



# CHIPOLA COLLEGE

## COURSE SYLLABUS

Chipola's website: [www.chipola.edu](http://www.chipola.edu)

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**COURSE TITLE:**

Student Teaching in Mathematics Education

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**COURSE NUMBER:**

MAE 4945

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**COURSE DESCRIPTION (with prerequisites):**

This course requires a teacher candidate to demonstrate pre-professional competencies during a 15-week, full-time internship in a public school approved by the department. Contact hours: a minimum of 35 hours per week for 15 weeks. Prerequisites: completion of all program requirements. Corequisites: MAE 4943 or EDG 4936. 10 semester hours credit.

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**NAME(S) OF INSTRUCTORS:**

Dr. Rose Cavin  
Office: O109B  
Contact: 850.718.2325, [cavinr@chipola.edu](mailto:cavinr@chipola.edu)

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**EFFECTIVE ACADEMIC YEAR:**

2015-2016

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**REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:**

Since this is a field/clinical course, neither textbooks nor reading material will be required.

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**GRADING POLICY:**

The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

**A – 90 – 100**

**B – 80 – 89**

**C – 70 – 79**

**D – 60 – 69**

**F – 59 or less**

The Chipola Catalog provides policies and procedures regarding the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

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**ATTENDANCE AND WITHDRAWAL POLICIES:**

Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

#### **MAKE-UP POLICY:**

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Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

#### **ACADEMIC HONOR CODE POLICY:**

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Students are expected to uphold the Academic Honor Code. Chipola College's Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

#### **STUDENTS WITH DISABILITIES POLICY:**

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Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola's goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

#### **LIBRARY AND ON-LINE REFERENCE MATERIALS:**

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The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the *LINCCWeb* icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the "How to Use the Chipola Databases" on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

#### **TECHNOLOGY RESOURCES:**

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The college's learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student's responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The **Technology Center**, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

**FREE TUTORING RESOURCES:**

The Academic Center for Excellence (**ACE**) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

**ELECTRONIC DEVICE USAGE STATEMENT:**

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**

- E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.
- E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.
- E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of core content.
- E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.
- E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.
- E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

STUDENT LEARNING OUTCOMES FOR MAE 4945 The student will:	NGSSS/ NCTM Standards	FEAPs (Discipline Outcomes)	FL Competencies and Skills:		Assessment Activities
			Mathematics Education 6–12 or 5-9	Prof Ed	
Demonstrate professional and ethical conduct.		E-6, all indicators		6	Task 2.3.1- RU
Demonstrate knowledge of core concepts, including the subject area and professional education competencies.	Specific benchmarks based upon teaching	E-3, all indicators	Specific competencies based upon teaching	All standards	Task 2.3.1- RU

	assignments		assignment		
Deliver well-planned lessons that engage students.	Specific benchmarks based upon teaching assignments	E-1,E-3, 1.1, 1.2, 1.3,1.4, 1.5, 3.1, 3.4, 3.6, 3.7, 3.9, 3.10, 4.1, 4.2, 4.3	Specific competencies based upon teaching assignment	7.1, 7.4, 10	Task 2.3.1- RU, <b>Task 10.2.2 RU</b>
Use technology in planning, teaching and evaluating students	Specific benchmarks based upon teaching assignments	E-1. E-2, E-3, E-4, 1.1, 1.2, 1.3, 1.4, 3.4, 3.10, 4.1, 4.2, 4.3		12	Task 2.3.1- RU
Use a variety of instructional strategies and materials to actively engage students	Specific benchmarks based upon teaching assignments	E-1, E-3, 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 3.1, 3.4, 3.6, 3.7, 3.9, 3.10, 4.1, 4.2, 4.3		4, 5, 7.2, 7.3, 7.5, 8	Task 2.3.1- RU, <b>Task 10.2.2 RU</b>
Implement a variety of assessment and feedback strategies		E-1, E-4, 1.1, 1.2, 1.3, 1.4, 3.4, 3.10, 4.1, 4.2, 4.3 4.4, 4.5		1, 11.4	Task 2.3.1- RU
Maintain a student-centered learning environment using effective classroom management strategies		E-2, E-3 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.6, 3.7, 3.8,3.9, 3.10		2, 9	Task 2.3.1- RU Task 5.4.2- RU
Collaborate with the home, school and large community to support and improve student learning		E-2, E-4, E-5, 2.4,2.5,4.5, 5.3, 5.4		2, 11.1, 11.6, 11.7	Task 11.1.1 – RU
Self-evaluate for continuous professional development		E-2, E-5, E-6 2.4, 2.5,4.5, 5.3, 5.4		3	Task 2.3.1 – RU Task 11.1.1 – RU <b>Task 3.2.1 - RU</b>
<b>**Assessment Codes</b>					

<b>T</b> = Tests <b>Pre/Post</b> = Pre- and Post-Tests <b>OT</b> = Objective Tests <b>UT</b> = Unit Tests <b>Q</b> = Quizzes <b>F</b> = Final Examination <b>CF</b> = Cumulative Final <b>EX</b> = Departmental Exam <b>SE</b> = Nat'l or State Standardized Exam	<b>RPT</b> = Report/Presentation <b>SP</b> = Skills Performance <b>SD</b> = Skills Demonstration <b>W</b> = Writing Assignments <b>E</b> = Essays <b>DE</b> = Documented Essays <b>RP</b> = Research papers <b>J</b> = Jury <b>R</b> = Recital	<b>Proj.</b> = Projects <b>Exp.</b> = Experiments <b>Cap. Proj.</b> = Capstone Project <b>Cap. Course</b> = Capstone Course <b>Prac.</b> = Practicum <b>Intern.</b> = Internship <b>H</b> = Homework <b>PS</b> = Problem Solving <b>DB</b> = Discussion Board	<b>BO</b> = Behavioral Observation <b>Clin.</b> = Clinicals <b>CS</b> = Case Study <b>CP</b> = Case Plan <b>Port.</b> = Portfolio <b>Obs.</b> = Teacher Observation <b>Sk. Check</b> = Skills Check-off Curriculum Frameworks <b>JP</b> = Judged Performance/Exhibition
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### **MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:**

1. Arrive at school site promptly and stay beyond the school day to plan for upcoming instruction.
2. Be in attendance except in the case of emergency. If illness or a personal emergency makes it necessary to be absent, you must first call your cooperating teacher to notify him or her. Then call Dr. Rentz's office to leave a message.
3. Complete assigned projects in a timely manner to enable reflections and revisions of the final product.
4. Collaborate with peers and other professionals.

### **ASSIGNMENT AND/OR COURSE OUTLINE**

#### TASKS:

1. **Task 2.3.1 (1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.9, 3.10, 5.1, 5.4, 5.5, 6)** - Being able to critically reflect on your teaching is a skill you need to develop. Choose a class you will be teaching for almost the entire semester. The supervising teacher will complete your first observation in this class (videotaping may be substituted for live observation). With a mentor (your cooperating teacher or College supervising teacher) analyze your teaching. Together you will choose areas upon which to focus for improvement and design a plan to help you improve in those areas. Following this conference, you will reflect in your journal: a critique of the original lesson, the areas upon which you focused for improvement, a discussion of your successes and setbacks, and your plans for continued efforts. You will also analyze your second and third observations with your mentor and identify areas of improvements that you can make.
2. **Task 11.1.1 (2.4, 2.5, 4.5, 5.3, 5.4)**- The teacher develops and implements a plan to foster communication with parents/guardians through activities that might include an open house, parent conference, or any other appropriate parent/school function that meets outside of school hours.
3. **Task 5.4.2 (2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 3.8)** - The teacher plans a lesson for a class containing diverse students. The teacher is observed to determine effectiveness of instruction with a diverse student population. This observation targets sensitivity, equitable treatment, and planning for students from different backgrounds, cultures, and skill levels.
4. **Task 10.2.2 Plan Book.** This is a simple task that will allow you to document during an entire semester how you are able to plan on a continuous basis and are capable of changing as needed. You will develop a teacher plan book to

record your instructional activities. Make sure you indicate how you are gradually taking over responsibility in the classroom and when you are teaching full-time. Lesson plans should be ready at least two days in advance. Lesson plans should include differentiation of instructional activities, assessment and/or progress monitoring tools. The plan book will be checked periodically when supervisors are in your classroom (so it should be available and with you at all times) and turned in at the end of the semester.

5. **Task 3.2.1 Task Journal** - You need to keep a dated journal of your student teaching experiences. At least once per week (a minimum of 16 dated entries), you will reflect on your experiences, jot down ideas for what you wish to do in your classroom, engage in self-evaluation, and consider underlying assumptions you are making about content areas, teaching, schools, and students. The journal should help you formulate and refine your philosophy of education and must be visible and available at each observation to be checked. Therefore, it should reflect continued growth in the internship. This will be checked periodically when supervisors are in your classroom (so it should be available and with you at all times) and turned in at the end of the semester.

Students will be assigned two grades for this course. The secondary or middle cooperating teacher will assign one grade using the following criteria: 35%, attendance and punctuality at school site; 20%, knowledge of subject areas; 25%, completeness of lesson plans; 20%, classroom management skills. The college supervisor will assign the second grade based on: 45%, completion of assignments and Tasks; 20%, knowledge of subject areas; 35%, classroom management skills. The student's grade in this course will be the average of these two grades.

*\*Tasks must meet the criteria for "demonstrated" as determined by the scoring rubric to earn credit for this course. A task judged as "partially demonstrated" or "not demonstrated" may be resubmitted for the purpose of demonstrating the accomplished practice indicator. The original grade will be used when calculating the course average. Points will not be deducted or added for resubmission.*

***No grade will be given for the course until all tasks have been successfully demonstrated.***

### **Major Assignments and Other Requirements**

1. One day at the beginning of your student teaching experience you need to "shadow" a student during his or her full day of classes. Your goal is to develop a better understanding of a typical day in the life of a high school/middle school student. You will prepare a short report (3-4 pages, typed) in which you describe the student's schedule, analysis of cumulative folder (if possible), the nature of his or her classes, and discuss implications for you as a teacher of mathematics. This is NOT just a log of what happened on that day; Write about problems, communication, reasoning, and connections from the point of view of the student, then link them to what that means for you as a teacher. Include strategies or

suggestions for improvement after the shadowing. This report is your first assignment.

2. **Observations.** After an initial visit between you and your cooperating teacher, we will observe you teaching a minimum of 3 class periods for a traditional schedule and 2 class periods for a block schedule. Lesson plans (a planned worksheet will be acceptable) and journal entries will be checked at the observation. Observations will focus on teaching style, instructional strategies, assessment, planning and preparation, classroom management, use of technology, and use of materials. There will be a debriefing conference following each observation.
3. **Regular daily attendance.** If illness or a personal emergency makes it necessary to be absent, you must first call your cooperating teacher to notify him or her. Then call Dr. Rentz's office and leave a message.
4. Punctuality to school and seminars.
5. Keep a plan book of all of your lesson plans. This needs to be available at observations.
6. Provide your observer with a copy of your teaching schedule at each seminar.
7. Keep folder with documentation of communications with students, parents, colleagues, administrators, etc.
8. Turn in all assignments on time.
9. Complete all activities on the accompanying checklists.
10. Smile a lot and learn a lot!

See your Instructor First Day Handout for individual instructor assignment schedule.