

ETAP 690M – Student Teaching Seminar II

Fall 2011 Syllabus

Instructor: Patterson Rogers & Shelli Failing

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Office Hours: Tuesday 9-2:30, Thursday 9-12 and 1:30-3, and by appointment

Please do not hesitate to contact us with questions. That is what we're here for.

Required Reading

Kronowitz, E. L. (2011). *The teacher's guide to success, 2nd ed.* Boston: Allyn & Bacon. ISBN: 0137050747

Additional readings will be posted on BLS

Course Overview

ETAP 690 is your capstone seminar in the MSSE program. This section of ETAP 690 is designed to support students in the full-time field experience by expanding their knowledge of pedagogy, discourse, classroom environments, state and national standards, differentiation, design and delivery of lessons, and reflection of practice. As a graduation requirement, students will create their final portfolio to show their growth of knowledge of teaching for understanding in a mathematics classroom.

Goals/Purpose

Upon completion of this seminar, you will be able to demonstrate theories and practices associated with good teaching to enhance students' critical thinking; problem-solving; and emotional, social, and psychological development. You will be able to:

- Understand how to design and implement developmentally appropriate curriculum that enhances student collaboration, meta-cognition, and skill development,
- Understand the connection between curriculum and assessment as well as assessment and evaluation,
- Understand the importance and ability to accurately monitor, assess, analyze, and communicate student learning,

- Understand the importance of feedback and necessity for it to be ongoing, constructive (teacher-student, student-student), and tied to productive revision processes,
- Understand teachers, peers, parents, and individual students can be useful sources of feedback given proper conditions,
- Understand the design and implementation of effective pedagogy that is comprehensive, fair, on-going, inclusive of standards, and uses multiple linked measures and benchmarks,
- Understand the importance of past, present, and future educational research and its relation to school communities, professional development, and continued growth as an educator,
- Understand the importance of reflective practices and that teaching is a commitment to life-long learning,
- Understand we CAN and WILL make a difference in the lives of our students!!

Equity: Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide us with verification of your disability, and will recommend appropriate accommodations. For more information, visit the website of the UAlbany Office for Disabled Student Services: <http://www.albany.edu/disability/>

Academic Integrity: Students are expected to do their own work unless otherwise instructed (e.g. group work). Any assignments should be original work done for this course. Other people's work should be properly referenced so there is no chance of plagiarism. Works that are copied from other students or plagiarized in any way will not be graded. We will follow the rules set down in the Graduate Bulletin located at:

http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity

Assignments

Assignments

Journal Entries

Papers:

- Math Autobiography
- Throughline/Reflection
- Multiple Representations Paper

Unit of Study

Technology Presentation

Inquiry Project

Final Project: Digital Portfolio

Requirements, Policies, and Format:

This seminar is designated as S/U (Satisfactory/Unsatisfactory). This designation allows you to focus on the quality of your work and process of learning. Letter grades will not be given on assignments, rather comments to help you support, stretch, and push your thinking and learning. Completion of all assignments showing growth of knowledge in theory and practice will result in a Satisfactory grade. When your work is reviewed, if there is evidence of gaps in knowledge,

incomplete work, or less than quality work, it may be returned to be re-written according to the feedback provided. All narrative comments will remain confidential between the instructors and student. Rubrics and/or checklists will be provided for all assignments.

Attendance: This class meets a total of 14 times. You are expected to attend EVERY class (unless specific accommodations have been made); classes will contain a large portion of discussion about the assigned readings and each student is instrumental to the intellectual growth and development of each of their classmates. More than one missed class may result in an unsatisfactory grade. Tardiness will not be tolerated and excessive tardiness may impact your final grade.

Readings: Readings will be assigned for each class session. You should read and be prepared to participate in a thoughtful discussion about what you found interesting, puzzling, or about which you would like to learn more about. By being unprepared for class you will not only disrupt your learning, but also that of your classmates by not being able to participate fully in the discussions to improve everyone's understanding of the theories and/or pedagogical practices discussed in the readings.

Participation: A great deal of learning emerges through class discussions. Although you will learn much from the readings alone, conversation of the readings helps the class, as a whole, develop varying conclusions and gain different perspectives. Participation is expected and each student is required to engage in thoughtful discussion. Learning is every class member's shared responsibility. Each student is expected to be willing to communicate their thoughts and ideas, listen carefully to fellow classmates' viewpoints and opinions, and to provide constructive feedback.

Written and Oral Assignments: All assignments should be completed with 100% effort and submitted by the due date. LATE ASSIGNMENTS WILL NOT BE ACCEPTED (unless prior arrangements have been made with Patterson and Shelli).

All written assignments must be typed on 8½" x 11" paper, double-spaced. The print size/font should be 12 points. All submitted work should include a title page with your name, seminar/class information, date, and title of assignment. All papers should adhere to APA standards (see <http://owl.english.purdue.edu/owl/resource/560/01/>) and be properly organized and contain proper grammar and punctuation use. All assignments will be submitted electronically via BLS.

Collegiality and Respect: We will facilitate your learning through an environment of open-mindedness, whole-heartedness, respect, curiosity, and a willingness to listen to others. We expect you to articulate your own learning as well as listen carefully to each other. Growth of learning and understanding is a community process; we will all work together to foster a learning community which yields a wealth of information. *Cell phones are required to be turned off when in class.*

Description of Assignments:

Journal Entries (10%): We will provide a space on BLS to post journal entries. You are required to post one (1) journal entry per week, but may post more often if you choose. *Journal entries will be a private posting* – only the instructors and student submitting will have access to the posting. We **expect** you to post a reflection of your classroom experiences, but you may also choose to write about questions you have, incidents that have occurred in or out of class, any professional development days attended, etc.

Class Discussions (10%): You will be assessed on your ability to engage in and reflect on the assigned readings during class discussions. You are expected to be prepared to discuss how the readings relate to your prior learning and/or present teaching experience as well as how the readings have affected your thoughts/beliefs/philosophy on teaching and learning.

Papers: You will be required to complete four papers this semester on the following topics:

Math Autobiography (5%): This will be your first paper for the course and is meant to familiarize yourself with your instructors and fellow classmates. In this paper you are expected to discuss your math experiences and the feelings associated with those experiences, both positive and negative. You will also discuss the path you chose to bring you to this point in your career, the math topic/concept you are most and least confident about teaching this semester, what you feel are your strengths and weaknesses as a math student and teacher, and anyone influential in guiding you to this point in your life. (2-3 pages)

Throughline/Reflection (will count as two papers – 5% each): You will write about several seminar throughlines, or overarching questions. Throughline questions are central, overarching questions that run through the entire seminar. Your reflections will be collected at the beginning and end of the semester and assessed according to the checklists handed out in class. (maximum of 1 page per question, or 10 pages)

Multiple Representation Paper (10%): In this paper you will investigate the various methods of teaching a particular concept/topic (concepts/topics will be approved by instructors prior to start of paper). You will be required to discuss the concept/topic, real-life applications and necessity for students to learn the concept/topic, and at least three (3) different methods/strategies for teaching the topic. This paper is intended to introduce you to the notion of investigating multiple avenues of teaching to improve your ability to differentiate instruction. (4-5 pages)

Unit of Study (15%): You will design a Unit of Study aligned with the Common Core State Standards and national standards on a topic that you will be teaching during your field experience. Components of the Unit of Study will include:

- A unit overview
- A unit rationale
- A unit assessment
- An analysis of the content and skills to be learned
- A discussion of the research on learning the topic
- A discussion of the research on the teaching strategies to be applied

- Lesson plans (a format will be provided for you)
- References
- Copies of all student materials and assessments
- Complete descriptions of activities including what students are expected to learn from engaging in the activity, how that learning will be assessed, a proposed time schedule, teaching strategies

Technology Presentation (5%): This project will allow students to share a favorite technology they feel is pertinent to their own growth as an educator and/or technology that furthers their students' intellectual, mathematical, or emotional growth. Students will be required to give a 5-10 minute presentation informing their instructors and classmates of the benefits, uses, challenges, and possible drawbacks. The technology shared may be a website, tool, program, etc. If you are unsure if your technology choice is acceptable, please discuss your choice with the instructors.

Inquiry Project (10%): This project engages ETAP 690 students in a careful, systematic evaluation and study of their own students' learning and is connected with the Unit of Study. The primary purpose of this project is to encourage student teachers to incorporate ongoing inquiry and reflection in to their teaching and to enhance their understanding of teaching and of student learning.

In this Inquiry Project you will engage in classroom-based inquiry into some aspect of student learning and/or their content-based pedagogy. Because this is not a formal study, consent forms will not be necessary. In effect, you are simply engaging in a kind of reflective practice that all good teachers should engage in. This assignment will be met by submitting a 2-3 page paper consisting of:

- Reflective essay: you will reflect on how well the unit was perceived by the students, amount of understanding gained by the students, and any obstacles encountered by you as the teacher of the unit
- Evaluation of Unit of Study: you will evaluate the effectiveness of the unit at delivering the goals and objectives desired

Portfolio (25%): This portfolio will contain a highly selective collection of artifacts documenting and illustrating the candidate's understanding of ETAP's Guiding Principles, INTASC Standards, and the local and national learning standards. Your portfolio is your culminating assignment in ETAP 690 and should serve as the culminating activity in the MSSE program of study. This is not a professional teaching portfolio in the strict sense of the term, but it may incorporate components of professional portfolios.

You will be required to create the digital portfolio as the seminar progresses, with parts of the final portfolio due throughout the semester. This process is intended to scaffold your thinking about and work on teaching and learning. The parts, and portfolio as a whole, will foster learning and promote quality by supporting reflection and stimulating discussions, revision, and improvement through the creative process, not just at the end.

You will be required to present portions of your digital portfolio as we near the end of the semester; each portion will require specific artifacts as proof of your journey through learning. By presenting your portfolio in 3 parts you will be able to receive constructive feedback from your peers and instructors, which will allow you to make changes in increments rather than hurriedly at the end of the semester. This 3-part process also prevents students from procrastinating until the end of the semester and then creating a less-than-stellar accounting of the path traveled through this program.

More information about this portfolio will be given during class.

Schedule of Meetings and Assignments

Class Date	Topic/Readings	Assignments	Due Date
8/29/2011	Welcome, Introductions, and Math Anxiety Read for Class: <ul style="list-style-type: none"> • Hilton articles – Part I and Part II • Tobias – Chapter 2 • Furner/Berman article 	Assignment: Math Autobiography – Submit through BLS	9/4
9/5/2011	No Class – Labor Day Holiday	Assignment: Responses to Throughline Questions – Part I →Submit through BLS	9/11
9/12/2011	The Classroom Environment Read for Class: Kronowitz – Units 4, 6, and 8	Assignment: Multiple Representation Paper →Submit through BLS	9/25
9/19/2011	Classroom Management Panel in Campus Center 375	Choose 3 standards to discuss that you find confusing or unclear	9/26
9/26/2011	Lesson Planning, CCSS & NYS Standards Read For Class: <ul style="list-style-type: none"> • Hart and Martin • Reflexive Teaching Ch 2 & 3 • Familiarize yourself with the Common Core State Standards including Appendix A and New York State Standards (have copy available for class discussion on 9/26) 	Assignment: Unit of Study →Submit through BLS	10/16

10/3/2011	<p style="text-align: center;">Assessment</p> <p>Read For Class:</p> <ul style="list-style-type: none"> • Conway • Dekker • Kastberg 	Assignment: Digital Portfolio – Part 1	10/9
10/10/2011	<p style="text-align: center;">The Language of Mathematics</p> <p>Read For Class:</p> <ul style="list-style-type: none"> • 1996 Yearbook – Ch. 28 • Lobato et al. • Pierce & Fontaine 		
10/17/2011	<p style="text-align: center;">Writing in Math Classes</p> <p>Read For Class:</p> <ul style="list-style-type: none"> • 1996 Yearbook – Ch. 13 • Ntenza • Waywood 	Assignment: Technology Presentation	10/24
10/24/2011	<p style="text-align: center;">Integrating Technology in ED 346</p> <p>Read For Class:</p> <ul style="list-style-type: none"> • Silk et. al. • Erbas et.al. 	Assignment: Digital Portfolio – Part 2	10/30
10/31/2011	<p style="text-align: center;">Project-Based and Collaborative Learning</p> <p>Read For Class:</p> <ul style="list-style-type: none"> • Ellis • Hirsch 	Assignment: Inquiry Project →Submit through BLS	11/6
11/7/2011	<p style="text-align: center;">Social Justice</p> <p>Read For Class:</p> <ul style="list-style-type: none"> • Damarin • Shlasko • Peterson (2 articles) • Hersh and Peterson 	Assignment: Assignment: Digital Portfolio – Part 3	11/20
11/14/2011	<p style="text-align: center;">Mock Interview in Campus Center 375</p>		

11/21/2011	<p style="text-align: center;">Meaning Making And Math Workshop</p> <p>Read For Class: Subversive Teaching –Ch. 6</p>	<p style="text-align: center;">Assignment: Responses to Throughline Questions – Part II →Submit through BLS</p>	11/27
11/28/2011	<p style="text-align: center;">ELLs, Semester Wrap-Up, and Portfolio Feedback</p> <p>Read For Class:</p> <ul style="list-style-type: none"> • 1996 Yearbook –Ch.27 • Khisty • Freeman and Crawford 	<p style="text-align: center;">Assignment: Submit Digital Portfolio via BLS</p>	12/4
12/5/2011	<p style="text-align: center;">Portfolio Exhibition and Celebration in ED 335</p>	<p style="text-align: center;">Present Portfolio</p>	12/5

****Instructors reserve the right to modify the schedule as needed****