

**The University of Southern Mississippi
College of Science and Technology
Department of Mathematics**

**Student Teaching in Mathematics I, II
MAT 489,490
Spring 2006**

PROFESSOR OF RECORD: Mary Peters

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APPOINTMENTS: Call me at home (601-271-7313) in order to set up an appointment. Always feel free to call if you have questions or concerns. The Math Department FAX number is 601-255-5818.

SUPPORTING FACULTY FOR COURSE: Lida G. McDowell
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601-266-5784

COURSE PREREQUISITE(S): All course work for the B.S. in Mathematics (with Licensure) listed on the departmental advisement sheet.

NUMBER OF HOURS OF COURSE: 14 (7 per experience)

NATURE OF COURSE: Required Non-required

NATURE OF STUDENTS: Graduate Undergraduate

FORMAT OF COURSE: Field experience with professional development seminars at beginning, midterm, and end of course.

COURSE DESCRIPTION/OVERVIEW: MAT 489/490 consists of two seven-hour student teaching courses required of candidates for Mathematics 7-12 licensure. One course involves an eight-week field experience in a junior high or middle school; the other involves an eight-week field experience in a high school. Both courses provide extensive opportunities to develop strengths, skills, competencies, and "hands-on" teaching experiences in diverse school settings. The final stage of undergraduate teacher training, this internship enables students to bridge the gap between theory and practice by immersing them in the day-to-day workings of secondary classrooms.

CATALOG DESCRIPTION OF COURSE:

489. "Student Teaching in Mathematics I. 7 hrs."

490. "Student Teaching in Mathematics II. 7 hrs."

COURSE GENERALLY SCHEDULED/OFFERED: Fall and Spring semesters only

Relationship of this course to the curriculum/program sequence: MAT 489/490 is the capstone experience of the Mathematics with Licensure program. It is the final requirement for licensure in Mathematics 7 – 12.

REQUIRED TEXT: USM Teacher Candidacy (Student Teaching) Handbook 2005-2006

OPTIONAL/ SUPPLEMENTARY TEXT: See additional references, websites.

CONCEPTUAL FRAMEWORK ADDRESSED IN COURSE: In these courses you will be offered opportunities to develop confidence in your ability to teach mathematics on the secondary level. These courses will assist you in *freeing the power of the individual* (yourself) to transform lives, to inspire, to inform, and to empower a community of learners.

COURSE OBJECTIVE(S): As a result of successfully completing MAT 489 and MAT 490, the teacher candidate will:

1. Participate in two, eight-week placements of full-time student teaching in rural and/or urban school districts representative of Mississippi's demographics.
2. Complete teacher candidacy in a middle school or junior high setting for eight weeks and in a high school setting for eight weeks.
3. Complete all student teaching requirements prescribed by the departmental, state and university programs.
4. Successfully develop Teacher Candidate Assessment Tool (TCAT) portfolios (one per experience) which incorporate the Mississippi Curriculum Framework competencies and benchmarks as well as the National Council of Teachers of Mathematics standards for teacher preparation.
5. Demonstrate ethical behavior, professionalism and appropriate dispositions for secondary level mathematics teachers as required by the USM Teacher Candidate Assessment Tool(TCAT) and other evaluative instruments.
6. Engage regularly in self-evaluative and reflective processes, including a weekly reflective journal self-critiques.
7. Participate in observations of mathematics teaching and write critiques which focus on the observed teachers' instruction, classroom management, motivational techniques, and other pertinent skills.
8. Participates with the mentor teacher in fostering positive communication and interaction with parents and guardians by completing appropriate written communication regarding students' academic progress, attending PTO/PTA meetings, participating in parent conferences, and taking part in school-sponsored activities/community events.
9. Meet regularly with and cooperates with the university supervisor in order to improve classroom teaching, assessments, and classroom management.
10. Cooperate with, assist, and confer with the cooperating teacher in order to maximize the learning experience for both the teacher candidate and the students in the classroom.
11. Attend and participate in Professional Development seminars throughout the semester and complete assignments related to the seminar.

12. Effectively motivates students and helps them to develop self-motivation.
13. Helps students to develop the collaborative skills, critical thinking skills, intellectual curiosity, and problem solving skills necessary for citizens in a diverse, democratic society.
14. Demonstrate effective classroom management techniques and a comprehensive classroom management plan.
15. Develop a professional portfolio, including a resume, philosophy of teaching, use of technology, and evidence of best teaching practices.
16. Utilize available technology in lessons and provide examples of its use in daily lesson plans and in the TCAT unit and professional portfolios.
17. Effectively addresses differences in learning styles, ability levels, and interests among students.
18. Uses appropriate evidence to show student learning and growth during the candidate's time in the classroom.

COURSE GOALS: Teacher candidates in MAT 489/490 will:

- incorporate knowledge from science, art and other disciplines to produce engaging, meaningful interdisciplinary lessons;
- use a variety of methods and materials, including concrete materials and technology, to meet the needs of learners with diverse learning styles, ability levels, racial/ ethnic backgrounds, and socioeconomic levels;
- display the highest ethical and professional standards;
- reflect upon and strive to improve their knowledge of content and to improve their pedagogical skills;
- strive to incorporate family and community resources in their lessons;
- aim to help students develop the skills, knowledge, and dispositions needed by citizens in a diverse, democratic society;
- develop skills in classroom management which will encourage self-discipline, active engagement in learning, and motivation among their students;
- incorporate technology into their lessons and daily classroom routine in an ethical, effective fashion;
- focus on critical thinking, problem solving, and performance skills relevant to learners in mathematics classrooms;
- develop knowledge, capabilities, and dispositions to use appropriate formal and informal assessments;
- learn to foster positive relationships with mentor teachers, University supervisor, other teacher candidates, school colleagues, parents/guardians, and others in the **larger** community to support student learning and well-being.

TECHNOLOGY COMPETENCIES: In MAT 489/490, teacher candidates will:

1. Effectively utilize email for communicating with instructor;
2. Utilize available technology in their schools to reach a diverse group of learners;
3. Explore a variety of technology resources (including graphing calculators) for classroom use.

TEACHING TECHNIQUES/METHODS USED IN COURSE: These include lecture, discussion (whole group), demonstration, use of concrete materials, utilization of the Internet as a source of teaching materials, suggested and required readings, coaching, cooperative learning,

problem-solving, student presentations, writing assignments, e-mail assignments, and observation. In most cases, teacher candidates mock teach and team-teach with their supervising teachers before autonomous teaching.

LABORATORY REQUIREMENTS: none

FIELD EXPERIENCE REQUIREMENTS: MAT 489/490 requires two seven-hour student teaching courses required of candidates for Mathematics 7-12 licensure. One course involves an eight-week field experience in a junior high or middle school; the other involves an eight-week field experience in a high school. Both courses provide extensive opportunities to develop strengths, skills, competencies, and “hands-on” teaching experiences in diverse school settings. Candidates gradually assume full responsibility for their mentor teachers’ teaching schedules; they must complete a minimum of two weeks with a full teaching schedule. Formative and summative evaluations by both the University Supervisor and mentor teachers are conducted during each experience. (NCATE/NCTM Standard 16)

COURSE REQUIREMENTS

Requirements	Due	Points/Grading	Specifics
Observation of mentor teacher (NCATE/NCTM Standard 3, 7,16)	1 st week of each experience	30 points- 1 st experience 15 points- 2 nd experience	Observation of mentor teacher and orientation to classroom and school resources. Observation form is attached.
Attendance at and participation in Professional Development Seminar (PDS) (NCATE/NCTM Standard 6, 7, 8)	1/17, 1/18, 1/19, 1/20 3/13, 3/14, 3/15 5/10	210 points	Two all-day sessions dealing with a variety of topics: Orientation to Teacher Candidacy, Classroom Management, Professionalism, Interview Skills, Technology in the Mathematics Classroom, Creation of E-Portfolio, Expectations of Administrators/ Mentor Teachers, Mathematics Resources/Methods. Reflection and discussion of mentor teacher observations. Notes from sessions placed in Portfolio.

Observations of other Mathematics teachers (NCATE/NCTM Standard 3,7,16)	Scheduled by mentor teachers during first and second experiences (due 3/18 and 5/6)	45 points	Observation of mentor teacher and three licensed Mathematics teachers during each experience
Assisting, Mock Teaching, and Team Teaching (NCATE/NCTM Standard 7, 8)	Second week of each experience	All teaching evaluations incorporate this phase of student teaching.	Assist, teach from mentor's plans (mock teaching), teach partial lessons
Lesson Planning (NCATE/NCTM Standard 7, 8)	Weeks three through eight of each experience	300 points (Daily plans submitted to mentor teacher)	Write TCAT-style (long) lesson plans for the first ten days of independent teaching as well as the short format (approved by USM and school) for the remainder. TCAT unit (10 day unit; 6 day for block classes)
Independent Teaching (NCATE/NCTM Standard 7,8)	Weeks three through eight of teacher candidacy	Formative Evaluation: 148 points In-Class Evaluation: 160 points	Begin teaching one or two classes independently week three and add courses each week until candidate has taught at least two weeks (maximum three weeks) of a full schedule.
Reflection (NCATE/NCTM Standard 3)	Weekly	140 points	Answer Reflective Journal questions assigned by University Supervisor to be placed in Portfolio.

Weekly Reports (NCATE/NCTM Standard 3)	Weekly	50 points	Complete USM form indicating courses taught, times, and other pertinent information.
Classroom management plan/ Discipline Plan (NCATE/NCTM Standard 8)	End of first experience and revised form at end of second experience.	115 points	Place in Portfolio to be graded at end of each experience.

Attendance and punctuality	Daily	-25 points for each unexcused absence, tardy, early leaves, or improper notification of school or supervisor	Absences only in the case of death in the family, illness, or emergencies.
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Professional Dispositions (NCATE/NCTM Standard 8)	Daily and in all written work, emails, and conversations.	Summative/ Dispositions Evaluation 72 points (Mentor Teacher) Final/Dispositions Evaluation 132 points (University Supervisor)	Maintains ethical, professional attitude as outline in the USM Conceptual Framework, TCAT evaluations, and the NCTM Pedagogical Standards.
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Self-evaluation (NCATE/NCTM Standard 3)	At the end of each experience and in weekly journals	Written Evaluation with Reflection 25 points TCAT In-Class Evaluation, and Analysis 75 points	self-scored TCAT In-Class Evaluation.
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E-Portfolio with Hyperlinks in Lesson Plan (NCATE/NCTM Standard 3, 6)	Bonus to be handed in at end of second experience.	130 points	Electronic collection of documents and artifacts which represent teacher candidate's best practices and work samples
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TCAT Unit plan (NCATE/NCTM Standard 7, 8, 16)	End of each experience.	200 points	Ten-day unit with plans, assessments, teaching materials, bibliography, and evidence of student growth.
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Participation in Class and School Activities (NCATE/NCTM Standard 16)	Daily	Addressed in all evaluations by mentor and supervisor	Morning and other duties, faculty meetings, record-keeping, grading papers, calling roll, and other vital class/school activities. Shows initiative in working with mentor teacher, students, administrators, other faculty, and staff.
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Assessment of Academic/ Functional Growth of Classroom Students (NCATE/NCTM Standard 16)	Evidence in each TCAT Unit plan due at end of each experience.	150 points	Pretest, post-test and reflection of impact of teacher candidate on student learning as well on how better outcomes could have been achieved.
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Class Description (NCATE/NCTM Standard 8)	Day of Practice TCAT Evaluation (Week Three of each experience)	45 points	Description of class diversity: ability levels, socio-economic levels, racial/ethnic, learning styles inventory/analysis, interest inventory/ Analysis
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Professional section of Portfolio	Due at end of each experience.	25 points 25 points	Resume/Curriculum Vitae Philosophy of Education
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Depending on the subject matter of the class to which student teacher is assigned, at least one of NCATE/NCTM Content Standards 9, 10, 11, 12, 13, 14, or 15 is satisfied during each experience.

COURSE ACTIVITIES:

Activity	NCATE/NCTM Standard addressed	Due	Responsible Person
Completion of mentor teacher observation form	7, 8	Placed in Portfolio to be checked by University supervisor	Teacher Candidate
Attendance at Professional Development Seminars; notes to be turned in to Supervisor	6, 7, 8	Placed in Portfolio to be checked by University supervisor	Teacher candidate
Weekly Reports (time sheet)	3	Placed in Portfolio to be checked by University supervisor	Teacher Candidate
Written and oral review of program at final PDS	3	5/10	Teacher candidate
First Formative Evaluation	8, 16	Third week of each experience	Mentor Teacher
Practice TCAT In-Class Evaluation	8, 16	To be scheduled by University Supervisor and Mentor Teacher	University Supervisor and Mentor Teacher
TCAT In-Class Evaluation	8, 16	To be scheduled by University Supervisor and Mentor Teacher	University Supervisor and Mentor Teacher
Second Formative Evaluation	8, 16	3/14 ,	Mentor Teacher
Summative/ Dispositions Evaluation	7, 8	3/14	Mentor Teacher
Final/ Dispositions Evaluation	7, 8	3/14	University Supervisor

COURSE ASSIGNMENTS:

Assignments	Due	Group/Individual	Grading/Points	Rubric attached
<p>Lesson plans for all classes taught by teacher candidate NCATE/NCTM Standard 7, 8</p>	<p>Due to mentor teacher at least two days before they are turned in to office as required by school district; Placed in Portfolio to be checked by University Supervisor.</p> <p>Portfolios due on 3/13 and 5/8</p>	<p>Collaboration with mentor teacher and with feedback from University Supervisor.</p>	<p>100 points (Daily plans emailed to University Supervisor)</p> <p>TCAT Unit plan 200 points</p> <p>Total = 300 points</p>	<p>?</p> <p>?</p>
<p>Reflective Writing NCATE/NCTM Standard 3</p>	<p>Weekly Placed in Portfolio to be checked by University Supervisor.</p>	<p>Individual</p>	<p>140 points (weekly)</p>	<p>?</p>

Observations of Teaching NCATE/NCTM Standard 7, 8	Due first week of each experience (observation of mentors) and of other teachers as scheduled by mentor teachers during first and second experiences (due 3/13 and 5/8)	Individual	30 points- 1 st experience (15 points- 2 nd experience (Mentor Teacher)	Yes
			45 points (Other teachers)	Yes

Classroom Management Plan NCATE/NCTM Standard 7, 8	3/13 and revised version in Portfolio due 5/8	Individual	90 points	no
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Self-evaluation : self-scored TCAT In-Class Evaluation. NCATE/NCTM Standard 3	3/13 and 5/8	Individual	100 points	no
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TCAT Unit plan Ten-day unit (six day for block classes) with plans, assessments, evidence of technology infusion and evidence of student growth NCATE/NCTM Standard 7, 8, 16	3/13 5/8	Individual with mentor teacher/ University Supervisor input and approval.	200 points	?
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General School Information	Third week of each experience	Individual with mentor teacher input	45 points	?
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Class Description	Day of Practice TCAT Evaluation (Week Three of each experience)	Individual	45 points	?
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GRADING SCALE/CRITERIA/POINTS FOR EACH ASSESSMENT USED:

Assignment	Points Possible	Rubric	Group/Individual	Points earned
Lesson plans for all classes taught by teacher candidate	300 points	USM Teacher Candidate Handbook	Individual	

Reflective Journals	140 points		Individual	
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Observations of Teaching	30 for observation of mentor teacher: 45 for observations of 3 other mathematics teachers	Attached Attached	Individual	
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Classroom Management Plan	90 points		Individual	
Discipline Plan	30 points			

Self-evaluation project: self-scored TCAT In-Class Evaluation.	25 points for essay and 75 points self-scored TCAT In-Class Evaluation and analysis		Individual	
TCAT Unit plan	200 points		Individual	
General School Information	45 points		Individual	
Class Description	45 points		Individual	
TCAT Formative Assessment	148 points		Individual	
TCAT In-Class Evaluation	160 points x 2 (Mentor and Supervisor)		Individual	
TCAT Summative/ Dispositions Assessment	72 points		Individual	
TCAT Final/ Dispositions Assessment	132 points		Individual	
Assessment of Functional/ Academic Growth	Section VII of each TCAT Unit plan 150 points		Individual	

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Student's Products to Verify Competency:

Assignment/Objective addressed	NCATE/NCTM Standard	INTASC Standard	Description of the Nature of the Product
TCAT Unit plan	3, 4, 5, 7, 8, 16	6, 7	10 day unit of plans, materials, assessments, resources, evidence of student learning. (One per experience)
Reflective Journal	3, 7, 8	6	Weekly reflection on teaching and learning
Classroom Management Plan	8	5	Detailed plan for the first year of teaching. Includes rules, consequences, rewards, classroom procedures, letter to parents.
Professional section	3, 7, 8	6, 7	Final product, which includes resume, philosophy of education, and could include reflection, diversity statement, best plans in mathematics, classroom management plan, visual representation of best practices.
General School Information	7		Analysis of policies, procedures, resources, nature of community, and services of each school during teacher candidacy
Class Description	7	7	Analysis of classroom diversity during each experience
TCAT Formative Assessment	8, 16	1, 2, 3,7,8	Mentor Teacher's evaluation of student performance during each experience; completed twice
TCAT In-Class Evaluation	8, 16	1, 3,7,8	Mentor and University Supervisor's evaluation of one full class period of teaching
TCAT Summative/Dispositions Assessment	7	1, 3,7,8	Summative evaluation by the Mentor Teacher of dispositions and teaching performance (each experience)

TCAT Final/Dispositions Assessment	7	1, 3,7,8	Summative evaluation by the University Supervisor of dispositions and teaching performance (each experience)
Self-evaluation	3, 7, 8	6	Candidate's self evaluation and self-scored In-Class Evaluation
Observation of Teaching	7.8	6, 8	Candidate observes mentor teacher and three other Social Studies teacher during each experience. Analyzes teaching methods, resources, classroom environment, and classroom management for each. (Please see attached Observation form.)

Assessment of Student Learning (Please note that this assessment is in the TCAT Unit plan.)	8, 16	7, 8	Candidate administers pre-test post-test, and provides samples of lesson plans, completed pre-test and post-test, reflective essay on effects on student learning.
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PROFESSOR/DEPARTMENT MAKE-UP POLICY:

Absences/Tardies/Early Leaves (-25 each UE abs./3 or more, -25 off improper notify, -25 every 3 tardies/early leaves)

Timely Submission of Portfolio (-5 each day late to supervisor and/mentor)

BIBLIOGRAPHY/ADDITIONAL READINGS/READINGS LISTS:

Harry Wong, *The First Days of School*

WEB SITE RESOURCES::

National Council of Teachers of Mathematics

<http://www.nctm.org>

Mississippi Council of Teachers of Mathematics

www.msms.doe.k12.ms.us/mctm/

Mississippi State Department of Education State Frameworks

<http://marcopolo.mde.k12.ms.us/frameworks.html>

American Association for the Advancement of Science (AAAS)

AAAS Project 2061 is committed to advancing curriculum reform in mathematics and science.
<http://project2061.aaas.org/>

Math Forum

Excellent math resources <http://mathforum.org/>

Eisenhower National Clearinghouse for Math and Science Teachers

The ENC Catalog of Curriculum Resources records materials that are designed to assist teachers in selecting appropriate and high quality items for classroom use.
<http://www.enc.org>

MarcoPolo Internet Content for the classroom

<http://www.marcopolo-education.org/>

will lead you to

<http://illuminations.nctm.org/imath/index.html>

These sites give extended examples that will help teachers apply the ideas of the NCTM Standards 2000.

Mathematics lesson plans

<http://www.kn.pacbell.com/wired/bluewebn/index.html>

Click on mathematics lesson plans for sites related to Algebra, Geometry, etc.

www.proteacher.com

<http://www.eduplace.com/main.html>

<http://www2.Hawaii.edu/suremath/home.html>

<http://school.discovery.com/schrockguide>

Homepage for new math teachers

<http://people.clarityconnect.com/webpages/terri/terri.html>

forums for secondary school mathematics teachers to share resoures

<http://smard.cqu.edu.au>

www.GreatTeacher.net

Mathematics encyclopedia

<http://mathworld.wolfram.com/>

Texas Instruments calculators

http://education.ti.com/educationportal/index.jsp?DCMP=TIHomeTracking&HQS=Other+OT+home_calc

Geometry

www.worldofescher.com/contest/current4.html tessellation contest for students

Sites related to pi and pi Day -- March 14 (3/14)

1. Pi Math <http://archive.ncsa.uiuc.edu/edu/RSE/RSEorange/buttons.html>

2. Pi links <http://www.joyofpi.com/>

3. A Common Book of Pi <http://personal.bgsu.edu/~carother/pi/Pi1.html>
4. Send a Happy Pi Day Card (free) http://www.bluemountain.com/engx/daleb/UNH_pi.html
5. Archimedes' Method for Pi <http://personal.bgsu.edu/~carother/pi/Pi3a>
6. Paul's Page of Pi <http://www.escape.com/~paulg53/math/pi/>
7. Pi-Calculus Links <http://www.cwi.nl/~arie/picalc.html>
8. Middle School Pi Day <http://www.germantownacademy.org/academics/MS/PiDay/Index.htm>
9. Pi Day Assembly <http://www.germantownacademy.org/academics/MS/PiDay/Assembly.htm>
10. Teacher2Teacher <http://forum.swarthmore.edu/t2t/faq/faq.pi.html>
11. Pi to Million Digits
<http://www.cecm.sfu.ca/organics/papers/borwein/paper/html/local/billdigits.html>
12. Excellent Pi Day Activities for all levels are celebrated at
http://www.mathwithmrherte.com/pi_day.htm
13. You don't know Pi until you play The Pi Trivia Game, <http://eveander.com/trivia/>

Math Comics <http://www.csun.edu/~hcmth014/Comics.html>

History of Mathematics

The MacTutor History of Mathematics (Scotland)

<http://www-history.mcs.st-andrews.ac.uk/history/index.html>

Mathematics and Science Museum- excellent activities www.mathmuseum.org/

Cool Math Sites

<http://cte.jhu.edu/techacademy/web/2000/heal/mathsites.htm>

lots of math sites.

<http://mathforum.org/~sarah/shapiro/shapiro.knotted.string.html>

This web site tells how ancient Egyptians used a piece of string with knots in it to measure. It tells how on each grade level this activity can be used to teach students how to measure first in estimation and then later on how this can be converted into today's measurements.

SHAPE EXPLORER

Address: <http://www.shodor.org/interactivate/activities/perimeter/index.html>

Description: The Shodor Education Foundation, Inc. site

consist of a complete resource of interactive lessons, standards, and activities to assist teachers. The above referenced link is to an activity that illustrates notions of perimeter and area where students in the middle grades, 6-8, can practice calculating perimeter & area and develop visualization skills.

Using Technology in Teaching Mathematics

<http://www.rialto.k12.ca.us/frisbie/ucr/ucr.html>

I found this site to be very helpful. It had great ideas, and was helpful for teaching students of middle school and elementary ages. It contains many helpful and informative links. It even has a problem of the week that can be submitted by teachers.

Name: ABC Teach: Math Basics Address:

<http://abcteach.com/directory/basics/math>

Description: This is a great overall website that gives general information about the basics in math. On the site you can choose different sub-topics such as: addition, decimals, money, fractions, time, geometry ect. Once you choose a sub-topic you can get lesson plans, activities, and worksheets.

Natural Math's Multiplication: An Adventure in Number Sense.

This site explains why there are really only about 13 multiplication facts that you need to memorize.

<http://www.naturalmath.com/mult/mult1.html>

<http://aaamath.com/>

This site has teacher resources including practice in facts and other math skills. It's set up for both unlimited practice as well as timed practice. Countdown is a game providing quick, daily practice and review.

Abacus: Math and science links

<http://www.ee.ryerson.ca:8080/~elf/abacus/afurther.html>

Fibonacci sequence and Golden Rectangle

<http://library.thinkquest.org/C005449/home.html>

<http://www.mcs.surrey.ac.uk/Personal/R.Knott/Fibonacci/fibnat.html>

Excellent topics for writing in mathematics

<http://www.people.memphis.edu/~brveteto/>

Multicultural Math Fair

<http://mathforum.org/alejandre/mathfair/>

7th and 8th grade math activities with an Olympics theme.

1. Spotlighting

<http://sln.fi.edu/qa96/spotindex.html>

2. The Education Site for the Olympic and Paralympic Games of 2002

<http://2002.uen.org/>

3. "The Mud Flat Olympics" Math Activities

<http://www.carolhurst.com/titles/mudflatolympics.html>

4. National Geographic News: Skeleton Barrels Back into Olympics

http://news.nationalgeographic.com/news/2002/02/0221_020221_wireskeleton.htm

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5. Olympic Records Through Time

<http://illuminations.nctm.org/swr/review.asp?SWR=2658>

6. Ancient Olympics

<http://www.perseus.tufts.edu/Olympics/>

Other Lessons related to Olympics

<http://www.picadome.fcps.net/lab/teacher1/lesson%5Fplans/olympics/>

http://www.teach-nology.com/teachers/lesson_plans/physical_ed/olympic/

<http://www.bestteachersites.com/themes/seasons/winoly/>

<http://www.lessonplanspage.com/Olympics.htm>

flash card generator

Go to www.quia.com

There is a flash Card Wizard available from the following address, as downloadable shareware. Flashcards can be created by the user for any content.

<http://www.foolsworkshop.com>

<http://www.abcteach.com/flashcards/flashcardstoc.htm>

DISABILITY STATEMENT: Students with disabilities requiring assistance, and who qualify under Section 504 and/or the Americans with Disabilities Act (ADA), should contact the Coordinator for the Office of Disability Accommodations for information on appropriate policies and procedures.

PLAGIARISM/CHEATING STATEMENT: Students are expected to adhere to the highest standards of academic honesty as outlined in the USM Student Handbook. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in the text and full bibliographic references must appear in the reference section of the paper/assignment. Sources must be in quotes, and include author(s), year of publication or other reference notes as required by the college department format (e.g. APA, Chicago). Other forms of academic dishonesty include, but are not limited to buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another student's answers, etc. Academic dishonesty will result in the grade of a "0" on the assignment and/or in the course and/or the student may be reported to the Vice President for Academic Affairs for further action.

ATTACHMENTS:

SCE 489 and SCE 490

MAT 489 and MAT 490

Student Teaching Experience

CLASSROOM OBSERVATION FORM

Date: _____

Student Teacher: _____

Certification Area: _____

Name of School: _____

Name of Teacher: _____

TEACHING SCHEDULE:

Periods	Inclusive Time	Teaching Assignments	Grade Level

PROCEDURE: Start your observation after the second bell when all students are in the room and the teacher closes the door (if this applies).

THE PHYSICAL ENVIRONMENT:

- A. Observe the learning materials in the classroom, such as, books, references, math manipulatives, science equipment, poster displays, computers, audiovisual equipment, etc. List the resources present. Describe the presence of these resources and the room arrangement in the available space.

- B. Describe the space utilization. Is the arrangement of the tables and chairs appropriate for the class activity?

Period 1 _____

Number of students: _____

OBSERVATIONS:

I. ADMINISTRATIVE ROUTINES:

- Teacher checking attendance _____
- Making announcements _____
- Announcements thru the PA _____
- Discussing grades _____
- Distributing grades papers _____
- Recording grades in class _____
- Changing seating arrangement _____
- Others: specify _____

II. INSTRUCTIONAL PROCEDURES:

Title of the lesson:

- A. Beginning the lesson: Describe how the teacher started the lesson. Did the teacher use a specific motivation technique: Did the teacher review the past lesson?

B. Instructional methods/strategies:

- 1) Describe the predominant teaching method(s) used by the teacher.

- 2) Describe the students' activities. How were the students organized in pairs, groups of 3's or 4's, individual)? Assess their level of involvement.

- 3) Classroom management and discipline:
How appropriate was the class organization (e.g., in pairs, or small groups) to the activities?
Feel free to express your comments.

C. Closure:

- 1) How did the teacher end the lesson?

III. Evaluation:

- A. How did the teacher evaluate students' learning?

- B. What were the performance outcomes and higher thought processes exhibited by the students during the lesson?

IV. What was the main idea/concept of the lesson? State the facts and generalizations taught in the lesson.

- V. Feel free to write your comments.

Period 2

Number of students:

OBSERVATIONS:

I. ADMINISTRATIVE ROUTINES:

- Teacher checking attendance _____
- Making announcements _____
- Announcements thru the PA _____
- Discussing grades _____
- Distributing grades papers _____
- Recording grades in class _____
- Changing seating arrangement _____
- Others: specify _____

II. INSTRUCTIONAL PROCEDURES:

Title of the lesson:

- A. Beginning the lesson: Describe how the teacher started the lesson. Did the teacher use a specific motivation technique: Did the teacher review the past lesson?

B. Instructional methods/strategies:

- 1) Describe the predominant teaching method(s) used by the teacher.

- 2) Describe the students' activities. How were the students organized in pairs, groups of 3's or 4's, individual)? Assess their level of involvement.

- 3) Classroom management and discipline:
How appropriate was the class organization (e.g., in pairs, or small groups) to the activities?
Feel free to express your comments.

C. Closure:

- 1) How did the teacher end the lesson?

III. Evaluation:

- A. How did the teacher evaluate students' learning?

- B. What were the performance outcomes and higher thought processes exhibited by the students during the lesson?

IV. What was the main idea/concept of the lesson? State the facts and generalizations taught in the lesson.

- V. Feel free to write your comments.

Period 3

Number of students: _____

OBSERVATIONS:

I. ADMINISTRATIVE ROUTINES:

Teacher checking attendance _____
 Making announcements _____
 Announcements thru the PA _____
 Discussing grades _____
 Distributing grades papers _____
 Recording grades in class _____
 Changing seating arrangement _____
 Others: specify _____

II. INSTRUCTIONAL PROCEDURES:

Title of the lesson:

A. Beginning the lesson: Describe how the teacher started the lesson. Did the teacher use a specific motivation technique: Did the teacher review the past lesson?

B. Instructional methods/strategies:

1) Describe the predominant teaching method(s) used by the teacher.

2) Describe the students' activities. How were the students organized in pairs, groups of 3's or 4's, individual)? Assess their level of involvement.

- 3) Classroom management and discipline:
How appropriate was the class organization (e.g., in pairs, or small groups) to the activities?
Feel free to express your comments.

C. Closure:

- 1) How did the teacher end the lesson?

III. Evaluation:

- A. How did the teacher evaluate students' learning?

- B. What were the performance outcomes and higher thought processes exhibited by the students during the lesson?

IV. What was the main idea/concept of the lesson? State the facts and generalizations taught in the lesson.

- V. Feel free to write your comments.

Period 4

Number of students:

OBSERVATIONS:

I. ADMINISTRATIVE ROUTINES:

- Teacher checking attendance _____
- Making announcements _____
- Announcements thru the PA _____
- Discussing grades _____
- Distributing grades papers _____
- Recording grades in class _____
- Changing seating arrangement _____
- Others: specify _____

II. INSTRUCTIONAL PROCEDURES:

Title of the lesson:

- A. Beginning the lesson: Describe how the teacher started the lesson. Did the teacher use a specific motivation technique: Did the teacher review the past lesson?

B. Instructional methods/strategies:

- 1) Describe the predominant teaching method(s) used by the teacher.

- 2) Describe the students' activities. How were the students organized in pairs, groups of 3's or 4's, individual)? Assess their level of involvement.

- 3) Classroom management and discipline:
How appropriate was the class organization (e.g., in pairs, or small groups) to the activities?
Feel free to express your comments.

C. Closure:

- 1) How did the teacher end the lesson?

III. Evaluation:

- A. How did the teacher evaluate students' learning?

- B. What were the performance outcomes and higher thought processes exhibited by the students during the lesson?

IV. What was the main idea/concept of the lesson? State the facts and generalizations taught in the lesson.

- V. Feel free to write your comments.

Period 5

Number of students: _____

OBSERVATIONS:

I. ADMINISTRATIVE ROUTINES:

- Teacher checking attendance _____
- Making announcements _____
- Announcements thru the PA _____
- Discussing grades _____
- Distributing grades papers _____
- Recording grades in class _____
- Changing seating arrangement _____
- Others: specify _____

II. INSTRUCTIONAL PROCEDURES:

Title of the lesson:

- A. Beginning the lesson: Describe how the teacher started the lesson. Did the teacher use a specific motivation technique: Did the teacher review the past lesson?

B. Instructional methods/strategies:

- 1) Describe the predominant teaching method(s) used by the teacher.

- 2) Describe the students' activities. How were the students organized in pairs, groups of 3's or 4's, individual)? Assess their level of involvement.

- 3) Classroom management and discipline:
How appropriate was the class organization (e.g., in pairs, or small groups) to the activities?
Feel free to express your comments.

C. Closure:

- 1) How did the teacher end the lesson?

III. Evaluation:

- A. How did the teacher evaluate students' learning?

- B. What were the performance outcomes and higher thought processes exhibited by the students during the lesson?

IV. What was the main idea/concept of the lesson? State the facts and generalizations taught in the lesson.

- V. Feel free to write your comments.

INITIAL CLASSROOM OBSERVATION RUBRIC

March 23, 2005

To make a systematic observation of the classrooms of your cooperating teacher for the first days you are in the classroom, we have designed a Classroom Observation Protocol. We have emphasized the important aspects of classroom teaching-learning behavior on which you should focus. You are required to observe every class that the teacher teaches (even if it is physical science, as is the case with some biology teachers). You should be prepared to submit the forms on Saturday, January 28 and March 25, with your materials for the week. We will discuss some of your observations and your perceptions of the school, the classroom and the instructional transaction. During these observations, you will want to learn the layout of the buildings, acquaint yourself with daily schedules, become familiar with check in and out procedures at the office, and begin learning your students' names. During your teacher's planning period, which is also called the free period, you may have a brief conference with the teacher about questions you might have about the students, the classes and topics you will teach, and the resources available for teaching. You may also use the time to visit the library or guidance counselor's office. While in the library, check media resources available to students (including computers and software), current periodicals, and references. At the guidance counselor's office you may inquire if there are students in the class of the cooperating teacher who need special attention. **REMEMBER THAT INFORMATION ABOUT STUDENTS IS CONFIDENTIAL. DO NOT DISCUSS INFORMATION ABOUT STUDENTS WITH ANYONE.** Before you leave the school, locate the laboratory room or computer lab (in case the school has separate rooms for lab activity or computer lessons). Find out how teachers schedule the use of these rooms.

You should complete the form for all periods but you should choose ONE period each DAY to be evaluated. Points will be assigned as follows.

(2 pts) Teaching Schedule

(2 pts) Physical Environment

Observations:

(1 pt per period x 2) Administrative Routines
Instructional Procedures

(1 pt per period x 2) A.

(2 pts per period x 2) B1

(2 pts per period x 2) B2

(2 pts per period x 2) B3

(1 pt per period x 2) C.

(2 pts per period x 2) Evaluation

(1 pt per period x 2) Main Content of Lesson

(1 pt per period x 2) Comments

Total possible points : 30 pts

Observation Form: MAT 489/490

Due: March 4 and May 6

Each observation is worth 15 points for a grand total of 45 points. Each response is worth 1 point. Points will be deducted for poor writing, incomplete answers, and unprofessional responses. Pay particular attention to #15!

Directions: Observe at least 3 teachers OTHER THAN your supervising mentor teacher. Choose mathematics teachers or a teacher in another discipline if recommend by your mentor teacher.

Keep this form confidential: even the most well-meaning comments are sometimes misinterpreted. Use the back of this page or another sheet if necessary. **MAKE COPIES OF THIS SHEET AS NECESSARY.**

1. School
2. Name of teacher observed
3. Subject/grade observed
4. Examples of objectives/content taught (These are usually posted on the board; if not, give your impression of these from what you observed. What skills and content were the students taught?)
5. Examples of methods used to teach the objectives
6. Examples of resources/media used to teach the objectives
7. Arrangement(s) of room
8. Discipline plan (Rules, consequences, rewards, etc.) and how it was used. Usually, this is posted on the wall or bulletin board.
9. Demeanor of students/teacher
10. Bulletin board, displays, etc., including student work
11. Motivation strategies (How were students encouraged to stay on task?)
12. Methods used to address various learning styles
13. Methods used to address various ability levels
14. If cooperative learning was used, describe how it was used.
15. Which NCTM standards and/or state curriculum framework competencies were covered? If so, which ones? How were they taught?

Total Score/Grade _____

Spring 2005

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

Office of Educational Field Experiences

TEACHER CANDIDATE FIRST EXPERIENCE GRADE SHEET MAT 489: STUDENT TEACHING IN MATHEMATICS 7 - 12

Teacher Candidate _____ Social Security _____ Empl. ID # _____

Mentor Teacher _____ Grade _____ Semester _____ Year _____
Grades/Subjects _____

<u>MENTOR TEACHER</u>	<u>POSSIBLE POINTS</u>	<u>ACTUAL POINTS</u>
-----------------------	------------------------	----------------------

Formative Evaluation	148	_____
In-Class Evaluation	160	_____
Summative/Dispositions Evaluation	72	_____
Mentor Total Points =	380	_____

<u>UNIVERSITY SUPERVISOR</u>	<u>POSSIBLE POINTS</u>	<u>ACTUAL POINTS</u>
------------------------------	------------------------	----------------------

In-Class Evaluation	160	_____
Final/Dispositions Evaluation	132	_____
Supervisor Total Points	292	_____

<u>First Experience Assignments:</u>	<u>POSSIBLE POINTS</u>	<u>ACTUAL POINTS</u>
--------------------------------------	------------------------	----------------------

General School Information	45	_____
Class Description	45	_____
First Days of On-Site Observation	30	_____
7 Weekly Reports with anecdotal notes and weekly entry	50	_____
Reflective Journals (grammar and typos are part of grade)	140	_____
Lesson Plans (Weekly 100/TCAT Unit 200)	300	_____
Assessment of Academic/Functional Growth	150	_____
3 Observations/Reflections of Licensed Teachers/Administrator/Peer using In-Class Evaluation Form and Reflective Review	45	_____
2 Self-Evaluations		_____
1 Written Evaluation with Reflection	25	_____
Completed In-Class Evaluation, and Reflective Teaching Analysis	75	_____
Subtotal	905	_____

<u>Professional Performance Evaluation:</u>	<u>POSSIBLE POINTS</u>	<u>ACTUAL POINTS</u>
---	------------------------	----------------------

Follows OEFE Policies and Procedures	50	_____
Promptness	50	_____
Improvement/Growth/Professionalism	50	_____
Seminar Attendance/Participation/Notes	210	_____
Absences/Tardies/Early Leaves (-25 each UE abs./3 or more, -25 off improper notify, -25 every 3 tardies/early leaves)		_____
Timely Submission of Lesson Plans (-5 each day late to supervisor and/or mentor)		_____
Subtotal: Professional Performance Points	360	_____

March 23, 2005

Supervisor/Portfolio/Performance Points = 1557
 TOTAL POSSIBLE POINTS = 1937
 GRADING SCALE:
 93 - 100% = A 75 - 83% = C BELOW 66% = F
 84 - 92% = B 66 - 74% = D

TOTAL POINTS EARNED THIS EXPERIENCE: _____
GRADE EARNED THIS EXPERIENCE: _____
 TOTAL POSSIBLE: 1937
 1801 - 1937 = A 1453 - 1626 = C BELOW 1278 = F
 1627 - 1800 = B 1278 - 1452 = D

UNIVERSITY SUPERVISOR _____ DATE _____

Total Score/Grade _____

Form B
THE UNIVERSITY OF SOUTHERN MISSISSIPPI
Office of Educational Field Experiences
TEACHER CANDIDATE SECOND EXPERIENCE GRADE SHEET
MAT 490: STUDENT TEACHING IN MATHEMATICS 7 - 12

Teacher Candidate _____ Social Security _____ Empl. ID # _____

Mentor Teacher _____ Upper /Lower _____ Semester _____ Year _____

<u>MENTOR TEACHER</u>	<u>POSSIBLE POINTS</u>	<u>ACTUAL POINTS</u>
Formative Evaluation	148	_____
In-Class Evaluation	160	_____
Summative/Dispositions Evaluation	72	_____
Mentor Total Points =	380	_____

<u>UNIVERSITY SUPERVISOR</u>		
In-Class Evaluation	160	_____
Final/Dispositions Evaluation		_____
Supervisor Total Points	292	132 _____

<u>Second Experience Portfolio:</u>		
Classroom Management Plan		90 _____
Discipline Plan	25	_____
Resume/Curriculum Vitae	25	_____
Philosophy of Education	25	_____
First 2 Days of On-Site Observation	15	_____
7 Weekly Reports with anecdotal notes and weekly entry	50	_____

Reflective Journals (grammar and typos are part of grade)	140	_____
Lesson Plans	300	_____
Assessment of Academic/Functional Growth	150	_____
3 Observations/Reflections of Licensed Teachers/Administrator/Peer using In-Class Evaluation Form and Reflective Review	45	_____
2 Self-Evaluations		
1 Written Evaluation with Reflection	25	_____
Video Tape of Teaching with Outline Lesson Plan, Completed In-Class Evaluation, and Reflective Teaching Analysis	75	_____
Total Portfolio Points	965	_____
Bonus Points for E-Portfolio	Maximum 100	_____
Hyperlinks in Lesson Plan	Maximum 30	_____
Recommend Inclusion of Pictures of Group Work/Field Trips/ Multiculturalism/Family Involvement, etc.		_____

Professional Performance Evaluation:

Follows OEFE Policies and Procedures	50	_____
Promptness	50	_____
Improvement/Growth/Professionalism	50	_____
Seminar Attendance/Participation/Notes	210	_____
Absences/Tardies/Early Leaves (-25 each UE abs./3 or more, -25 off improper notify, -25 every 3 tardies/early leaves)		_____
Timely Submission of Lesson Plans (-5 each day late to supervisor and/or mentor)		_____
Total Professional Performance Points		_____
Supervisor/Portfolio/Performance Points = 1997	TOTAL POINTS EARNED THIS EXPERIENCE:	_____
TOTAL POSSIBLE POINTS = 2127	GRADE EARNED THIS EXPERIENCE:	_____
GRADING SCALE:	TOTAL POSSIBLE: 1933	
93 - 100% = A 75 - 83% = C BELOW 66% = F	1797 - 1933 = A 1499 - 1622 = C BELOW 1274 = F	
84 - 92% = B 66 - 74% = D	1623 - 1796 = B 1275 - 1498 = D	

UNIVERSITY SUPERVISOR _____ DATE _____