

1. Course Prefix and Number: MAT 465

2. Course Title: Student Teaching and Seminar – Secondary Mathematics

3. Credits: (12:2:30)

4. Course Prerequisites: TED 557

5. For whom planned: Undergraduate students who plan to teach mathematics in grades 9-12 and are pursuing licensure in Secondary Mathematics.

6. Instructor information: Dr. Tracey Howell

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Office: 127 Petty Building

Office hours: TR 12:30-2:00 pm and by appointment.

7. Description: Supervised student teaching in senior high school under direction of university supervisor. Observation, participation, and appropriate classroom teaching experience on full-time teaching assignment for full semester with weekly seminar.

8. Teachers Academy Conceptual Framework Mission Statement

The mission of professional education at The University of North Carolina at Greensboro is to ensure “Access to Opportunities through Teaching, Learning and Caring.” This requires excellence in all our programs through alignment to state and national standards; explicit connections between research, theory and practice; candidates’ acquisition of the knowledge, skills and dispositions of their disciplines; detailed evaluation of our candidates’ continual professional growth; collaboration among stakeholders; ongoing self-study; and an overriding commitment to fostering beliefs and actions that promote education for all. Toward these ends, our Unit and programs focus on six areas: leadership, professional knowledge, professional practice, educational environments, data-informed decision making, and professional growth to support the learning of all children in the context of 21st century complexity and dynamic change.

9. Student Learning Outcomes

General: You will complete a teaching internship in an approved school which will provide you with a full-time teaching situation. You will seek to integrate your knowledge of mathematics, of mathematics pedagogy, and of high school mathematics curriculum, including the Common Core State Standards in Mathematics (CCSSM), with the North Carolina Professional Teaching Standards (NCPTS) and develop your personal knowledge of mathematics teaching, anchored in the mathematics education community of practice. The seminar will provide you with a specific time and place to question, to discuss, and to process your experiences while teaching. Current issues, trends, and concerns will be addressed. Attendance is required.

The successful candidate will

1. demonstrate ethical standards in line with the Code of Ethics for North Carolina Educators (NCPTS I),
2. create both long-range and individual lesson plans aligned with national and state curriculum standards* (NCPTS III, CCSSM),
3. use a variety of teaching materials and up-to-date technologies appropriately and effectively (NCPTS IV),

4. present content knowledge of high school mathematics using multiple pedagogical techniques with accuracy, appropriate context, and appropriate pacing, differentiating instruction according to students' individual and cultural differences (NCPTS II, III, IV),
5. use a variety of assessments that provide meaningful feedback to students and teacher (NCPTS III, IV),
6. reflect on and use assessment information to modify instruction effectively (NCPTS V),
7. set high expectations for student learning, participation and collaboration (NCPTS III),
8. create a classroom environment that is safe, respectful, and conducive to learning for all students (NCPTS II).

*These should include the North Carolina Standard Course of Study which consists of the Common Core State Standards for Mathematics and Mathematical Practices.

10. Teaching Methods and Assignments for Achieving Learning Outcomes:

- Classroom on-the-job training (SLO 1-8)
- Seminar class discussion (SLO 2, 6)
- Portfolio development (SLO 5, 6)

11. Evaluation Methods and Guidelines for Assignments:

- (40%) Assessment and evaluation of your teaching by your on-site teacher educator (OSTE) and your university instructor. This includes observations, evaluations of lessons, and formal conferences (SLOs 1-8)
- (40%) Licensure Portfolio in TaskStream, evaluated by your university instructor and program coordinator. (SLOs 5-6)
- (20%) Seminar (attendance, timely completion of assignments, participation, see #14 for other information) (SLOs 2, 6)

In addition, students will be assessed twice during the semester using

- Teacher Growth And Assessment for Pre-Service Teachers (TGAP) Rubric (SLO 1, 8)
- Candidates Dispositions Assessment Process (CDAP) Rubric (SLO 1, 8)

These are a required part of the TaskStream portfolio submitted for teacher licensure. Students must achieve a satisfactory final assessment on each in order to apply for licensure. Additionally, the student's OSTE mentor and university instructor must both fill out and sign the Certificate of Teaching Capacity (also a TaskStream requirement) affirming that the candidate has met all its standards in order for the candidate to apply for teacher licensure.

General Rubric for Assessment:

A The student completes all requirements on time and with high quality, is self-motivated and proactive, turns in well-crafted lesson plans and coherent reflections on time, uses different instructional and assessment strategies, manages classroom effectively for student learning, meets the needs of students, is collegial and exhibits professionalism, participates fully in seminar, receives A from OSTE mentor, completes Licensure Portfolio in TaskStream by or before the deadline.

B: The student misses a total of 2-3 deadlines from any of the following areas: lesson plans, reflections, observations, pre-observation conferences; student sometimes struggles to manage the classroom, does not consistently use different instructional strategies, shows some minor lapses in professionalism, misses 2 seminar sessions, etc.

C: The student misses several deadlines, is several times tardy to class, is not consistently prepared with respect to content, materials, lesson plans, etc., displays significant but not irremediable lapses in professional behavior; produces somewhat sloppy or not well-conceived lesson plans or less-than coherent reflections, but still shows potential for professional growth as a mathematics teacher.

F: Unacceptable performance (multiple/repeated mistakes due to unpreparedness or lack of understanding, unprofessional/unethical behavior, unwillingness to modify behavior in response to feedback/advice).

Grade scale

100-93: A 92-90: A- 89-88: B+ 87-83: B 82-80: B- 79-78: C+ 77-73: C 72-0: F

Final grades will be made available at the end of the semester on UNCGenie, UNCG's student information system.

12. Required Texts

Leinwand, S. (2009). *Accessible Mathematics: 10 Instructional Shifts That Raise Student Achievement*. Heinemann Press

Common Core State Standards for Mathematics (<http://www.corestandards.org/Math/>)

North Carolina Professional Teaching Standards. North Carolina Department of Public Instruction (<http://www.ncpublicschools.org/docs/educatoreffect/ncees/standards/prof-teach-standards.pdf>).

The UNCG Teacher Education Handbook (2014) (<http://oss.uncg.edu/academic-advising/handbooks>).

13. Topical Outline:

Students' long-range lesson plans will be submitted and assessed on a schedule determined by the pacing of the school's chosen curriculum. One daily lesson plan will be submitted weekly for discussion, reflection, and assessment during seminar. Students will also submit at least two assessments they have used in the classroom (tests, quizzes, etc.) and reflections on how to modify/differentiate instruction based on their student's outcomes. Readings will be discussed in weekly seminar

Readings

Week 1

Leinwand, S. (2009) Chps 2 (Ready, Set, Review) & 3 (It's Not Hard to Figure Out Why Reading Works Better than Math)

Week 2

North Carolina Professional Teaching Standards

Week 3

Leinwand, S. (2009) Chp 4 (Picture It, Draw It)

Week 4

Leinwand, S. (2009). Chp 5 (Language-Rich Classes)

Week 5

Common Core State Standards for Mathematics

Week 6

Leinwand, S. (2009) Chp 7 (Milking the Data)

Week 7

Leinwand, S. (2009) Chp 9 (Just Don't Do It!)

Week 8

Common Core State Standards for Mathematics

Week 9

North Carolina Professional Teaching Standards

Week 10

Leinwand, S. (2009) Chp 10 (Putting It All in Context)

Week 11

Leinwand, S. (2009) Chp 11 (Just Ask Them "Why?")

Week 12

North Carolina Professional Teaching Standards

Week 13

North Carolina Professional Teaching Standards

Week 14

North Carolina Professional Teaching Standards

14. Other Information:

Academic Integrity Policy: Each student is required to adhere to the Academic Integrity Policy on all work submitted for the course. Make sure to review this academic policy in regards to plagiarism: "Representing the words of another, as one's own in any academic exercise." Plagiarism may occur on any paper, report, or other work submitted to fulfill course requirements. This includes submitting work done by another, whether a commercial or non-commercial enterprise, including Web sites, as one's own work. Faculty should take into account whether the student has had the opportunity to learn appropriate citation procedures based on previous course work successfully completed before formalizing Academic Integrity charges." Please let your instructor know if you have any questions about this matter. For guidelines regarding proper citation, please consult your instructor or refer yourself to the Webpage for the Writing Center, where proper citation is clearly explained. For more information on UNCG's Academic Integrity Policy, including breaches of the Policy (cheating, plagiarism, etc.) and the recommended sanctions, please go to <http://academicintegrity.uncg.edu/complete/>. All work must bear a statement signed by the student confirming that s/he understands and accepts the Academic Integrity Policy.

General Topics to be addressed in Seminar as they occur during the course of the student teaching experience:

- Standards (NCPTS I-V)
- Classroom management (NCPTS II a)

- English as a second language learners (NCPTS III b)
- Diverse learners (NCPTS II c)
- Application of technology (NCPTS IV d)
- Lesson plans (NCPTS IV b)
- Curriculum (NCPTS III)
- Assessment (NCPTS IV h)

Lesson Planning

You will write and share with the class formal lesson plans that link theory with practice. The plans will draw from the state and national standards listed in #9 and from concepts learned in your methods course.

Final Exam

There is not a final exam in this course.

Participation

Attendance is expected at every scheduled class and for all seminar hours. Absences are excused for family emergencies or extreme illness only and must be documented in writing. You are expected to make appropriate arrangements with your teaching site. Handouts will be available from the professor and through Blackboard. Please notify me by email beforehand if you will miss a class or seminar hours. In addition at attending class, active participation is expected and includes:

1. Making significant comments, questions and contributing to class activities/discussions.
2. Coming to class with all work completed.

TaskStream Portfolio: Some material from this class will be included in your TaskStream portfolio, including Teacher Growth and Assessment for Pre-Service Teachers (TGAP) Rubric and your Candidates Dispositions Assessment Process (CDAP) Rubric. You may opt to include other evidence as well, such as lesson plans and assessments. The portfolio will be aligned with the North Carolina Standards for Graduate Teacher Candidates and will contain the appropriate evidences, drawn from course work in program. Students will be required to purchase a 1-year subscription to Task Stream.

15. Alignment with State and National Standards: See # 9.