Math 4095

Practicum for Secondary Mathematics Teachers

Spring 2018, MTWHF 7:30-9:15 a.m., March 5-9; March 12-16; April 2-6

At various cooperating local middle and high schools

Instructor: Amanda Cangelosi cangelosi@math.utah.edu

Office Hours: JWB 217, Mon & Fri 1:30-2:30, Tues 12:30-1:30, or by appointment

Course webpage via Canvas: utah.instructure.com

About this course:

Math 4095 is co-requisite with Math 4090. This course offers you an opportunity to put strategies learned in Math 4090 into practice. For three specific weeks during the semester, Math 4095 will be held in lieu of Math 4090, during which time all students and the instructor visit a cooperating local school to observe students, plan lessons, conduct demo lessons, and debrief. This course depends upon a solid relationship between the University of Utah and local school districts. The university is grateful for the opportunity to reside in schools and classrooms as organized professional guests to learn the trade of teaching mathematics. Math 4095 students will correspond with in-service teachers to prepare demo lessons, serve as classroom aides as appropriate, and observe secondary students (pre-service teachers will not be asked to reflect upon strategies of professional in-service teachers). Completion of a background check is required for participation in Math 4095.

Assessment:

- **Student Observations (25%)**
  You will observe students (e.g., general behavior; nature of on- and off-task behaviors; relationships with mathematics; approaches to problem solving; power dynamics) in three different local schools and write descriptive summaries and analyses. These will be submitted via Canvas.

- **Demo Lessons (25%)**
  In collaboration with your assigned cooperating teachers at three different schools, you will plan a demo lesson and implement it. Your grade will be based upon both the quality of the lesson plan and the effectiveness of its implementation.

- **Partner Demo Lesson Observations (20%)**
  While your assigned partner is conducting their demo lesson, you observe students as described above. You will communicate your observations and analyses to your partner both verbally and in writing.

- **All-Group Debrief Discussions and Written Reflections (15%)**
  Each day, our class will meet for an all-group discussion regarding the day’s experience. You will submit daily reflections of the discussions via Canvas.

- **Attendance, Engagement, Punctuality, Professionalism (15%)**
  This course is a professional development opportunity (i.e., vocational training). Because we are being offered the gift of actual local schools' précieuse time and space—and because we are guests in a professional setting—your attendance, engagement, punctuality, and professionalism (including attire) are a crucial part in defining this class. This course is an opportunity to practice professional interactions with in-service teachers, math coaches, and secondary students; your use of assertive, non-judgmental communication with students, cooperating teachers, and colleagues is expected, in addition to your competency in lesson design and delivery. Furthermore, your conscious attempt to support equitable learning environments and maintain an assets-orientation are mandatory.

1exact times may vary according to school schedules
Expected Grade Breakdown by Percent:
A (100-93); A- (92-90); B+ (89-87); B (86-83); B- (82-80); C+ (79-77); C (76-73); C- (72-70); D+ (69-67); D (66-63); D- (62-60); E (59-0).

Relevant Entertainment: How is this conducive and unconducive to an effective classroom?

[Image of a cartoon featuring a class with the title "Ms. Frizzle, how do batteries work? To the bus!"]

ADA Statement:
The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, cognitive, systemic, learning, and psychiatric disabilities. The student needs to have such a disability approved by the Disability Service Office (162 Union, 581-5020) in order to have the accommodations provided. The instructors need to be informed about such a disability and approved accommodations at the beginning of the semester.

Disclaimer: The instructor reserves the right to modify this syllabus to better suit class needs at any time during this semester. Any changes that are made will be immediately communicated during class and via Canvas.

\(^2\)subject to change should there be natural breaks/clusters in score distributions