introduce activity/lab etc.
4-6	9/24 - 10/8	Continue with <i>at least</i> one opportunity/week to teach a class or portion with guidance and approval of the mentor teacher. Mentor teacher and university supervisor will conduct first formal observation.
7	10/15	Opportunities for increased instruction, along with reflection and goal setting that goes along with completion of mid-term evaluation by mentor and supervisor.
8-14	10/22 - 12/3	Focus on instructional tasks with increased opportunities; should plan and teach at least one class per day with support and feedback from the mentor teacher. If possible should attempt to plan and teach one entire day during this time period. Mentor teacher and university supervisor will conduct second formal observation.
10-14	11/5 - 12/3	Reflection and feedback as final evaluation is completed by mentor teacher and university supervisor; goals are set for Internship