MATH 4095

Practicum for Secondary Mathematics Teachers

Spring 2019, MWF 7:30-9:00 (Section 001); MWF 9:00-10:30 (Section 002)\(^1\) a.m. In fact, this year it looks like we may be able to make 8:00-9:30 a possible time slot., March 4,6,8; March 18,20,22; April 1,3,5; April 8,10, 12.

At various cooperating local middle and high schools

Instructor: Amanda Cangelosi cangelosi@math.utah.edu (note the missing i)

Office Hours: JWB 217, 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 four specific weeks during the semester, Math 4095 will be held on the Math 4090 “off days”, 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 aids 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 each of your assigned cooperating teachers at three different schools, you will plan a demo lesson and implement it (three lessons total). Your grade will be based upon both the quality of each 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’ precious 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

\(^1\)exact times may vary according to school schedules
competency in lesson design and delivery. Furthermore, your conscious attempt to support equitable learning environments and maintain an assets-orientation are mandatory.

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?

Student Responsibilities: All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. You have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, collusion, fraud, theft, etc. Students should read the Code carefully and know you are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veterans status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Wellness Statement: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Student Names and Personal Pronouns: Class rosters are provided to the instructor with the students legal name as well as Preferred first name (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your U-ID...
card, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bppeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

Classroom Social Equity: I strive to be ethical, kind, fair, inclusive and respectful in my classroom and expect students to behave likewise. In this regard, I have these requests of students:

1. Please do tell me, discreetly, if you have any sort of anxiety disorder, TBI, PTSD, C-PTSD, or any other challenge that would cause psychological harm to you by me calling on you in class. I want students to feel a little uncomfortable and stretched during class, while working on problems as a large group, but I definitely don't want to cause any human being harm. So, please discreetly tell me if that is the case for you and I will confidentially accommodate your request.

2. If your preferred name is different than your legal first name (the preferred name you chose does indeed show up in CIS on my roll sheet, but not yet in Canvas), please log into Canvas and go to Account (on far left) → Settings and change your Display Name to be the name you prefer to be addressed by. This will help me greatly to know students’ names, and to address you correctly when responding to Canvas quiz comments.

3. If there is ever a time that you feel this course or the curriculum is not equitable, please email me or meet with me to discuss your concerns so I have a chance to address that.

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.