



# CHIPOLA COLLEGE

## COURSE SYLLABUS

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

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**COURSE TITLE:**

Teaching Secondary School Mathematics Practicum

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**COURSE NUMBER:**

MAE 4941

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**COURSE DESCRIPTION (with prerequisites):**

This course is designed for students who are majoring in mathematics education and who will be obtaining teacher certification in grades 6-12 or 5-9. This practicum accompanies MAE 4330 and provides students with opportunities to present interactive curriculum projects to secondary school students in local area school districts. Students spend a minimum of 30 school-based hours in the secondary school classroom. Project presentations will be coordinated with in-service secondary school teachers and their curriculum schedules and needs. This course addresses specific state-adopted standards, subject matter competencies, pedagogy pertinent to the discipline and required for certification. Corequisite: MAE 4330 or consent of the Education Department. 1 semester hour credit.

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**NAME(S) OF INSTRUCTORS:**

Dr. Rose Cavin  
850.718-2325  
cavinr@chipola.edu

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**EFFECTIVE ACADEMIC YEAR:**

2016-2017

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**REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:**

State-Adopted Standards document  
Textbook from 9–12 school site

**Required:** LiveText student membership, Field Experience Edition,  
ISBN: 9780979663567

Appropriate dress for field experience: black slacks and School of Education polo  
(Polos are available in the campus bookstore.)

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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.

#### **ATTENDANCE AND WITHDRAWAL POLICIES:**

Chipola College expects regular attendance of all students, and all instructors record attendance daily. 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:**

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

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

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:**

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.

#### **NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:**

Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Karan Davis, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183A, 850-718-2205, [davisk@chipola.edu](mailto:davisk@chipola.edu).

### **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:**

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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:**

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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:**

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- 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.

<b>LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS</b>					
<b>STUDENT LEARNING OUTCOMES FOR MAE 4941</b> The student will:	<b>State-Adopted/ NCTM Standards</b>	<b>FEAPs (Discipline Outcomes)</b>	<b>FL Competencies and Skills:</b>		<b>Assessment Activities</b>
			<b>Mathematics 6 - 12</b>	<b>Prof Ed</b>	
Draw upon knowledge of the <b>Professional Competencies/ Educator Accomplished Practices, State-Adopted Standards, and the Florida Code of Ethics</b> for the activities at the 9 – 12 practicum site.	Selected standards based upon practicum assignment.	E-1, E-2, E-3, E-4, E-6	Selected indicators for competencies based upon practicum assignment.	Multiple standards	Teaching – lesson plans & SD Task 4.1_2.1 - RU
Plan and teach grade appropriate lessons to students in grades 9 – 12.	Selected standards based upon teaching assignment (documented as part of the lesson plans.)	E-1, E-3, E-4	Selected indicators for competencies based upon practicum assignment.	2.4, 2.5, 3.5, 3.6, 3.7, 3.8, 3.9, 5.3, 6.1	Teaching lesson plans & SD Task 4.1_2.1 - RU
Use strategies for effective classroom management		E-3		2.2, 3.1, 2.3, 3.6	Teaching– lesson plans & SD
Use effective feedback strategies to improve student learning in mathematics		E-3		4.3	Teaching assignment lesson plans & SD
Evaluate student progress in mathematics by effective use of questioning, observation, and appropriate test construction.		E-3		1.1, 1.2, 1.3, 1.6, 1.7, 1.8, 1.9, 3.3, 4.1, 4.2, 4.3	Teaching – lesson plans & SD Task 4.1_2.1 - RU
Demonstrate proficiency in planning, teaching and assessing mathematics lessons that accommodate diverse learners and limited English proficient students (LEP),		E-1, E-2, E-3, E-4		7.4	Teaching– lesson plans & SD

<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

### **MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:**

1. Work with your instructor to identify a practicum site during the first two weeks of class.
2. Meet the teacher of your 9 – 12 practicum class(es) to set up a specific time to attend each week. Obtain the e-mail of your teacher. Notify your teacher of any changes to this schedule.
3. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
4. Seek opportunities to practice teaching skills through tutoring and substituting in K – 12 schools.
5. Collaborate with peers and other professionals.

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

**Students MUST wear black slacks and a School of Education polo to all PK-12 campuses. The shirts are available at the campus bookstore for student purchase.**

#### **Course Evaluation Criteria:**

- Observation Log (50%)
- Tasks (50%)\*

Your final grade will be based upon the college grading scale.

*\*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” must be resubmitted for the purpose of demonstrating the accomplished practices. 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.**

Students enrolled in MAE 4941 will be required to complete following:

#### **A. Task 4.1\_2.1 (1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.4, 3.6, 3.7, 3.10, 4.2, 5.3, 6.5)**

The teacher candidate develops a unit of a minimum of five lesson plans that address appropriate Mathematics content for a unit of study in the secondary mathematics classroom. The lesson plans must facilitate students' use of critical and creative thinking skills, make use of

appropriate technology, must be sequenced to ensure coherence and required prior knowledge, and lead toward student mastery of selected objectives. Each lesson plan must include at least three higher order questions classified according to Bloom's Taxonomy of Cognitive Skills and must address appropriate state adopted standards. The teacher candidate will administer a pretest, teach the unit, and administer a posttest. The teacher candidate will write an analysis using data from the class on his/her impact on student learning.

The product consists of a copy of the pretest, the lesson plan(s) complete with copies of all supporting materials, a copy of the posttest, an overall analysis of class learning gains, and two in-depth analyses of the learning gains for each of two specific students (one in which the student performed as expected and one in which he/she did not). Documentation for the two specific students must contain samples of the student's work, their assessment instruments, explanation of learning gains, and suggested remediation needs.

## **B. Observation Log**

Each student will keep a daily log and journal of the practicum experience. For non-teaching days, each entry must contain specific notes of the day's events. On the days that you teach, each daily log must briefly describe the lesson presentation, the impact on student learning, any unexpected events that occurred, any obstacles to student learning, and a reflection on what modifications would be needed should the lesson be presented again. At the end of the teaching week, the log should contain an additional entry used to discuss the most memorable occurrence of the week. This could be something that happened in your classroom, outside the classroom but on the school's campus, or any other significant experience. .

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