

**MATH 493/494: Student Teaching and Professional Practicum: Secondary Education  
Mathematics (6 credits each): Spring 2011**

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**Office Hours:** I am available to you outside of my normal office hours for my on-campus students. Most of our contact will be done via emails, phone calls in the evening, and at Practicum sessions. However, there may be times when you will need me before or after your school day. Make sure that you contact me as soon as possible for whatever you need (you should keep my cellphone number handy). I will make myself available to you. My on campus office hours are M: 2:00-3:00, T: 11:30-1:00, and R: 11:30-2:00.

**Teaching Schedule:** T/R: 8:30-11:30

**I. COURSE DESCRIPTION (from the LHUP catalog):**

Catalog description: Provides two capstone experiences (one at each level appropriate to certification areas and grade level ranges) for pre-service teachers through a student teaching experience required for certification in Secondary mathematics. Supervised practice in classrooms with certified teachers and regular practicum sessions, according to prescribed guidelines, introduce the student to the range and scope of a professional educator's responsibilities.

**II. OVERLAYS:**

Meets External Experience (EE), Writing Emphasis (WE), and Information Literacy (IL) general education requirements. Multicultural placement in student teaching will meet the MC requirement (determined by the placement and the student background).

**III. RESTRICTIONS UPON REGISTERING:**

To register, a student must meet Pennsylvania Department of Education requirements for teacher candidates in academic preparation and performance, no courses less than a "C" in professional courses, and all requirements of early field experiences. You must have a 3.0 gpa in order to student teach and get certified. You must have taken the Praxis II exam before enrolling.

**IV. COURSE OBJECTIVES:**

Upon completion of this course participants will be able to do the following:

1. Demonstrate knowledge of subject matter.
  - a. Display extensive content knowledge and active pursuit of further learning.
  - b. Use effectively multiple representations and explanations of subject matter concepts that capture key ideas and links them to students' prior understandings.
  - c. Create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several areas and make connections to everyday life.
2. Demonstrate knowledge of human development and learning.

- a. Demonstrate knowledge of developmental characteristics, with an understanding of individual variation within each area of development (social, emotional, cognitive, physical).
  - b. Demonstrate evidence that the knowledge and skills of each student in the class are being considered.
3. Demonstrate adaptations of instruction for individual needs.
  - a. Provide opportunities for students to feel valued for their potential as people and help them to value each other.
  - b. Demonstrate a clear understanding that students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
  - c. Use different approaches to learning (i.e. learning styles, multiple intelligences, performance modes) and consistently use this information when designing instruction.
  - d. Demonstrate knowledge in areas of exceptionality (i.e. learning disabilities, perceptual difficulties, physical, mental, and emotional challenges) and willingly use high quality accommodations when instructing diverse learners.
4. Demonstrate multiple instructional strategies.
  - a. Select content that is appropriate and links well with students' knowledge and experience and provides opportunities for the students to apply their knowledge.
  - b. Provide activities that cognitively engage all students as they explore content and initiate or adapt activities and projects to enhance understanding.
  - c. Provide instructional materials and resources that are suitable for instructional goals and engage students mentally and initiate the choice, adaptations, or creation of materials to enhance their instructional purposes.
  - d. Demonstrate sensitivity to the needs and abilities of the students by adjusting the lesson so that students can learn and understand concepts being taught.
5. Demonstrate classroom motivation and management skills.
  - a. Provide many opportunities for critical thinking, independent problem solving and performance and use a range of effective strategies such as composure, and models mutual respect to develop positive relationships, cooperation, and purposeful learning.
  - b. Maintain continuous mutual respect and a high level of trust for each student.
  - c. Consistently organize, allocate and manage resources, time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
  - d. Maintain groups working independently while productively engaged at all times, with students assuming responsibility for productivity.
  - e. Utilize effective transition with students assuming some responsibility for efficient operation.
  - f. Use monitoring to enhance and facilitate optimal learning.
6. Demonstrate effective communication skills.

- a. Use spoken and written language correctly and expressively, with well-chosen vocabulary that enriches the lesson.
  - b. Provide adequate time for students to respond and allow students to formulate questions as well.
  - c. Facilitate students assuming responsibility for success of the discussion, initiating topics and making unsolicited contributions and consistently communicate in ways that demonstrate sensitivity to cultural and gender differences, such as appropriate eye contact and interpretation of body language and verbal statements.
  - d. Use a variety of media communication tools to enhance the lesson, including audio-visual aids and computers to enrich learning opportunities as a regular part of the learning experience.
7. Demonstrate instructional planning skills and teaching effectiveness.
- a. Demonstrate thorough knowledge of child development and learning styles, including exceptionalities.
  - b. Provide materials evidenced in lesson plans and units, etc. and resources which support instructional goals, and engage students in meaningful learning.
  - c. Affect high level learning through critical thinking and problem solving, as evidenced by the execution of the lesson plan.
  - d. Assume the full teaching load and demonstrate success as a novice teacher.
8. Demonstrate assessment of student learning.
- a. Use a variety of formal and informal assessment techniques (i.e. observation, authentic assessment, teacher-made tests, and peer assessments) to evaluate student achievement and progress throughout the placement.
  - b. Maintain detailed records of student performances and consistently communicate student progress to students, parents, and colleagues.
  - c. Select, construct, and use assessment strategies completely congruent with instructional outcomes and objectives necessary for meeting curriculum-based standards.
9. Demonstrate professional commitment and responsibility
- a. Follow school policy concerning dress, arrival, and dismissal times, and materials completed in a timely manner and readily adapt to unexpected schedule changes and take initiative without direction and prompting from cooperating teacher.
  - b. Provide frequent information concerning both positive and challenging aspects of student progress and involve both students and families in planning projects and preparing materials in conjunction with cooperating teacher.
  - c. Volunteer to participate in school events making a substantial contribution as s/he assumes a leadership role in at least some aspect of school life.
10. Demonstrate fostering of relationships with school colleagues, parents, and community agencies.
- a. Seek and share with colleagues concerning ideas for effective teaching in relation to specific types of behaviors and learning styles.

- b. Communicate frequently with parents throughout the placement in conjunction with cooperating teacher.
  - c. Identify and use community resources to foster student learning.
11. Demonstrate characteristics, skills, and dispositions of a reflective practitioner.
    - a. Accurately assess, through discussion and writing, the lesson's effectiveness and extent to which goals were met, citing specific examples from the lesson and drawing on an extensive repertoire of skills, cite specific alternative actions for success of the lesson.
    - b. Make thoughtful judgments regarding the effectiveness of the lesson, whether the goals were met, identify numerous specific examples from the lesson, and articulate in discussion and writing the strengths and challenges during the lesson execution.
  12. To pragmatically apply theoretical knowledge.
  13. To take risks and to try.
  14. To make mistakes and be successful.
  15. To feel discouraged and feel triumphant.
  16. To learn and to grow.

## V. ACTIVITIES AND REQUIREMENTS:

1. All university handbooks should be carefully read at least twice. These provide your number one guidelines as to the requirements of this course. All policies therein will be adhered to as closely as possible, unless otherwise noted. This includes daily lesson plans for all lessons you are teaching and developing and implementing at least one Teacher Work Sample. Please be aware of all university requirements as outlined in these handbooks.
2. You are required to keep two journals. In one, you should include all lesson plans you create. This journal should be made available whenever the supervisor visits your classroom. Your cooperating teacher and you will decide when to share your plans with him/her. These lesson plans should be just as detailed as those expected in a course. Abbreviated plans may be used to submit to Administration but your teaching plans should be detailed, unless otherwise instructed by your university supervisor. It is suggested that you divide this journal into the specific subjects you are teaching.

In the other journal, you should keep a log of near-daily (weekday) reflections. These reflections do not have to be lengthy, just a couple of paragraphs reflecting on the days activities, the lessons you taught, interactions with students, and anything else going through your head. This journal is NOT a letter to your university supervisor. This journal should be emailed to your supervisor on Sundays by 5:00pm, otherwise, it will be considered late. In the event that you handwrite this journal, it is your responsibility to bring the pages for the previous week to Practicum. Either way, comments will be made on them, as needed, and returned the following week. These may be used as artifacts for your Senior Portfolio. This is a confidential journal that only you and your supervisor will read, although some comments may be shared with your cooperating teacher. This journal may be used as a springboard for conversations with you and to determine other things that you are doing that are not often visible during one observation. This will be an excellent resource for artifacts for your portfolio. One good way to generate reflection is to form a bond with another student-

teacher and to meet with him/her periodically to discuss what has been happening. You are not in this alone!!! This journal is NOT simply a summary of what you did during the day!

3. During the first two weeks of each placement, you should observe three other classrooms besides your cooperating teacher's. A reflection of these observations should be included in your reflection journal and can be used as a day's journal entry. A format for these observations has been shared with you. You may use this form or simply write a paragraph reflection.
4. You should be very familiar with all of the PA State Standards, the SAS system, as well as the NCTM Standards that have been examined in your Methods courses.
- 5) You should be familiar with the PA Code of Professional Practice and Conduct for Educators. You will be assessed on your ability to abide by this code, along with displaying other professional conduct. If you have not received a copy of this Code, you may obtain it at <http://www.pacode.com/secure/data/022/chapter235/chap235toc.html>. This Code has been examined in your Methods 2 course.
- 6) Successful completion of student teaching requires regular attendance and demonstration of Pennsylvania Department of Education (PDE), National Council of Teachers of Mathematics (NCTM), Interstate New Teachers Assessment and Consortium (INTASC), and National Educational Technology Standards for Teachers (NETS-T) standard competencies, as defined by the student teaching competency form.
- 7) You should try to videotape (or audiotape in the case of a stringent video policy) one of your lessons during each placement. You should then watch this video (or listen to the tape) and write a reflection on it. Place this reflection in your reflection journal, as it can be used as one day's journal entry. Check with your cooperating teacher during the first week to determine what needs to be done to fulfill this requirement. LHUP has video cameras that can be checked out by student-teachers .
- 8) You must complete one Teacher Work Sample in LiveText.
- 9) You must complete a Senior Portfolio in LiveText.
- 10) Other duties as assigned by your university supervisor throughout the semester.

## **VI. OBSERVATIONS:**

Of course, observations by your university supervisor are key to your student-teaching experience. You will be observed at least two times during each placement. When being observed, you should have your journal of all lessons you have taught available, as well as a fresh copy of the lesson plan for the lesson about to be observed. Please have a separate copy of the day's lesson plan to be kept by your university supervisor.

An informed professional is aware of the means by which they will be assessed. Therefore, you should be familiar with the assessment tools that I, and your co-operating teacher, must use. The Lock Haven University Framework provides most of the

information you need. During observational visits, your university supervisor will simply complete a form based on this Framework and the NCTM Teacher Preparation Standards. On this form, observational notes will be made and comments of things to try or that need to be changed will be made. This form is NOT a summative evaluation! That is, DO NOT read the comments and think that they mean that you are doing a poor job (you will be told personally if you are doing a poor job). You should read these notes as constructive criticism coming from someone who has more experience than you. Many times, comments will be made in order to challenge you to think about teaching from a different perspective, especially if you are already doing a good job and have the potential to do an even better job.

Your cooperating teacher, and you, will complete a Competency Form on your performance in the middle of your experience (this is formative), and your co-op will complete it again at the end (this is summative). This form will play a large part in determining your final evaluation (PDE 430) that your university supervisor must complete and your final grade. These forms will be submitted to the Office of Teacher Education. At the end of each placement, you and your university supervisor will have a conference with your cooperating teacher to discuss your performance and grade.

## **VII. OTHER INFORMATION:**

Student-teaching is a very exciting time in your life. You have worked extremely hard to get here and you have earned the right to student-teach. Give this opportunity everything you have. Don't let anything stand in your way this semester. Throw off anything that might bog you down. If you have a job, it is strongly suggested that you either give it up for the semester or drastically reduce your hours. It has been noticed that those who are working while student-teaching have not had the time needed to review content, plan good activities/lessons and make a good impression on me and their co-operating teachers. Remember, your cooperating teachers and university supervisor are your number one references when you begin looking for a job.

Use your university supervisor and your cooperating teacher as resources and don't be afraid to ask questions and make mistakes. They are both here to help you succeed and help you be on your way to becoming an outstanding teacher. Don't go about this semester alone. You have a support group, use them.

When reflecting on your teaching, ask yourself some key questions: 1) What went well during the lesson? 2) What went differently (not necessarily bad) than I expected? 3) How successful were the students in achieving the objectives of the lesson and how do I know how successful they were? 4) What would I do differently if I were to teach this lesson again? 5) If I were a student in my own classroom, what would I have wished the teacher would have done differently? 6) What have I learned that will help me in the future?

Good luck this semester, work hard, and have fun.

**LEARN TO BE A GREAT TEACHER!!!**

**NOTE: Sign and return this page of this document**

I, \_\_\_\_\_ (print your name) acknowledge that I have received/retrieved a copy of the syllabus for MATH 493/494 and have had the chance to discuss any matters in the document with the professor. Signing this document does not imply that I agree with everything in the syllabus, just that I have received/retrieved a copy of it from the professor or his website.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date