

*Be the change you wish to see in the world – Gandhi  
in the learning of mathematics  
in the teaching of mathematics*

**Operating Principles**

Be present and open  
Actively listen to self and others  
Suspend judgment and certainty  
Reflect  
Make time to eating and exercise

**CUI 465D COURSE SYLLABUS**

This Syllabus is aligned with the National Council of Teachers of Mathematics  
Professional Standards for Teaching Mathematics (NCTM, 1991)

**Course Prefix and Number: CUI 465D:01**

**Course Title: Student Teaching and Seminar in Mathematics**

**Credits: 12 SH                      Time: M 4:15-5:30    FERG 325**

**Course prerequisites:** Completion of CUI 557 – Secondary Mathematics methods

**For who planned:** Licensure Students in Secondary Mathematics

**Instructor Information:**

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**Course Purpose/Catalog Description:** Supervised student teaching in senior high school under direction of University supervisor. Observation, participation, and appropriate classroom teaching experience on a full-time teaching assignment for a full semester with weekly seminar.

**Teachers Academy conceptual framework mission statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individuals as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

**Seminar Goals and/or Objectives/Student Learning Outcomes:** The student teaching provides you with a full-time teaching internship. You will learn from your cooperating teacher, integrate your subject matter content knowledge, integrate your pedagogical content knowledge, and integrate your curricular knowledge to develop your personal knowledge of mathematics teaching, yet anchored in the mathematics education community of practice. The seminar provides you with a specific time and place to question, to discuss, and to process your experiences while student teaching. Current issues, trends, and concerns will be addressed. **Attendance is required.**

**Evaluation Methods and Guidelines for Assessment:**

**The student teaching experience will count for 90% (10.8 SH) of the course grade. The seminar will count for 10% (1.2 SH) of the course grade.**

**I. The students teaching will be distributed among the following activities. Your cooperating teacher's assessment and evaluation will account for a third of the 90%. I will ask your cooperating teacher to provide periodic feedback on your performance (within the phases and at the end of the phases). Evaluations of lessons that I observe will account for another third. Part of the observation will be done via video. You will videotape one lesson that you teach (see the seminar section of this syllabus for details). The final third of the 90% of your grade for the semester will come from the activities on professionalism, disposition, critical performances, midterm and final reflections, and caring components of your student teaching. Think of the final third as your score from TASKSTREAM.**

**OSTE [30%]**

**University Supervisor [30%]**

**TASKSTREAM [30%]**

**Your Student Information:** Design an activity to collect students' information (See attached sample). Archive your students' information in a folder. I will look at them when I visit with you. You will provide me with a blank copy of the form you use to collect the information. **Due at our second seminar meeting.**

**Parent/Guardian/Home Relations:** Send an introduction letter to your students' parents/guardians. This letter should also include a consent line for videotaping lessons for your University Student Teaching clinical. The letter you send home should request parents/guardians to acknowledge receipt of the letter. Archive these in a folder. I will look at them when I visit with you. You will provide me with a copy of the letter you send home. **Due at our second seminar meeting.**

**Your Information Sheet:** Complete your information sheet. This must be typed and the information should be accurate. **Due at our second seminar meeting.**

**Student Teaching Proposal:** This is the contract between you and your cooperating teacher. It represents your responsibilities for the semester. Arrange time with your cooperating teacher to itemize your responsibilities by the end of the first week (Jan 13, 2006). Type up your agreements and give a copy to your cooperating teacher to review and sign. **Due at our first 3-way conference meeting.**

**Phases of Student Teaching:** Complete all four phases. *Read the letter of the phases carefully and complete all requirements.* Have your cooperating teacher [OSTE] evaluate your performance for each of the phases. Turn in your cooperating teacher's evaluation on time. Post your reflection for each of the four phases on blackboard in a timely manner. The reflection of the last week of each of the four phases should be a *retroreflective* of that phase.

**Department/Faculty Meeting:** Provide one formal report on a department meeting and one formal report on a faculty meeting. **Submit your report at the seminar meeting following the meetings.**

**Open House:** Provide a formal report on your open house. How many parents/guardians attended? What did you discuss with the parents? Describe activities you used to engage parents. Appraise the whole Open House experience. **Submit your analysis at the seminar meeting following the Open House.**

**Log of Parent/Home Communications:** Keep a log of *who, when, how* and *what* information of your home contacts. Use your schools' log format or use the attached format. The log should be typed and accurate. **You will submit a copy on April 24.**

**Critical Performance:** **The critical performance is your showcase event. No excuses. You must make everything happen. See rubric on TASKSTREAM.**

**Videotape self-reflections:** You will submit a videotape, lesson plan and self-evaluation set during Phase 3 of your student teaching. [NCTM, 1991: Professional Standards for Teaching Mathematics]

TASKSTREAM Portfolio [NCATE; NCTM; ISTE/NETS]

## **II. The seminar will be distributed among the following activities:**

**Weekly Journals:** Submit via Observation Forums in Blackboard weekly due Friday after school. The posts should present an brief yet informative account of the week's activities (content topics, descriptions of major examples you used in your pedagogy, major questions you explored with your students, assessment tasks (tests, quizzes, exams, homework, projects, journals, observations, conferences with students, etc), etc. The weekly journals should also include your perspective on how things are going, concerns that arise, and ideas for changes. [NCTM, 1991: Professional Standards for Teaching Mathematics]

The journal should adhere to the format as discussed in class and attached to this syllabus. Construct your weekly journal using a word-processor; check spelling and grammar before posting your journal entry onto the forum. The journal entry should be a minimum of one page and a maximum of two pages. Save your journal entry with your identifiers. For example, I will use **FiWk2Reflection** to tag my reflection on week 2.

**Participation:** Bring one issue/topic/idea to share with your colleagues at each of the seminar meeting. Issues/topics/ideas should reflect the content of mathematics, teaching and learning mathematics, student dimensions that impinge on maintaining and executing a conducive learning environment. The seminar is not intended to be a negative experience. We will work to solve pedagogical problems. As such, we will minimize griping and complaints, but rather work to find solutions to issues about learning and teaching.

**Showing Up:** Participation is predicated on showing up, both on-line and in class (both at UNCG and at your teaching site). You have till **Friday 11:59 P.M.** to post your weekly journals.

**Short Written Assignments:** Three 1-2 pages on Classroom Management, Lesson Plans, and Meeting the Needs of all Learners. [NCTM, 1991: Professional Standards for Teaching Mathematics]

### **Required Materials/Ingredients**

- (1) Hard Work
- (2) Dedication
- (3) Compassion
- (4) Open Mind
- (5) Willingness to Learn and Grow
- (6) Responsibility and not a Blame Game
- (7) Teacher Plan Book

### General Topics to be Addressed:

*Classroom management	Questioning	Motivation
*Lesson Plans	Discourse	Equity issues
*Meeting the needs of all learners	Homework	Interviewing
Assessment	Learning styles	Professionalism
Curriculum	Teaching styles	School policies
Non-verbal communication	Math technology	Current Issues

We will address those issues marked with an asterisk (\*) in written assignments. Think of the rest of the list as possibilities, with choices depending on time and interest of our group. Other topics of special interest to the group may be added/substituted as time permits. Please feel free to bring and share items of interest. This is *your* seminar!

### TENTATIVE OUTLINE

Week 1: Introduction/Overview/Goals/Sharing of Teaching Load/Management Policies

**Set up 3-Way Conference**

Week 2: No Seminar Class (MLK Day)

**Begin Management Paper**

**Due: 3-Way conference [Not available R afternoon]**

Week 3: Teaching with Technology & TASKSTREAM

**TI-84 Plus, etc.**

**Set Up first f2f observation**

Week 4: No Seminar: Career Day: Jan 30, 2006

Week 5: Meeting the Needs of All Students

**Due: First f2f observation [not available T afternoon]**

We will discuss mathematics for all and the civil rights implications of mathematics.

<http://www.algebra.org/>

<http://www.mathematicallycorrect.com/>

<http://www.mathematicallysane.com>

<http://www.google.com> Search → equity achievement gap in mathematics

**Management Paper Due Today (Online)**

*First set of Lesson Video should have been done by now (will serve as a practice for your archival lesson)*

**Begin Meeting the Needs of All Students paper**

Week 6: Assessing student Learning

Bring a sample of student work (contrasting ones) to analyze

Week 7: Assessing student learning

Talk with your cooperating teacher about any standardized assessments that you should be aware of in mathematics (such as EOC, EOG, AP, SAT/ACT, School-wide, county-wide). Find out where you can learn more about them, and be prepared to explain what you have learned to other seminar participants.

<http://www.ncpublicschools.org>

<http://www.gcsnc.com/instruction/assessment.htm> [Guilford County Schools w/ links]

<http://www.asheboro.k12.nc.us/> [Asheboro City Schools]

**Due: Meeting the Needs of all Students Paper.**

**Schedule a second f2f observation**

Week 8: Midterm Conferences with Student Teacher [Teacher Candidate], University Supervisor, and Cooperating Teacher [OSTE] – to be scheduled individually. *Student teacher [Teacher Candidate] has the charge of setting this up.*

**Due: Second f2f Observation [Not available T afternoon]**

Week 9: UNCG Spring Break: No Seminar Class

There is no seminar, but you must follow your districts schedule for the week. You are expected to observe the Spring Break of the school district of your placement.

*Second set of Lesson Video should have been done by now (will serve as a second practice for your archival lesson)*

**Set Up Third f2f Observation**

Week 10: Lesson Planning

Begin Lesson Planning Paper

**Due: Third f2f Observation [Not available T/R Afternoons]**

Week 11: Learning Styles

<http://www.d.umn.edu/student/loon/acad/strat/lrnsty.html>

<http://www.nwlink.com/~donclark/hrd/learning/styles.html#jung>

Arrange for Video taping of Archival Lesson – Critical Performance

**Set Up Fourth f2f Observation**

Week 12: Learning Environment

Conducive

Participatory

All voices are heard and respected

Truth is based on reasoning and not just on authority

Diversity is appreciated

Multiplicity of views are integrated into problem solving

Learning focused

Problem solving focused

Multiplicity of Centers – Mathematics/Students/Teacher/Society

Students' mistakes are used as learning sites

Mathematical residues

**Due: Lesson Planning Paper**

**Due: Video tape of Archival Lesson [Will serve as Fifth Observation]**

Week 13: Instructional Strategies

Lecture

Inquiry

Mixture of lecture and inquiry

Guided reinvention or guided discovery

Scaffolding

Hands-on

Integration of technology

**Due: Fourth f2f Observation [Not available T afternoon]**

Week 14: No Seminar: Guilford County School's Spring Break  
Complete TASKSTREAM portfolio

Week 15: No Seminar: Asheboro City Schools Spring Break  
Complete TASKSTREAM Portfolio

Week 16: No Seminar

*Visitation and observation of peers' classrooms*

TASKSTREAM Evaluation

Week 17: Final Exam Week

Final Seminar Class

Final Three-Way Conference

STUDENT TEACHING SEMINAR: SECONDARY MATHEMATICS  
 CUI465D SPRING 2006  
**INFORMATION SHEET**

NAME E-MAIL ADDRESS: [INCLUDE NON-UNCG ADDRESSES]

MAILING ADDRESS:

LOCAL PHONE NUMBERS:

BEST TIME TO CALL THESE NUMBERS:

PERMANENT ADDRESS:

EMMERGENCY CONTACT INFORMATION: ADDRESS, EMAIL, TELEPHONE

PERMANENT TELEPHONE NUMBER:

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SCHOOL ASSIGNMENT:

SCHOOL ADDRESS:

SCHOOL TELEPHONE NUMBER:

MATHEMATICS DEPARTMENT EXTENSION:

PRINCIPAL:

PRINCIPAL'S EMIAL AND TELEPHONE NUMBER:

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COOPERATING TEACHER(S)/OSTE:

ROOM NUMBER(S):

E-MAIL ADDRESSES:

SCHEDULE OF CLASSES: GIVE COURSE AND LOCATION

	P1 (time)	P2 (time)	P3 (time)	P4 (time)	P5 (time)	P6 (time)	P7 (time)	P8 (time)
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

SPRING BREAK SCHEDULE: TELL ME WHEN YOUR SCHOOL WILL BE ON SPRING BREAK

YOU MUST ATTEND ALL SCHOOL FUNCTIONS THAT YOUR COOPERATING TEACHER [OSTE] IS EXPECTED TO ATTEND.

**Lesson Plans: You will submit lesson plans for each of the lessons you invite me to observe. Get the lesson plan and the pre-observation form to me at least 3 DAYS before you teach the lesson. We also need to complete a pre-observation conference (you and I) before you teach the lessons you invite me to observe. The pre-observation conference can happen over the phone and email as well. However, you will gain the most in a face-to-face pre-observation conference.**

PHASE 1: For the first two weeks you will be expected to acquaint yourself with the school policies (including safety drills), class policies (attendance, homework, testing, calculator use, participation, student behavior, materials, notebook, etc), grading policies (including reporting times), parent-school communication protocols (including parents' contact information – email is a must, if they have access), the administration, mathematics department, names of students, student needs (IEP, 504, health issues, etc), available resources (mathematics software, copying, instructional management system, grading software). You should also have graded some homework, corrected homework, and worked with individual students at the end of the first two weeks. Send a letter home to parents introducing you as the student teacher. In the letter, indicate your responsibilities for the semester, and ask parents for their permission to videotape lessons this semester for your professional development.

Name of Cooperating Teacher [OSTE]:

Signed:

Date:

My signature attests to the fact that \_\_\_\_\_ has availed himself/herself of the information and skills of Phase 1.

Comments:

PHASE 2: For the **next three weeks**, you should gradually assume responsibility of students and the mathematics. You should jointly plan with your cooperating teacher, co-teach with your cooperating teacher, enforce rules of the school and the class, grade tests, assign grades, and email updates home to parents. Your cooperating teacher should gradually withdraw into the background and direct students' concerns to you. That is, students should be made aware that you would be taking over at the end of Phase 2. And they should therefore, come to you with their concerns. The cooperating teacher will strategically leave you solo by yourself in the classroom for a lesson at a time to build your confidence. However, your cooperating teacher should be accessible should you absolutely need him/her. **Videotape a lesson before the end of this phase [for practice purposes]**. I should observe one lesson during this phase.

Name of Cooperating Teacher:

Signed:

Date:

My signature attests to the fact that \_\_\_\_\_ has successfully completed Phase 2 of his/her student teaching.

Comments:

Student Teacher's strengths:

Areas that need tweaking/improvement

Areas of serious concern:

PHASE 3: **Eight weeks** of full control of your cooperating teacher's full load. Hopefully, you have been conscientious and diligent in the past five weeks to make a smooth transition to the full phase of your student teaching. I need to observe you four times (3 f2f and one video) in phase 3. I will like to integrate a three-way midterm conference with my first visit in this phase. **Videotape the archival lesson during this phase.**

Name of Teacher:

Signed:

Date:

My signature attests to the fact that \_\_\_\_\_ has successfully completed Phase 3 of his/her student teaching.

Comments:

Student Teacher's strengths:

Areas that need tweaking/improvement

Areas of serious concern:

PHASE 4: **Last two weeks** of your student teaching. You will gradually handover the classes back to your cooperating teacher. You will use the freed up time to observe other mathematics teachers and one non-mathematics teacher. Send a letter of appreciation to the Administrators, mathematics department, parents and others for the opportunity afforded you to experience and participate in the education enterprise from the vantage point of a teacher. Attach copies of the letters for your university records.

We will use one of the last two weeks to observe each other's teaching. We will spend a day at each school observing each other and other teachers. You have the responsibility to plan with your cooperating teacher and your mathematics department to make this happen.

You, your cooperating teacher, and I will have a final three-way conference to compare notes and assess your performance. Plan with your cooperating teacher for ample time for this final conference. Remember that your cooperating teacher has absolute 30% of your grade and he/she will influence what you receive on lesson observations, disposition, and critical performances.

Name of Teacher:

Signed:

Date:

My signature attests to the fact that \_\_\_\_\_ has successfully completed Phase 4 of his/her student teaching.

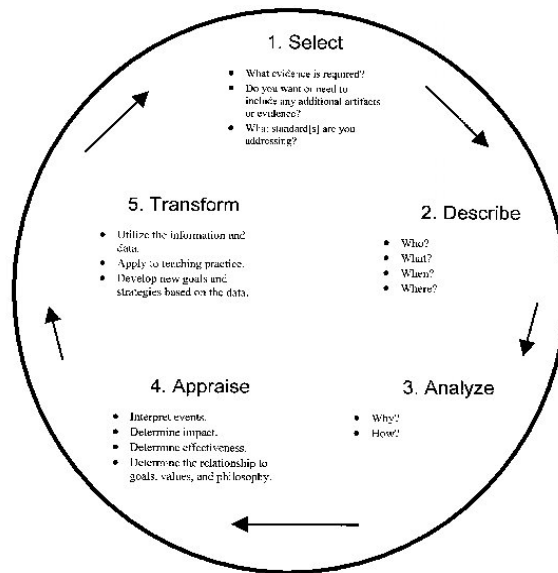
Comments:

Student Teacher's strengths:

Areas that need tweaking/improvement

Areas of serious concern:

## NCDPI Reflection Cycle



### The Reflection Cycle

#### Select:

Identify the artifact (use reference citation, name, or code)

#### Describe:

What are the main points of the assigned reading?

What claims, theories, examples, conclusions, and questions are posed?

#### Analyze:

Why is this important?

How is *learning mathematics and teaching mathematics with understanding and sense making* implicated?

#### Appraise:

In the previous three steps, you have described and analyzed an assigned reading. The actual self-assessment occurs at this stage as you interpret the reading and evaluate its appropriateness and impact, relative to your educational experience and educational interests. What shocked you? What made you question your prior conceptions?

#### Transform:

This step holds the greatest opportunity for growth as you use the insights gained from reflection in improving and transforming your practice. How will you use the information to inform your practice or theoretical position?

**GRADING: YOU HAVE 4 PERMITTED ABSENCES FOR WHATEVER REASON. ANYMORE THAN THAT WILL RESULT IN A FAILURE.**

- A:** Completes all requirements on-time and in good quality  
Student teacher is self-motivated, proactive  
Lesson plans and reflections are turned in on time, typed, and are coherent  
Student teacher uses different instructional strategies  
Manages classroom to effect learning  
Meets the needs of students  
Student teacher is collegial and exhibits professionalism  
Receives A from OSTE and University Supervisor  
**Completes TASKSTREAM by the deadline (see syllabus)**
- B:** Misses more than **two deadlines** (lesson plans, reflections, videotapes, observations, pre-observation conferences, cannot manage classroom, humiliates students, does not use different instructional strategies, etc.)
- C:** Chronic irresponsibility (tardiness to school, unprofessional behavior, unpreparedness (content-wise, materials, lesson plans, etc.), does not use appropriate language, but still shows potential for professional growth as a mathematics teacher, etc.)
- D/F:** Unacceptable performance (more than two absences from student teaching, without your cooperating teacher and college supervisor approving of your absence before hand, multiple/repeated mathematical mistakes due to unpreparedness or lack of understanding, unwillingness to modify behavior and grow, and heed advice).

**Responsibilities:** Your responsibilities (and smile!) are spelled out in the Teachers Academy HANDBOOK.

<http://www.uncg.edu/soe>