EDU 41X Field Experiences in Mathematics

Spring 2008
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Instructor’s office hours: to be arranged with the instructor

Course Description
This course meets in conjunction with the students’ field experiences in local middle school and secondary classrooms. The goal of this seminar is to help the students reflect on: (1) the pedagogical and mathematical issues raised in their observations of teachers and students; (2) their interactions with students; (3) their obligations and responsibilities as educators; and (4) their own strengths and weaknesses as beginning educators.

More specifically, the course aims at enabling students to:
1. Become systematic in the reflection of their practice and observation of students.
2. Access resources at the school, district, university, and national levels to facilitate their planning and teaching.
3. Become aware of the diversity of learners and learning environments.

Philosophy Informing the Course

This seminar is intended to focus students on their experiences as observers and occasionally as instructors in local mathematics classrooms. The goal is to provide an experience that allows for observations in a variety of classrooms as well as for a more focused stay in one classroom. Consequently, each student is expected to visit their cooperating teacher’s classroom three days a week and a different classroom on Wednesdays, as assigned by the university supervisors.

Students are expected to use the Warner School theoretical framework and methods course readings to guide their observations and conduct in the classroom. The principles and proficiencies that will be stressed by the seminar instructor and university supervisors are given below. These principles and proficiencies reflect an emphasis on constructivist learning principles and on embracing diversity as a strength.

Course Requirements

Class Participation
Students must attend each class and participate in the discussions.

Teaching Portfolio Progress
Students must show weekly evidence of progress towards completion of their teaching portfolio, with proficiencies identified each week by the university supervisors and instructor.

Satisfactory student teaching evaluations
Students must satisfactorily complete their student teaching experiences. The requirements for the student teaching experiences are indicated in the Student Teaching Handbook and the Letter of Expectations to which the student teacher and cooperating teacher agree. The template for the
Letter of Expectations will be provided by the university instructor and will serve as an outline of the requirements necessary for a satisfactory student teaching experience.

**Standards addressed in this course**

1.1. Candidates are familiar with the principles and concepts delineated in professional, New York State, and Warner Teaching and Curriculum standards, and their implications for curricular and instructional decisions. (K)

1.2. Candidates are able to create learning experiences that make the subject matter meaningful and relevant for all students. (S)

2.3 Candidates are able to provide learning experiences that take into consideration the students’ developmental level and draw on the strengths and resources available in students’ prior experiences, as well as the school, family, and community contexts in which they live. (S)

3.2 Candidates are committed to high moral and ethical standards and respect and value their students’ differences in contexts and approaches to learning. (D)

3.3 Candidates are familiar with some of the cultural, linguistic and learning differences and disabilities their students may present and their implications for the classroom. (K)

4.1. Candidates are familiar with a wide array of instructional strategies consistent with professional, NYS and WS program standards, and understand their potential uses, values and limitations for achieving specific learning goals. (K)

5.1. Candidates understand what may encourage or hinder student’s motivation and engagement in learning, based on an analysis of research and practice. (K)

7.2 Candidates are able to implement lessons according to a well-defined and high quality plan. (S)

**Course Evaluation**

50% of students’ final evaluation will be based on the evaluation of the seminar instructor and university supervisor regarding their field placement. 34% of their final evaluation will relate to their participation in the weekly class meetings; 16% of the evaluation will be based on the frequency and quality of the journals.

- **Class participation:** 34 points
- **Teaching portfolios:** 16 points (percentage of assigned proficiencies adequately completed)
- **Field placement evaluation:** 50 points

**Grading scheme:**

- **A:** 96-100; **A-:** 91-95; **B+:** 88-90; **B:** 84-87; **B-:** 81-83; **C:** 71-80; **F:** ≤70

**Tentative class agendas and related assignments**

**Reading list**