

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

- a. Submitted by the College of: College of Education Today's Date: August 20, 2010
- b. Department/Division: Curriculum and Instruction
- c. Is there a change in "ownership" of the course? YES NO
 If YES, what college/department will offer the course instead? _____
- d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change definition)
- e. Contact Person Name: Margaret Mohr-Schroeder Email: m.mohr@uky.edu Phone: 257.3073
- f. Requested Effective Date: Semester Following Approval Specific Term²: _____

Comment [OSC1]: Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:
 a. change in number within the same hundred series*;
 b. editorial change in the course title or description which does not imply change in content or emphasis;
 c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
 d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
 e. correction of typographical errors.

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

2. Designation and Description of Proposed Course.

- a. **Current Prefix and Number:** EDC 746 **Proposed Prefix & Number:** _____
- b. **Full Title:** Subject Area Instruction in the Secondary School **Proposed Title:** _____
- c. **Current Transcript Title** (if full title is more than 40 characters): Subj Area Instruction in the Secary Sch
Proposed Transcript Title (if full title is more than 40 characters): _____
- d. **Current Cross-listing:** N/A OR **Currently³ Cross-listed with (Prefix & Number):** _____
Proposed – **ADD³ Cross-listing (Prefix & Number):** _____
Proposed – **REMOVE^{3,4} Cross-listing (Prefix & Number):** _____
- e. **Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.**
- | | | | | | |
|------------------|---|--|--|-------------------------------------|---------------------------------------|
| Current: | <input checked="" type="checkbox"/> 3-9 Lecture | <input checked="" type="checkbox"/> 6-18 Laboratory ⁵ | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion | <input type="checkbox"/> Indep. Study |
| | <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum | <input type="checkbox"/> Research | <input type="checkbox"/> Residency |
| | <input type="checkbox"/> Seminar | <input type="checkbox"/> Studio | <input type="checkbox"/> Other – Please explain: _____ | | |
| Proposed: | <input type="checkbox"/> Lecture | <input type="checkbox"/> Laboratory | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion | <input type="checkbox"/> Indep. Study |
| | <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum | <input type="checkbox"/> Research | <input type="checkbox"/> Residency |
| | <input type="checkbox"/> Seminar | <input type="checkbox"/> Studio | <input type="checkbox"/> Other – Please explain: _____ | | |
- f. **Current Grading System:** Letter (A, B, C, etc.) Pass/Fail
Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail
- g. **Current number of credit hours:** 9 **Proposed number of credit hours:** _____

¹ See comment description regarding minor course change. Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

- h. Currently, is this course repeatable for additional credit?** YES NO
Proposed to be repeatable for additional credit? YES NO
If YES: Maximum number of credit hours: 9
If YES: Will this course allow multiple registrations during the same semester? YES NO

- i. Current Course Description for Bulletin:** Students will teach in their subject areas in the schools full-time, meet regularly to discuss teaching effectiveness and strategies for improvement and develop their professional portfolios.
Proposed Course Description for Bulletin: _____

- j. Current Prerequisites, if any:** The appropriate methods course in the subject area (EDC 631, 632, 633, 634, or 635). Admission to the MA/MS in Education (Initial Certification Option - Secondary Education).
Proposed Prerequisites, if any: _____

- k. Current Distance Learning(DL) Status:** N/A Already approved for DL* Please Add⁶ Please Drop
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.

- l. Current Supplementary Teaching Component, if any:** Community-Based Experience Service Learning Both
Proposed Supplementary Teaching Component: Community-Based Experience Service Learning Both

- 3. Currently, is this course taught off campus?** YES NO
Proposed to be taught off campus? YES NO
4. Are significant changes in content/teaching objectives of the course being proposed? YES NO
If YES, explain and offer brief rationale:

- 5. Course Relationship to Program(s).**
a. Are there other depts and/or pgms that could be affected by the proposed change? YES NO
If YES, identify the depts. and/or pgms: _____
b. Will modifying this course result in a new requirement⁷ for ANY program? YES NO
If YES⁷, list the program(s) here: _____

- 6. Information to be Placed on Syllabus.**
a. Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and you *must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Signature Routing Log

General Information:


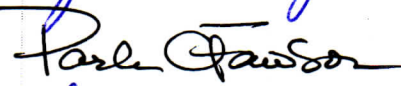

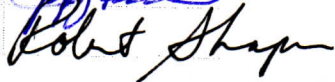
Course Prefix and Number: EDC 746

Proposal Contact Person Name: Margaret Mohr-Schroeder Phone: 257.3073 Email: m.mohr@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
MIC Faculty	08/20/2010	Jeanette Groth / / jeanette.groth@uky.edu	
EDC Faculty	08/20/2010	Parker Fawson / / parker.fawson@uky.edu	
Courses + Curricula <i>10/4/10</i>		Jeff Reese / /	
CoE Faculty		Robert Shapiro / /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The *department proposing the change in delivery method* is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: EDC 746	Date: 08/20/2010
Instructor Name: Margaret Mohr-Schroeder	Instructor Email: m.mohr@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input checked="" type="checkbox"/>	

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>Timely and appropriate interaction will be assured through weekly use of asynchronous and synchronous online discussion groups. Discussions will be facilitated by faculty member. Chats will also be used for weekly interaction. The syllabus does conform to the University Senate Guidelines and includes Distance Learning Considerations and information.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>The textbooks, course goals, and assessment of student learning outcomes are identical to a face-to-face class. This hybrid course will offer a mixed method of course presentation. In this class, the only differences are that class-based discussion and reflection is through electronic discussion boards, online chat, blogs, wikis, class materials are available from the download sites, and assignments are distributed and collected online. Students in the course will participate in online and in-class activities, and group work. All students will participate in the same experiences.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>The integrity of student work is ensured by requiring the same requirements as a face-to-face class. As a graduate class, course assessments are based on developed projects rather than examinations. The security of student work is facilitated by the security afforded of UK's Blackboard and SharePoint course system. Final student portfolio defenses will be given in a final face-to-face meeting with the instructor on campus.</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No</p>

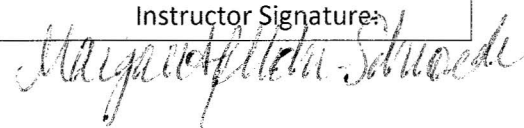
Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	If yes, which percentage, and which program(s)?	<p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?	<p>Course readings will be available online through UK's library sites. Textbooks will be available for purchase online. The instructor will maintain virtual office hours during which time students may participate in online chat sessions, email, or call the instructor for a live conversation. The syllabus includes details for accessing student services on campus for technology support and library support.</p>
<i>Library and Learning Resources</i>		
6.	How do course requirements ensure that students make appropriate use of learning resources?	<p>The discussion boards, blogs, wikis, and chats will be tracked for evidence of participation. Readings will be monitored for download. Downloaded readings will be the subjects of discussion boards and chats. Assignments, such as technology-integrated project and final teaching portfolio, require the use of technology and publication resources.</p>
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.	<p>Technology tools used in the course will be available to students in class and in the College of Education Instructional Technology Center (ITC). Software and peripherals, such as Vernier probes and QX5 digital microscopes and calculators, will be available for check out to students enrolled in the course.</p>
<i>Student Services</i>		
8.	How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?	<p>Students are informed in the actual syllabus as well as in orientation letters emailed to the students.</p>
9.	Will the course be delivered via services available through the Teaching and Academic Support Center?	<p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> ○ "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none"> ○ Carla Cantagallo, DL Librarian ○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) ○ Email: dllservice@email.uky.edu ○ DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Margaret Mohr-Schroeder</p> <p style="text-align: right;">Instructor Signature: </p>

**EDC 746: Subject Area Instruction in Secondary School
Syllabus**

“Research and Reflection for Learning and Leading”

Instructor:	Kathy Swan, Les Burns, Margaret Mohr-Schroeder, Elinor Brown, or Jana Bouwma-Gearhart
Office Location	335 DH
Phone Number	257.3073
Email	m.mohr@uky.edu , kswan@uky.edu , lburn2@uky.edu , jana.bouwma-gearhart@uky.edu , elbrown@uky.edu
Virtual Office Hours	Arranged individually through email; Telesupervision and Skype access also available
Technological Requirements	Computer with internet access or access to UK computer facilities. Access to digital video recording devices (digital camera, digital video recorder, laptop webcams)
For Technological assistance	Contact TASC at http://www.uky.edu/TASC or call 859.257.8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Technical Complaints	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Preferred method for contacting instructor	Email or Blackboard
Anticipated Response Time	2 days
Information on Distance Learning Library Service	http://www.uky.edu/Libraries/DLLS
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 dllservice@email.uky.edu
DL Interlibrary Loan Service	http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&llib_id16

Required Texts

Articles Assigned (available online via Blackboard or Sharepoint or course website)
Common Core Standards as they become available (www.corestandards.org)

Recommended Texts

Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher*. Harry K. Wong Publications.

Course Description

EDC 746 is a nine graduate credit hour course taken concurrently with student teaching. The purpose of student teaching and the student teaching seminar is to help student teachers continue to develop their knowledge, strategies, and the skills necessary in order to become a successful and productive secondary teachers capable of being a leader in the profession. With the support of cooperating teachers in area public schools, the course instructor, and university field supervisors, student teachers will apply the theories, methods, and techniques they have learned in the past in addition to what they will learn during their concurrent student teaching experiences. The purposes of the student teaching seminar are to:

- Provide a forum in which student teachers may discuss issues, share ideas, and solve problems through peer and instructor collaboration
- Extend student teachers' knowledge of theory, content, and pedagogy, especially as related to successful classroom implementation
- Assist student teachers as they develop professional resumes and portfolios based on the Kentucky Teacher Standards (Initial)
- Prepare student teachers for obtaining education-based employment in their area of expertise

In addition, this course will address the four themes of the conceptual framework for the UK professional education unit: **research**, **reflection**, **learning**, and **leading**. Students will be given the opportunity to review, analyze, discuss, and apply **research** from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. **Reflection** will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long **learning** as educators who will be active in **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Delivery

This proposed course is designed as a **hybrid course**. Approximately 30% of the class meetings will occur at an area high school; the rest will be conducted in an online format. During this time, students will participate in class discussions and present projects. During the sessions in which students attend class online, they will complete class reading and reflective summaries, participate in online discussions, and work collaboratively with their small groups online as they

conduct guided discussions on the topic of the night, and develop their final portfolios. Where an online discussion is utilized, discussions will take place using a Learning Management System such as Blackboard.

Addressing Themes of Diversity, Assessment, and Technology

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

Student Teaching Goals

With the guidance of cooperating teachers and university instructors, student teachers will be expected to meet the following goals during the field placement experiences:

- Develop and refine skills in conducting long- and short-term instructional planning
- Develop and refine a repertoire of successful teaching strategies
- Develop and refine successful classroom management strategies
- Practice communication skills in order to interact productively with secondary schools students, teaching colleagues, school and district administrators and staff, and parents
- Develop and refine skills in assessing and evaluating student achievement and progress
- Exhibit professional performance and dispositions during interactions with students, parents, and professionals
- Perform the duties of a practicing science and mathematics teacher and professional educator

Student Learning Outcomes and Assessments

Student teaching is the capstone experience and the most anticipated part of one’s program experience. To this end, by the end of this course/the student teaching experience, student teachers (STs) will

Learning Outcome	Assessment
Demonstrate applied content knowledge	STs will receive a passing score, identified by the state, on the PRAXIS content knowledge exam. (Summative) Portfolio (Summative) Observation (Formative)
Design and plan instruction	Observation (Formative) KTIP Lesson Plan with each Observation (Formative) Portfolio (Summative)
Create and Maintain Learning Climate	Observation (Formative) Portfolio (Summative)
Implement and Manage Instruction	Observation (Formative) Portfolio (Summative)

Learning Outcome	Assessment
Assess and communicate learning results	Assessment Analysis of Student Work (Summative) Portfolio (Summative)
Demonstrate the implementation of technology	Observation (Formative) PSTs will design an electronic portfolio at the beginning of their program and add assessment artifacts throughout the program. The Electronic Portfolio will utilize Web 2.0 technologies and fulfill the summative assessment requirement for state certification. (Formative and Summative) Teacher/Classroom Website (Formative) Portfolio (Summative)
Reflect on and evaluate teaching and learning	KTIP Lesson Plan with Reflection and Refinement for each observation (Formative) Journaling/Blogging throughout semester (Formative) Final Reflection (Summative) Video Analysis with Self-Reflection (Summative) Portfolio (Summative)
Collaborate with colleagues/parents/others	Portfolio (Summative)
Evaluate teaching and implement professional development	Self-Directed Activities with reflection (Summative) Portfolio (Summative) Professional Growth Plan (Formative and Summative)
Provide leadership within school/community/profession	Self-Directed Activities with reflection (Summative) Portfolio (Summative)

Course Expectations

All students are expected to:

1. Be prompt and present at their student teaching assignments. In case of absence or emergency, the student teacher **MUST** inform his/her cooperating teacher, Dr. Mohr-Schroeder or Dr. Bouwma-Gearhart or Dr. Swan or Dr. Brown or Dr. Burns, and/or his/her university field supervisor with due professional diligence.
2. Dress professionally and perform duties in a professional manner, meeting or exceeding the norms of professional conduct and behavior for a high school teacher. **NO JEANS!!!!**
3. Provide performance and other tangible evidence of regular and thorough planning for daily and long-term units of instruction.
4. Take steps to provide, as much as possible, a safe and supportive environment for students to learn in.
5. Be professional in all interactions with students, parents, and colleagues.

6. Develop and implement appropriate evaluation strategies, and treat all students equitably.
7. Maintain an organized notebook of all instructional plans, supplemental materials, and assessments; all materials must be legible and dated. This notebook must be accessible at all observations.
8. Attend and participate in all content specific and general seminars for student teachers.
9. Attend all faculty and department meetings in his/her field placement.
10. Build and maintain a portfolio of selected artifacts documenting learning and accomplishments during the student teaching experience. This portfolio must contain, but should not be limited to the following items:
 - a. A professional resume
 - b. A philosophy of teaching
 - c. Entries for each Kentucky Teacher Standard (use Initial Indicators):
 - i. Standard 1: The Teacher Demonstrates Applied Content Knowledge
 - ii. Standard 2: The Teacher Designs and Plans Instruction
 - iii. Standard 3: The Teacher Creates and Maintains Learning Climate
 - iv. Standard 4: The Teacher Implements and Manages Instruction
 - v. Standard 5: The Teacher Assesses and Communicates Learning Results
 - vi. Standard 6: The Teacher Demonstrates the Implementation of Technology
 - vii. Standard 7: Reflects On and Evaluates Teaching and Learning
 - viii. Standard 8: Collaborates with Colleagues/Parents/Others
 - ix. Standard 9: Evaluates Teaching and Implements Professional Development
 - x. Standard 10: Provides Leadership within School/Community/Profession
 - d. Exhibits other artifacts of teaching experience

Portfolios will be in an electronic format. The primary course instructor will monitor development of the portfolio during the semester, and some seminar meetings will be dedicated to particular portfolio components (e.g., the resume). However, the compilation of portfolio materials is entirely the responsibility of the student teacher. Portfolios are due for final submission no later than **Sunday, May 1, 2011 by 8:00pm** and will coincide with an exit interview during which the student teacher will review the final product with the course instructor.

Midterm and Final Evaluation/Assessment

At the midterm of the spring semester, the student teacher, the University Supervisor, and the Cooperating Teacher will fill out an evaluation and turn it in to the primary course instructor. A midterm evaluation/assessment meeting will be scheduled with the above parties where feedback will be discussed as a group. The same format will be followed for the final assessment.

Attendance at Student Teaching Assignment

Student teachers are expected to be at their placement school on the same days and at the same times as their cooperating teachers. Student teachers should NOT attend school when

they are ill; however, excessive absences and/or tardiness will result in a lower grade, and may result in the student teacher's removal from the student teaching program. With prior approval by the cooperating teacher *and* the primary course instructor, the student teacher may use a reasonable number of school hours for attending job interviews.

Classroom Supervision of Student Teachers

Because the cooperating teacher is the person legally responsible for the class(es) to which he/she is assigned, his/her **student teachers may not assume full responsibility for a class or classes without direct supervision from a certified teacher who is employed by the school system.** This means that **under no circumstances should a student teacher be left alone in the classroom without the presence of his/her cooperating teacher** for extended periods of class time. If the cooperating teacher has non-mentoring responsibilities, it is important that she/he fulfill them while in the classroom with the student teacher whenever it is reasonable to do so. **Student teachers are NOT to be left in "sink or swim" situations,** even in the advanced stages of their student teaching placements, and even when they have demonstrated the ability to teach independently. This policy is a matter of Kentucky law, not a matter of university program preference. The student teacher MAY NOT serve as a substitute teacher unless granted special permission by the Program Faculty.

Student Teacher Observation Meetings

Observations are required at least twice during each eight-week period; the first observation should take place within the first three weeks of the placement period. The supervisor should observe at least one complete lesson (approximately one hour) during each visit. We recommend longer observations during periods of full time teaching. The ST should be advised to have the written plan (in KTIP Format) for the observed lesson available for review. The US should confer with the ST and/or CT during each observation visit.

In addition to individual conferences, group conferences should be held at seminars where student teachers share experiences and reflect together about progress. Videotapes of lessons provide excellent material for discussion. We have provided additional information about videotaping in the appendix of the UK Student Teaching Field Handbook.

Student teachers must participate in meetings and seminars scheduled by the university supervisor and/or Director of Field Experiences. **For this course, student teachers will meet bi-weekly in a hybrid environment.** The purpose of seminars is to help student teachers bridge the gap from the student to professional level by providing opportunities to plan and evaluate experiences and share ideas and materials with others.

Certification Requirements

In order to meet certification requirements, student teachers should have opportunities to:

- Apply knowledge, skill, and reflective disposition developed during the initial phases of the Teacher Education Program in a practical setting.
- Use materials, technology, and teaching methods to promote learning in students in their charge.

- Develop communication and interpersonal skills that enhance teaching ability.
- Develop and refine a philosophy of teaching.
- Learn about the structure of schools and their role in the community.
- Observe, interact with, and learn from school personnel including teachers and administrators.
- Participate in the full life of a school, including extracurricular and professional development activities.
- Examine and implement school curricula, learning how curriculum changes occur and how they relate to the students and to the larger communities in which students live.
- Demonstrate competency related to the Kentucky Teacher Standards (Initial).

Participation and Professionalism

All teaching candidates are expected to demonstrate the ethical and professional values associated with Secondary Level Education. It is critical teaching candidates adopt and exhibit a professional demeanor at each point in their teacher preparation. Evidence of professional dedication will be expected through all work during classes, seminar, and student teaching experiences. Credit for participation and professionalism will be part of the evaluation. The MIC Program is a professional education program, and you are expected to begin making the transition from student to professional. This means, in part, that we expect your regular, on-time attendance and participation. If you miss a class for any reason, it is **your** responsibility to contact the instructor and to make up all work that was missed.

Completeness and Promptness

Only assignments submitted complete and on time will be considered for full credit. **All assignments must be typed unless otherwise instructed.**

Assignment Format

All assignments will be submitted via Blackboard or email or the course website unless otherwise indicated or stated. It is highly recommended you save all your work electronically and also a hardcopy for your records before turning it in. The following format is required for every assignment submitted. Deviating from the format may result in reduced points, returned paper, or rejection of the assignment completely. All submissions must be typed, in 12-point readable font, with 1" margins all the way around. A **cover page** specifying the assignment, due date, instructor's name, and student's name must be included. Please name your files as follows: **lastname.assignment name** (example: schroeder.article2). Assignments are **due by 11pm the day they are due** unless otherwise noted by the instructor.

Late Assignments

Only assignments submitted complete and on time will be considered for full credit. Any assignments turned more than one week late will receive zero points.

Attendance

Attendance of individuals in the seminar is required, and university rules regarding absences will be followed. Exchange of ideas is essential for the learning that occurs in this class. If you

are absent, it is each student's responsibility to make up the work and provide evidence that the absence was excused. Without this evidence, the absence will be considered unexcused. Two tardies, whether arriving late or leaving early, equals one unexcused absence. **I reserve the right to lower your grade one letter grade for each unexcused absence.**

Excused Absences: S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

- 1) serious illness;
- 2) illness or death of family member;
- 3) University-related trips;
- 4) major religious holidays;
- 5) other circumstances you find to be "reasonable cause for nonattendance."

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

In the case of an excused absence, it is the student's responsibility to inform the instructor of the absence, preferably in advance, but no later than one week after it. Opportunities for make-up will be discussed then.

Students with Special Needs

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please notify your instructor and contact the Disability Resource Center (Mr. Jake Karnes, jkarnes@uky.edu) 257-2754, room 2 Alumni Gym.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

Classroom Behavior, Decorum, and Civility

This course and its participants will not tolerate discrimination, violence, or vandalism. EDC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

Ethics Statement

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting graduate students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure in your courses and/or expulsion from the MIC program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult your advisor if you have any questions regarding this requirement.

Legal Action

Student teachers charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or student teaching until the case is settled. Student teachers must assume responsibility for reporting such charges to the director of Field Experiences.

Statement on Cheating/Plagiarism

All materials generated for this class (which may include but are not limited to syllabi and in-class materials) are copyrighted. You do not have the right to copy such materials unless the professor or assistant expressly grants permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others. Cheating and plagiarism are serious university, academic, and professional offenses. The consequences of cheating or plagiarism include, at the minimum, that the student will fail this course. Further university penalties may be assessed depending on the circumstances of the case. The University of Kentucky's policy on Plagiarism will be enforced in this course.

Evaluating the Experience and Relationships with other Team Members

All members of the student teaching triad have the opportunity to evaluate their experience and their relationship with other team members at the end of the placement period. Evaluation forms are included in the appendix and are distributed through the student teacher at the beginning of the semester. Data collected from these evaluations are used to assist in improving the student teaching program. In an effort to ensure anonymity and confidentiality, evaluations are only released in summary form. Individual forms are kept confidential.

Course Components

Your grade for this course will be as follows:

- Seminar Homework (Self-Evaluation, Analysis of Assessment, & Class Website) 15%
- Observations (Journals, Observations, Reflections) 50%
- Portfolio 35%
- Professional Development – Pass/Fail

Grades will be assigned as follows:

90%-100% A; 80%-89% B; 70%-79% C; 60%-69% D

Note: This course must be completed with a grade of "C" or better.

Note: course readings and assignments have been selected and arranged in compliance with policies set forth by the Kentucky Education Reform Act (KERA), the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, the National Council for the Accreditation of Teacher Education, and the Common Core Standards (as they become available).

✓ **Seminars**

- The seminars will meet face-to-face for the first meeting and last meeting. All other meetings will take place online as scheduled. Each seminar will be divided into two general parts. The first part will focus on field experiences as they relate to specific issues in teaching mathematics (e.g., assessment, small-group work, curriculum, questioning, lesson plans, classroom management, motivation). The second part of the seminar will focus on the Kentucky Teacher Standards and ways you can document in your professional portfolio that you are meeting the standard. An assignment related to your professional portfolio will be given each seminar. **(KTS 1-10; NCATE/NCTM 1-16; Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap; KERA Initiatives)**

✓ **Journal (25 pts. each; graded randomly 4 times this semester; 100 points total)**

- You need to keep a journal of your student teaching experiences. Three or four days per week (**minimum**) you need to reflect on your experiences, set down ideas for what you wish to do in your classroom, engage in self-evaluation, and consider underlying assumptions you are making about your content area, teaching, schools, and students. Journals should help you formulate and refine your philosophy of education. In order to keep up with the increasing technology demands of our society, we will be utilizing a blog setting for journals this year. The website is: [XXXX](#) (NING or Blackboard or OPEN Portfolio or Google Sites format). All journal entries will be kept confidential (between University Supervisor, content instructor, and student teacher) unless permission is granted by the student teacher. **(KTS 6, 7, 9; NCATE/NCTM 8, 16; Diversity, Literacy/Reading; KERA Initiatives)**
- **Overall reflection (25 pts):** For a final reflection of your student teaching experiences, we will be utilizing Wordle (<http://www.wordle.net/>) to help take a different way of reflecting. You will copy and paste your blogs into the wordle.net site. After producing a picture you desire, please use the picture as a guide for writing a 2-3 page overall reflection of your student teaching experience. This assignment is due Friday, April 29, 2011.

✓ **Observations (400 pts. total)**

- You will be observed teaching 4 class periods. These observations will be made by your University Supervisor as per the tentative schedule below. Observations will be unannounced. **It is very important you email your University Supervisor the Sunday before each observation period with your teaching schedule for that week (what periods are you teaching, any tests planned, any lessons you would really like for them to observe, etc.).** In planning for your teaching, **it is vital you prepare a lesson plan and materials (including handouts, assessments, rubrics, and other resources) for each of your classes. There is absolutely NO EXCUSE for not having a lesson plan each day for each class.** Lesson plans and notebooks will be checked at each observation. Observations will focus on teaching style, instructional strategies, assessment, planning and preparation, classroom management, use of technology, and use of materials. There will be a debriefing conference following each observation in order to review the ST's performance, note strengths and needs, and determine further work. This debriefing can take place face-to-face or in a video chatting format.

- All student teaching observation assessments are completed using the following graduated observation assessment form. Observation 1 begins with basic criteria for evaluation, and each subsequent assessment adds additional and/or advanced criteria in order to document the student teacher's progress towards mastery of novice-level teaching skills. Below is a copy of the Master Observation Assessment used to assess student teacher's performances. For at least one observation (Observation 3), we will make use of the KTIP observation form. Each observation will be worth 100 points (400 points total), based on the following scale:
 - Exceeds Expectations: 100 points
 - Meets Expectations: 90 points
 - Approaching Expectations: 80 points
 - Does Not Meet Expectations: No points; must repeat observation.
 - Unsatisfactory Performance: No points; must repeat observation and document a detailed plan for improvement.

Your feedback will be emailed back to you or appear on your OPEN Portfolio after you have turned in your reflection (see below) for the observed reflection. You may insert this observation form into your portfolio if it is not already present.

(KTS 1-7, 9; NCATE/NCTM 1-16; Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap; KERA Initiatives)

✓ **Observation Reflection and Refinement (25 pts. each)**

- After each observation, you will need to fill out the lesson reflection and refinement section of your lesson plan. Please follow the procedures and

statements found on your KTIP-TPA lesson plan sections. These are due within **48 hours AFTER your observation** and may be posted online as a blog or emailed to your supervisor. Upon receiving this reflection, the University Supervisor will grade the reflection and provide you feedback on the reflection and your observation. **(KNTS 1-7, 9; NCATE/NCTM 1-16; Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap; KERA Initiatives)**

✓ **Self-Evaluation Report/Evaluation (25 pts.)**

- Being able to critically reflect on your teaching is a skill you need to develop. Choose a class you will be teaching for almost the entire semester. Videotape two lessons with this class. The first lesson must be taped by the **end of January**; the second lesson **should not be taped until April**. View the first videotape and analyze your teaching. You will choose areas upon which to focus for improvement and design a plan to help you improve in those areas. Keep a journal of your experiences to help you write up your reflection. You also will view the second videotape and analyze it for improvements you can see. Following this viewing, you will prepare a report to go into your professional portfolio. The reflection/self-evaluation will contain four parts: a critique of the original lesson, the areas upon which you focused for improvement, a discussion of your successes and setbacks, and your plans for continued efforts. This reflection/self-evaluation report is due via email or via a blog post by **April 23**. In addition, you will need to turn in your videos to your course instructor. Make sure you obtain student permission (hand out the first day of class) to video in your classroom. **(KNTS 1-7, 9; NCATE/NCTM 1-16; Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap; KERA Initiatives)**

✓ **Assessment Analysis of Student Work (50 pts.)**

- Assessment is a vital part of teaching. Analyzing and being able to interpret and apply assessment results is even more important! In this assignment you will design a pre- and post-assessment (entrance and exit slips are most commonly used) for ONE lesson. You will analyze the results and write them up. More information and an example is found below. Other examples will be posted online. This assignment is due no later than **Sunday, March 7**. **(KTS 1-10; NCATE/NCTM 1-16; Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap; KERA Initiatives)**

✓ **Teacher/Class Website (25 pts.)**

- As we talked about this past semester, class websites and web communication is increasing rapidly and a requirement for many schools now. This semester, utilizing your sweb space or another site of your choice (e.g., WordPress, Blogger, Google Sites), you will create a website for your classroom. It may be fictional or based upon your current student teaching

placement. Requirements for the website and a rubric will be created during a seminar by you all as a class! This assignment is due **Sunday, February 21. (KTS 1-10; NCATE/NCTM 1-16; Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap; KERA Initiatives)**

✓ **Professional Portfolio (110 pts.)**

- Through seminar assignments, you will develop a professional portfolio to which you should be able to refer to at job interviews. Each student is responsible for constructing a series of artifacts for her/his online portfolio. Artifacts will include philosophy statements, lesson plans, unit plans, student teacher created assessments, assessments of student learning, teaching reflections/journal entries, instructional materials created by the student teacher, evidence of communication with parents, peers, and cooperating teachers, and other artifacts that the student teacher believes will represent her/his performance during the field practicum. Students will be trained in the use of the online portfolio system, and the course instructor will monitor the contents of each portfolio. Students may add or delete artifacts at any time, provided that their portfolios are complete by the last day of the UK spring semester. Student teacher portfolios will be assessed on a standard by standard basis, pass/fail. Student teachers who may have inadequate or insufficient portfolio materials may be asked to revise portions of their portfolios by the course instructor. Satisfactory completion of each of Kentucky Teacher Standard will be worth 10 points per standard, and 10 points for the other/observation category (110 points total). Your portfolio is due **Sunday, May 2 by 8pm!!!!!! (KTS 1-10; NCATE/NCTM 1-16; Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap; KERA Initiatives)**

✓ **Professional Development (Pass/Fail)**

There are aspects of this course that you will be expected to complete prior to receiving your grade for this course. *Failure to satisfactorily complete any **one** of these components will result in the lowering of your final grade by 1 letter grades.*

- **Professional Growth Plan:** You will be required to develop a professional growth plan at the midterm conference. Details and specifics will be given out during your midterm conference. **(KTS 7-10; NCATE/NCTM 7; Diversity, Assessment, Closing the Achievement Gap)**
- **You are encouraged to join your professional affiliation (KTS 1, 7- 10; NCATE/NCTM 7; Diversity, Assessment, Closing the Achievement Gap)**
- **Self-Directed School Activities:** During the 16 weeks, you will become involved in a number of school activities. You will select and complete ten (10) Self-Directed School Activities as attached. It is highly suggested you look for ways to include several of the activities in your professional portfolio or discussion in the job interview. You will be required to post this as a blog

reflection or turn in via email by **April 27**. Attached to your documentation list should be a reflection on the activities you completed in essay form.
(KNTS 7-10; NCATE/NCTM 7; Diversity, Assessment, Closing the Achievement Gap)

THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER.

**STUDENT TEACHING CALENDAR—SECONDARY MATHEMATICS EDUCATION
SPRING 2011**

This calendar is subject to change. Please refer to the Google Calendar for updates

January 11	Orientation meetings 9:00 a.m. – 12:00 p.m. Face-to-Face First day of student teaching assignment
January 25	EDC 746 Seminar 4-5:30pm at TBA (Face-to-Face) Topic: Navigating Technology in the Classroom Fill out Degree Cards and Master’s Exam Cards Initial Checklist Due
Jan 31 – Feb 11	Observation 1
February 8	EDC 746 Seminar – Online chat and/or discussion forum Topics: Online Portfolios and Classroom Websites Last day to apply for a May degree – DGS office, 305 DH
	Classroom Website Due
Feb 28 – Mar 11	Observation 2
February 22	EDC 746 Seminar – Online chat and/or discussion forum Topics: Issues in the Modern High School Classroom Analysis of Assessment Due
TBA	Midterm Evaluations Due UK Midterm
March 8	EDC 746 Seminar – Online chat and/or discussion forum Topics: Content Area Literacies
TBA	Midterm Assessment Conferences
March 14 – 19	UK spring vacation (Monday through Saturday)
Mar 21 – April 15	Observation 3; KTIP Observation; Different Observer – Needs to be during 10 days of student teaching; Observer will be flexible to accommodate this
TBA	Professional Growth Plan Due
TBA	PDK Principal/Student Teacher Program UK Campus, E.S. Goodbarn High School Student Teachers: 5:30 – 6:30 p.m. For more information contact Andy Biggers, (859)774-2243, Andy.Biggers@clark.kyschools.us
March 22	EDC 746 Seminar – Online chat and/or discussion forum Topic: Working with a collaborator in your classroom
TBA	Priority Registration Begins
April 4 – 8	Spring vacation – Fayette County and Woodford County
April 11 - 22	Observation 4 **May change due to CATS Testing**
April 12	EDC 746 Seminar– Face-to-Face at TBA Topic: Beginning Teacher Panel; bring your questions!!
TBA	Kentucky Teachers' Network Career Fair 3:30 – 6:00 p.m. UK Student Center Ballroom For more information contact the Career Center in the Stuckert Building, 257-2746.
April 26	EDC 746 Seminar at TBA (Face-to-Face) Topic: Reflections on Student Teaching; Transitioning to full time teachers Video Self Reflection Due
TBA	Final Evaluations Due
TBA	Final Evaluation/Exit Interview with CT, US, and Program Chair Self directed activities and videos due
April 29	Last day of student teaching if you did NOT take the UK Spring Break.
May 1	Final Portfolios Due by 8pm

TBA	<i>Final Professional Growth Plan Due</i>
May 2 - 6	Final Portfolio Reviews, by appointment, Face-to-Face
May 6	Last day of student teaching if you took both Spring Breaks. Final evaluation must be filled out online by this date.
May 8	<i>UK Commencement! You may also walk if you are getting an August Degree</i>

**EDC 746: Subject Area Instruction in Secondary School:
Student Teaching in Mathematics
Spring 2009 – Syllabus**

“Research and Reflection for Learning and Leading”

Class Meets: 4:30 – 6:00pm every other Tuesday (see schedule below)

Course Website: <http://academics.uky.edu/classes/EDC631/>

Use your myUK/Exchange login and password

Social Networking Site: <http://edc7462009.ning.com/>

Cooperating Teacher Website: <http://www.uky.edu/Education/EDC/Math/coopteachers>

Professor	Dr. Margaret Schroeder	E-mail	m.mohr@uky.edu
Phone	257-3073 (Office) 859-285-0147 (Cell)	Office Hours	By appointment
Office	309 DH		

Required Texts

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Reston, VA: NCTM. Or you may use your NCTM membership to access the standards online for free.

Brahier, D. J. (2005). *Teaching secondary and middle school mathematics*. Boston: Allyn and Bacon.

Articles Assigned

Recommended Texts

Donovan, M. S., & Bransford, J. D. (eds.). (2005). *How students learn: Mathematics in the classroom*. Washington, DC: The National Academies Press.

Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher*. Harry K. Wong Publications.

Course Description

EDC 746 is a nine graduate credit hour course taken concurrently with student teaching. The purpose of student teaching and the student teaching seminar is to help student teachers continue to develop their knowledge, strategies, and the skills necessary in order to become a successful and productive Mathematics teacher capable of being a leader in the profession. With the support of cooperating teachers in area public schools, the course instructor, and university field supervisors, student teachers will apply the theories, methods, and techniques they have learned in the past in addition to what they will learn during their concurrent student teaching experiences. The purposes of the student teaching seminar are to:

- Provide a forum in which student teachers may discuss issues, share ideas, and solve problems through peer and instructor collaboration
- Extend student teachers’ knowledge of Mathematics theory, content, and pedagogy, especially as related to successful classroom implementation

- Assist student teachers as they develop professional resumes and portfolios based on the Kentucky Teacher Standards (Initial)
- Prepare student teachers for obtaining education-based employment in their area of expertise

In addition, this course will address the four themes of the conceptual framework for the UK professional education unit: **research, reflection, learning, and leading**. Students will be given the opportunity to review, analyze, discuss, and apply **research** from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. **Reflection** will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long **learning** as educators who will be active in **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

KERA Initiatives

This course will provide students an opportunity to advance their knowledge and mastery of the "tools" associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations (LGAE), the Kentucky Program of Studies (POS), and the Commonwealth Accountability Testing System (CATS), which includes the Core Content for Assessment. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the KERA initiatives.

Addressing Themes of Diversity, Assessment, and Technology

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

Commitment to Diversity

The Secondary Mathematics Education Program Faculty is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

Equitable access to high quality mathematics instruction in Kentucky’s secondary schools is directly and indirectly affected by UK’s Secondary Mathematics Education program’s beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in mathematics that can then be used by them as citizens to enhance their communities and participate in the state’s ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engaged in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

Commitment to Addressing the Achievement Gap

The UK Secondary Mathematics Education Program aligns itself with the positions of the National Council of Teachers of Mathematics regarding cultural and linguistic diversity in mathematics education. The program seeks to underscore that cultural and linguistic diversity should be treated as integral components of mathematics education, and that the failure to accommodate such diversity in curriculum and instruction lies at the heart of disparities in mathematics achievement between Caucasian and Minority racial populations—a phenomenon popularly referred to as “the achievement gap.” The NCTM (2005) offers the following belief statement that underscores our program’s commitment to diversity in education:

Every student should have equitable and optimal opportunities to learn mathematics free from bias—intentional or unintentional—based on race, gender, socioeconomic status, or language. In order to close the achievement gap, all students need the opportunity to learn challenging mathematics from a well-qualified teacher who will make connections to the background, needs, and cultures of all learners. (¶ 2)

Commitment to Technology

The Initial Preparation Certification Program in Secondary Mathematics Education is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by NCATE standards and EPSB New Teacher Standards as they relate to technology. Candidates are required to use technology for a majority of their classes. Candidates use technology for class assignments, lesson plan design and preparation, class presentations, record keeping, and data analysis. Candidates are required to successfully complete course work focusing on using technology. Our candidates are required to communicate via electronic mail, use list serves, access the Internet and online databases, and use digital texts and modes for research projects and presentations. Our candidates use Microsoft Word, Excel, Access, and PowerPoint. They are given multiple opportunities during student teaching to videotape their teaching for use in self-analysis toward professional development. Our program offers candidates access to “smart” classrooms and technology labs in order to further facilitate their use of technology.

In addition to its alignment with NCATE standards, EPSB themes, and UK College of Education Technology Standards, the UK Secondary Mathematics Education Program aligns itself with the position of the National Council of Teachers of Mathematics regarding the use of technology and media in mathematics education. NCTM's (2003) statements underscore our program's commitment to technology as follows:

Technologies are essential tools within a balanced mathematics program. Teachers must be prepared to serve as knowledgeable decision makers in determining when and how their students can use these tools most effectively.

Recommendations

- Every school mathematics program should provide students and teachers with access to tools of instructional technology, including appropriate calculators, computers with mathematical software, Internet connectivity, handheld data-collection devices, and sensing probes.
- Preservice and in-service teachers of mathematics at all levels should be provided with appropriate professional development in the use of instructional technology, the development of mathematics lessons that take advantage of technology-rich environments, and the integration of technology into day-to-day instruction.
- Curricula and courses of study at all levels should incorporate appropriate instructional technology in objectives, lessons, and assessment of learning outcomes.
- Programs of preservice teacher preparation and in-service professional development should strive to instill dispositions of openness to experimentation with ever-evolving technological tools and their pervasive impact on mathematics education.
- Teachers should make informed decisions about the appropriate implementation of technologies in a coherent instructional program. (¶ 4-9)

Student Teaching Goals

With the guidance of cooperating teachers and university instructors, student teachers will be expected to meet the following goals during the field placement experiences:

- Develop and refine skills in conducting long- and short-term instructional planning
- Develop and refine a repertoire of successful teaching strategies
- Develop and refine successful classroom management strategies
- Practice communication skills in order to interact productively with secondary schools students, teaching colleagues, school and district administrators and staff, and parents
- Develop and refine skills in assessing and evaluating student achievement and progress

- Exhibit professional performance and dispositions during interactions with students, parents, and professionals
- Perform the duties of a practicing mathematics teacher and professional educator

Course Expectations

All students are expected to:

1. Be prompt and present at their student teaching assignments. In case of absence or emergency, the student teacher **MUST** inform his/her cooperating teacher, Dr. Mohr, and/or his/her university field supervisor with due professional diligence.
2. Dress professionally and perform duties in a professional manner, meeting or exceeding the norms of professional conduct and behavior for a mathematics teacher. **NO JEANS!!!!**
3. Provide performance and other tangible evidence of regular and thorough planning for daily and long-term units of instruction.
4. Take steps to provide, as much as possible, a safe and supportive environment for students to learn in.
5. Be professional in all interactions with students, parents, and colleagues.
6. Develop and implement appropriate evaluation strategies, and treat all students equitably.
7. Maintain an organized notebook of all instructional plans, supplemental materials, and assessments; all materials must be legible and dated. This notebook must be accessible at all observations.
8. Attend and participate in all content specific and general seminars for student teachers.
9. Attend all faculty and department meetings in his/her field placement.
10. Build and maintain a portfolio of selected artifacts documenting learning and accomplishments during the student teaching experience. This portfolio must contain, but should not be limited to the following items:
 - a. A professional resume
 - b. A philosophy of mathematics teaching
 - c. Entries for each Kentucky Teacher Standard (use Initial Indicators):
 - i. Standard 1: The Teacher Demonstrates Applied Content Knowledge
 - ii. Standard 2: The Teacher Designs and Plans Instruction
 - iii. Standard 3: The Teacher Creates and Maintains Learning Climate
 - iv. Standard 4: The Teacher Implements and Manages Instruction
 - v. Standard 5: The Teacher Assesses and Communicates Learning Results
 - vi. Standard 6: The Teacher Demonstrates the Implementation of Technology
 - vii. Standard 7: Reflects On and Evaluates Teaching and Learning
 - viii. Standard 8: Collaborates with Colleagues/Parents/Others
 - ix. Standard 9: Evaluates Teaching and Implements Professional Development
 - x. Standard 10: Provides Leadership within School/Community/Profession
 - d. Exhibits other artifacts of teaching experience

Portfolios will be in an electronic format. The primary course instructor will monitor development of the portfolio during the semester, and some seminar meetings will be dedicated to particular portfolio components (e.g., the resume). However, the compilation of portfolio materials is entirely the responsibility of the student teacher. Portfolios are due for final submission no later than **Sunday, May 3, 2009 by 8:00pm** and will coincide with an exit interview during which the student teacher will review the final product with the course instructor.

Midterm and Final Evaluation/Assessment

At the midterm of the spring semester, the student teacher, the University Supervisor, and the Cooperating Teacher will fill out an evaluation and turn it in to the primary course instructor. A midterm evaluation/assessment meeting will be scheduled with the above parties where feedback will be discussed as a group. The same format will be followed for the final assessment. Assessment forms and dates due can be found on the Cooperating Teacher Website (<http://www.uky.edu/Education/EDC/Math/coopteachers>).

Attendance at Student Teaching Assignment

Student teachers are expected to be at their placement school on the same days and at the same times as their cooperating teachers. Student teachers should NOT attend school when they are ill; however, excessive absences and/or tardiness will result in a lower grade, and may result in the student teacher's removal from the student teaching program. With prior approval by the cooperating teacher *and* the primary course instructor, the student teacher may use a reasonable number of school hours for attending job interviews.

Spring Break and Student Teaching

All MIC students will take the public school spring break. MIC students who teach through UK's spring break will complete their student teaching practicum in the school on Friday, May 1. If you choose to take UK's spring break, your last day of student teaching will be Friday, May 8. This completion date is important in order to allow time for mandatory exit interviews for the MIC program, review final portfolios, etc. MIC students should expect to schedule a meeting with their faculty instructor and/or university field supervisor between April 27 and May 1 in order to complete these activities.

Classroom Supervision of Student Teachers

Because the cooperating teacher is the person legally responsible for the class(es) to which he/she is assigned, his/her **student teachers may not assume full responsibility for a class or classes without direct supervision from a certified teacher who is employed by the school system.** This means that **under no circumstances should a student teacher be left alone in the classroom without the presence of his/her cooperating teacher** for extended periods of class time. If the cooperating teacher has non-mentoring responsibilities, it is important that she/he fulfill them while in the classroom with the student teacher whenever it is reasonable to do so. **Student teachers are NOT to be left in "sink or swim" situations,** even in the advanced stages of their student teaching placements, and even when they have demonstrated the ability to teach independently. This policy is a matter of Kentucky law, not a matter of university program

preference. The student teacher MAY NOT serve as a substitute teacher unless granted special permission by the Program Faculty.

Student Teacher Observation Meetings

Observations are required at least twice during each eight-week period; the first observation should take place within the first three weeks of the placement period. The supervisor should observe at least one complete lesson (approximately one hour) during each visit. We recommend longer observations during periods of full time teaching. The ST should be advised to have the written plan (in KTIP Format) for the observed lesson available for review. The US should confer with the ST and/or CT during each observation visit.

In addition to individual conferences, group conferences should be held at seminars where student teachers share experiences and reflect together about progress. Videotapes of lessons provide excellent material for discussion. We have provided additional information about videotaping in the appendix of the UK Student Teaching Field Handbook.

Student teachers must participate in meetings and seminars scheduled by the university supervisor and/or Director of Field Experiences. **For this course, student teachers will meet bi-weekly on Tuesday afternoons from 4:00pm to 5:30 pm.** The purpose of seminars is to help student teachers bridge the gap from the student to professional level by providing opportunities to plan and evaluate experiences and share ideas and materials with others.

Certification Requirements

In order to meet certification requirements, student teachers should have opportunities to:

- Apply knowledge, skill, and reflective disposition developed during the initial phases of the Teacher Education Program in a practical setting.
- Use materials, technology, and teaching methods to promote learning in students in their charge.
- Develop communication and interpersonal skills that enhance teaching ability.
- Develop and refine a philosophy of teaching.
- Learn about the structure of schools and their role in the community.
- Observe, interact with, and learn from school personnel including teachers and administrators.
- Participate in the full life of a school, including extracurricular and professional development activities.
- Examine and implement school curricula, learning how curriculum changes occur and how they relate to the students and to the larger communities in which students live.
- Demonstrate competency related to the Kentucky New Teacher Standards.

Vacations

Student teachers will follow the vacation schedule as outlined on the student teaching calendar. Questions and/or concerns about this schedule will be addressed by the University Supervisor.

Job Interviews

Most school districts permit student teachers to schedule job interviews during the school day which may take them away from the student teaching assignment. In all instances, however, arrangements must be made with the cooperating teacher, the school principal, and the university supervisor.

Extended Student Teaching Experiences

The student teaching experience may be extended under special circumstances upon recommendation of the university supervisor and the approval of the Director of Field Experiences. The student teacher is expected to student teach on a full basis for the assigned period.

Student Teacher Load

The course work load during the student teaching semester represents a full academic work load. Student teachers are permitted to add an additional three credit hours provided the class meets after 4:00pm. They are **strongly** urged not to hold employment during the student teaching semester.

Transporting Students

Transportation of students from schools to school events, field trips, or other activities shall not be provided in the automobiles belonging to or driven by student teachers as part of their student teaching assignment.

Participation and Professionalism

All teaching candidates are expected to demonstrate the ethical and professional values associated with Secondary Level Education. It is critical teaching candidates adopt and exhibit a professional demeanor at each point in their teacher preparation. Evidence of professional dedication will be expected through all work during classes, seminar, and student teaching experiences. Credit for participation and professionalism will be part of the evaluation. The MIC Program is a professional education program, and you are expected to begin making the transition from student to professional. This means, in part, that we expect your regular, on-time attendance and participation. If you miss a class for any reason, it is **your** responsibility to contact the instructor and to make up all work that was missed.

Attendance, Participation, and Professionalism together

1. Students will attend all class meetings and field placement sessions.
2. Students will complete all assignments prior to scheduled discussions and due dates (see course calendar).
3. Students will attend all class meetings and be active participants.
 - a. Active participation may include: verbal participation in discussions, asking questions or responding to peers or instructor in constructive ways, clearly demonstrating active listening (taking notes, paying attention, etc.), and communicating with the instructor via office meetings and/or email.

4. Absences will be communicated in advance and in writing to the instructor, or will do so as soon as possible.
 - a. It is the **student's** responsibility to pursue make-up work and collect materials and information from missed class meetings.
 - b. Absence from scheduled student teaching placements must be communicated to the course instructor (Dr. Schroeder), your University Supervisor, and the appropriate cooperating teacher **in advance** whenever possible.
 - i. Absences from the field placement must be made up; work with your cooperating teacher and Dr. Schroeder to schedule make-up days.
 - ii. IT IS ESSENTIAL YOU ATTEND YOUR STUDENT TEACHING PLACEMENT AND COMMUNICATE WITH YOUR COOPERATING TEACHER(S) REGULARLY!
5. Students will conduct themselves in a professional and ethical manner.
 - a. They will be punctual, presentable, respectful of peers and instructors, and they will be honest in their academic efforts.
 - b. They will attend to and engage course materials to learn and improve their knowledge, understanding, and practice as teachers.
6. Attendance, participation, and professionalism will be assessed holistically based on the above criteria, and will be used to determine the outcome of borderline grades.
 - a. Students are encouraged to communicate regularly with the instructor so that they are aware of their standing.
 - b. Students who fail to attend class, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals.
 - i. Poor conduct or lack of participation may negatively affect their course grades.
 - ii. In cases of extreme or frequent misconduct, the instructor reserves the right to dismiss a student from class and notify the department and college for potential disciplinary action.
7. In non-emergency situations, late work will not be accepted without prior arrangements with the instructor.
 - a. The instructor reserves the right to refuse late work or to accept late work for reduced credit unless the student has made prior arrangements with the instructor.

Completeness and Promptness

Only assignments submitted complete and on time will be considered for full credit. **All assignments must be typed unless otherwise instructed.**

Assignment Format

All assignments will be submitted via **Sharepoint** unless otherwise indicated or stated. It is highly recommended you save all your work electronically and also a hardcopy for your records before turning it in. The following format is required for every assignment submitted. Deviating from the format may result in reduced points, returned paper, or rejection of the assignment

completely. All submissions must be typed, in 12-point readable font, with 1" margins all the way around. A **cover page** specifying the assignment, due date, instructor's name, and student's name must be included. Please name your files as follows: **lastname.assignment name** (example: schroeder.article2). Assignments are **due by 11pm the day they are due** unless otherwise noted by the instructor.

Late Assignments

Only assignments submitted complete and on time will be considered for full credit. Any assignments turned more than one week late will receive zero points.

Attendance

Attendance of individuals in the seminar is required, and university rules regarding absences will be followed. Exchange of ideas is essential for the learning that occurs in this class. If you are absent, it is each student's responsibility to make up the work and provide evidence that the absence was excused. Without this evidence, the absence will be considered unexcused. Two tardies, whether arriving late or leaving early, equals one unexcused absence. **I reserve the right to lower your grade one letter grade for each unexcused absence.**

Excused Absences: S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

- 1) serious illness;
- 2) illness or death of family member;
- 3) University-related trips;
- 4) major religious holidays;
- 5) other circumstances you find to be "reasonable cause for nonattendance."

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

In the case of an excused absence, it is the student's responsibility to inform the instructor of the absence, preferably in advance, but no later than one week after it. Opportunities for make-up will be discussed then.

Students with Special Needs

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please notify your instructor and contact the Disability Resource Center (Mr. Jake Karnes, jkarnes@uky.edu) 257-2754, room 2 Alumni Gym.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

Classroom Behavior, Decorum, and Civility

This course and its participants will not tolerate discrimination, violence, or vandalism. EDC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

Ethics Statement

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting graduate students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure in your courses and/or expulsion from the MIC program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult your advisor if you have any questions regarding this requirement.

Legal Action

Student teachers charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or student teaching until the case is settled. Student teachers must assume responsibility for reporting such charges to the director of Field Experiences.

Statement on Cheating/Plagiarism

All materials generated for this class (which may include but are not limited to syllabi and in-class materials) are copyrighted. You do not have the right to copy such materials unless the professor or assistant expressly grants permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others. Cheating and plagiarism are serious university, academic, and professional offenses. The consequences of cheating or plagiarism include, at the minimum, that the student will fail this course. Further university penalties may be assessed depending on the circumstances of the case. The University of Kentucky's policy on Plagiarism will be enforced in this course.

Evaluating the Experience and Relationships with other Team Members

All members of the student teaching triad have the opportunity to evaluate their experience and their relationship with other team members at the end of the placement period. Evaluation forms are included in the appendix and are distributed through the student teacher at the beginning of the semester. Data collected from these evaluations are used to assist in improving the student teaching program. In an effort to ensure anonymity and confidentiality, evaluations are only released in summary form. Individual forms are kept confidential.

Course Components

Your grade for this course will be as follows:

- Seminar Homework (Philosophy of Education, Self-Evaluation, Wiki, Analysis of Assessment, & Class Website) 15%
- Observations (Journals, Observations, Reflections) 50%
- Portfolio 35%
- Professional Development – Pass/Fail

Grades will be assigned as follows:

90%-100% A; 80%-89% B; 70%-79% C; 60%-69% D

Note: This course must be completed with a grade of “C” or better.

Note: course readings and assignments have been selected and arranged in compliance with policies set forth by the Kentucky Education Reform Act (KERA), the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, and the National Council for the Accreditation of Teacher Education/National Council of Teachers of Mathematics Program Standards for Initial Preparation of Teachers of Secondary Mathematics Grades 7-12.

✓ **Seminars**

- The mathematics education seminars will meet every few weeks as scheduled. Each seminar will be divided into two general parts. The first part will focus on field experiences as they relate to specific issues in teaching mathematics (e.g., assessment, small-group work, curriculum, questioning, lesson plans, classroom management, motivation). The second part of the seminar will focus on the Kentucky Teacher Standards and ways you can document in your professional portfolio that you are meeting the standard. An assignment related to your professional portfolio will be given each seminar. **(KTS 1-10; NCATE/NCTM 1-16; Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap; KERA Initiatives)**

✓ **Philosophy of Math Teaching Statement (100 pts).**

- You will be required to create a Philosophy of Math Teaching Statement. Details are below. This assignment is due **Sunday, March 29. (KTS 1-10; NCATE/NCTM 1-16; Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap; KERA Initiatives)**

- ✓ **Journal (25 pts. each; graded randomly 4 times this semester; 100 points total)**
 - You need to keep a journal of your student teaching experiences. Three or four days per week (**minimum**) you need to reflect on your experiences, set down ideas for what you wish to do in your classroom, engage in self-evaluation, and consider underlying assumptions you are making about mathematics, teaching, schools, and students. Journals should help you formulate and refine your philosophy of education. In order to keep up with the increasing technology demands of our society, we will be utilizing a blog setting for journals this year. The website is: <http://edc7462009.ning.com/> All journal entries will be kept confidential (between University Supervisor, content instructor, and student teacher) unless permission is granted by the student teacher. **(KTS 6, 7, 9; NCATE/NCTM 8, 16; Diversity, Literacy/Reading; KERA Initiatives)**
 - **Overall reflection (25 pts):** For a final reflection of your student teaching experiences, we will be utilizing Wordle (<http://www.wordle.net/>) to help take a different way of reflecting. More details will be given about this assignment in April.

- ✓ **Observations (400 pts. total)**
 - You will be observed teaching 4 class periods. These observations will be made by your University Supervisor as per the tentative schedule below. Observations will be unannounced. **It is very important you email your University Supervisor the Sunday before each observation period with your teaching schedule for that week (what periods are you teaching, any tests planned, any lessons you would really like for them to observe, etc.).** In planning for your teaching, **it is vital you prepare a lesson plan and materials (including handouts, assessments, rubrics, and other resources) for each of your classes. There is absolutely NO EXCUSE for not having a lesson plan each day for each class.** Lesson plans and notebooks will be checked at each observation. Observations will focus on teaching style, instructional strategies, assessment, planning and preparation, classroom management, use of technology, and use of materials. There will be a debriefing conference following each observation in order to review the ST's performance, note strengths and needs, and determine further work.

 - All student teaching observation assessments are completed using the following graduated observation assessment form. Observation 1 begins with basic criteria for evaluation, and each subsequent assessment adds additional and/or advanced criteria in order to document the student teacher's progress towards mastery of novice-level teaching skills. Below is a copy of the Master Observation Assessment used to assess student teacher's performances. For at least one observation (Observation 3), we will make use

of the KTIP observation form. Each observation will be worth 100 points (400 points total), based on the following scale:

- Exceeds Expectations: 100 points
- Meets Expectations: 90 points
- Approaching Expectations: 80 points
- Does Not Meet Expectations: No points; must repeat observation.
- Unsatisfactory Performance: No points; must repeat observation and document a detailed plan for improvement.

(KTS 1-7, 9; NCATE/NCTM 1-16; Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap; KERA Initiatives)

✓ **Observation Reflection and Refinement (25 pts. each)**

- After each observation, you will need to fill out the lesson reflection and refinement section of your lesson plan. Please follow the procedures and statements found on your KTIP-TPA lesson plan sections. These are due within **48 hours AFTER your observation** and may be turned in via email to your University Supervisor. **(KNTS 1-7, 9; NCATE/NCTM 1-16; Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap; KERA Initiatives)**

✓ **Self-Evaluation Report/Evaluation (25 pts.)**

- Being able to critically reflect on your teaching is a skill you need to develop. Choose a class you will be teaching for almost the entire semester. Videotape two lessons with this class. The first lesson must be taped by the **end of January**; the second lesson **should not be taped until April**. View the first videotape and analyze your teaching. You will choose areas upon which to focus for improvement and design a plan to help you improve in those areas. Keep a journal of your experiences to help you write up your reflection. You also will view the second videotape and analyze it for improvements you can see. Following this viewing, you will prepare a report to go into your professional portfolio. The reflection/self-evaluation will contain four parts: a critique of the original lesson, the areas upon which you focused for improvement, a discussion of your successes and setbacks, and your plans for continued efforts. This reflection/self-evaluation report is due via Sharepoint by **April 20**. In addition, you will need to turn in your videos to me. **(KNTS 1-7, 9; NCATE/NCTM 1-16; Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap; KERA Initiatives)**

✓ **Wiki Project (50 pts)**

- In this class you will have the opportunity to test out different technologies you can utilize in your classroom and also experience ways you can increase your leadership within the program and your department. One rapidly growing technology is the use of wikis. We will be creating a wiki together as

a class on the topic of: **“Tips for creating a positive working relationship with your cooperating teacher.”** The results of your wiki will be put together in a pamphlet for future student teachers to help them have successful student teaching experiences. An example of past work is the “Tips for Student Teaching” created by MIC Math Class of ‘08 (found in this syllabus). You will be required to post two thoughtful tips and make edits or additions to at least 1 other tip by **Friday, April 10**. Please see attached sheet for more details regarding this assignment. **(KTS 6, 8, 10; NCATE/NCTM 1-15; Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap)**

✓ **Assessment Analysis of Student Work (50 pts.)**

- Assessment is a vital part of teaching. Analyzing and being able to interpret and apply assessment results is even more important! In this assignment you will design a pre- and post-assessment (entrance and exit slips are most commonly used) for ONE lesson. You will analyze the results and write them up. More information and an example is found below. Other examples will be circulated in class. This assignment is due no later than **Sunday, March 15**. **(KTS 1-10; NCATE/NCTM 1-16; Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap; KERA Initiatives)**

✓ **Teacher/Class Website (25 pts.)**

- As we talked about this past semester, class websites and web communication is increasing rapidly and a requirement for many schools now. This semester, utilizing your sweb space, you will create a website for your classroom. It may be fictional or based upon your current student teaching placement. Requirements for the website and a rubric will be created during a seminar by you all as a class! This assignment is due **Sunday, March 1**. **(KTS 1-10; NCATE/NCTM 1-16; Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap; KERA Initiatives)**

✓ **Professional Portfolio (110 pts.)**

- Through seminar assignments, you will develop a professional portfolio to which you should be able to refer to at job interviews. Each student is responsible for constructing a series of artifacts for her/his online portfolio. Artifacts will include philosophy statements, lesson plans, unit plans, student teacher created assessments, assessments of student learning, teaching reflections/journal entries, instructional materials created by the student teacher, evidence of communication with parents, peers, and cooperating teachers, and other artifacts that the student teacher believes will represent her/his performance during the field practicum. Students will be trained in the use of the online portfolio system, and the course instructor will monitor the contents of each portfolio. Students may add or delete artifacts at any time, provided that their portfolios are complete by the last day of the UK spring semester. Student teacher portfolios will be assessed on a standard by

standard basis, pass/fail. Student teachers who may have inadequate or insufficient portfolio materials may be asked to revise portions of their portfolios by the course instructor. Satisfactory completion of each of Kentucky New Teacher Standard will be worth 10 points per standard, and 10 points for the other/observation category (110 points total). Your portfolio is due **Sunday, May 3 by 8pm!!!!!! (KTS 1-10; NCATE/NCTM 1-16; Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap; KERA Initiatives)**

✓ **Professional Development (Pass/Fail)**

- There are aspects of this course that you will be expected to complete prior to receiving your grade for this course. *Failure to satisfactorily complete any **one** of these components will result in the lowering of your final grade by 1 letter grades.*
- **Professional Growth Plan:** You will be required to develop a professional growth plan. Details and specifics will be given out in class. **(KTS 7-10; NCATE/NCTM 7; Diversity, Assessment, Closing the Achievement Gap)**
- **You are encouraged to join NCTM:** Student membership is \$39.00 per year. For a limited time (prior to March 31, 2008), you can receive \$5 off your student membership/renewal. The code PTW07 online will give you your discount. You can preview your benefits as an NCTM member at sampler.nctm.org. Please go to www.nctm.org This organization has many great resources you can use to reflect, and become a more effective and successful teacher. **(KTS 1, 7- 10; NCATE/NCTM 7; Diversity, Assessment, Closing the Achievement Gap)**
- **Self-Directed School Activities:** During the 16 weeks, you will become involved in a number of school activities. You will select and complete eight (8) Self-Directed School Activities as attached. It is highly suggested you look for ways to include several of the activities in your professional portfolio or discussion in the job interview. You will be required to turn in the self-directed school activities list **Tuesday, April 28** at the last seminar. Attached to your documentation list should be a reflection on the activities you completed in essay form. **(KNTS 7-10; NCATE/NCTM 7; Diversity, Assessment, Closing the Achievement Gap)**

THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.

**STUDENT TEACHING CALENDAR—SECONDARY MATHEMATICS EDUCATION
SPRING 2009**

This calendar is subject to change with prior notice. Please refer to the Google Calendar for updates

January 13	Orientation meetings 9:00 a.m. – 12:00 p.m. 122 Taylor Education Building – Mathematics 331 DH
January 14	First day of student teaching assignment
January 14 – 23	Recommended Phase I: Orientation
January 19	Martin Luther King, Jr. Day – NO SCHOOL
January 26	Recommend begin Phase II: Induction
January 27	EDC 746 Seminar 4-5:30pm at TBA Topic: True Colors (in reverse for Math) with English and Science and Cooperating Teachers (if available) <i>Initial Checklist Due</i>
February 2 – 12	Observation 1
February 4	Woodford County Early Release
February 10	EDC 746 Seminar 4-5:30pm at TEB 246 (with English and Science) Topic: Online Portfolios, Wikispaces, and Classroom webpage
February 12	Last day to apply for a May degree – DGS office, 305 DH Registration deadline for March 14 PRAXIS
February 13	Fayette County Weather Make Up/Non Flex PD Day
February 16	President's Day – NO SCHOOL
February 23 – March 4	Observation 2
February 24	EDC 746 Seminar 4-5:30pm at Tates Creek Topic: TI-Navigator and SMARTBoards
March 1	<i>Classroom Website Due</i>
March 4	Woodford County Early Release
March 5	Frankfort Early Release
March 6	Fayette County Weather Make-Up Day/Flex PD
March 8	Midterm Evaluations Due to Dr. Schroeder
March 10 – 12	Midterm Assessment Conferences at UK, by appointment
March 9	UK Midterm
March 10	EDC 746 Seminar 4-5:30pm at TBA (with English and Science) Guest Speaker: Dr. Jennifer Stringfellow, Differentiated Instruction
March 15	<i>Analysis of Assessment Due</i>
March 16-21	UK spring vacation (Monday through Saturday)
March 16-20	Frankfort EXCEL
March 16 – 27	Observation 3; KTIP Observation; Different Observer – Needs to be during 10 days of student teaching; Observer will be flexible to accommodate this
March 16	<i>Professional Growth Plan Due</i>
March 23 – April 3	Frankfort Break
March 23	PDK Principal/Student Teacher Program UK Campus, E.S. Goodbarn High School Student Teachers: 5:30 – 6:30 p.m. For more information contact Andy Biggers, (859)774-2243, Andy.Biggers@clark.kyschools.us
March 24	EDC 746 Seminar 4-5:30pm at TBA Topic:
March 26	Registration Deadline for April 25 PRAXIS
March 29	<i>Philosophy of Math Due</i>
March 30	Priority Registration Begins

EXAMPLE OF PRIOR SYLLABUS

March 30 – April 3	Spring vacation – Fayette County and Woodford County
April 6 -17	Observation 4 **May change due to CATS Testing**
April 7	EDC 746 Seminar 4-5:30pm at Bryan Station Topic: Beginning Teacher Panel; bring your questions!!
April 10	Wiki Posts and Edits Due
April 20	Video Self Reflection Due; Videos can be turned in at final seminar
April 22	Recommend end Phase II: Induction
April 23	Recommend Phase III: Transition
April 8	Kentucky Teachers' Network Career Fair 3:30 – 6:00 p.m. UK Student Center Ballroom For more information contact the Career Center in the Stuckert Building, 257-2746.
April 26	Final Evaluations Due to Dr. Schroeder
April 27 – May 1	Final Evaluation with CT, US, and Dr. Schroeder
April 30	EDC 746 Seminar 6:00pm at Dr. Schroeder's House—food and drinks provided; Self directed activities and videos due
May 1	Last day of student teaching if you did NOT take the UK Spring Break.
May 3	Final Portfolios Due by 8pm
May 4	Final Professional Growth Plan Due
May 4 – 6	Exit interviews and Final Portfolio Reviews, by appointment
May 8	Last day of student teaching if you took both Spring Breaks. Final evaluation must be turned into Student Teaching Office, 107A Taylor Education Building.
May 9	UK Commencement! You may also walk if you are getting an August Degree
May 14	Registration Deadline for June 13 PRAXIS
June 25	Registration Deadline for July 25 PRAXIS

PRAXIS TEST DATES – Spring 2009

<u>Date of Examination</u>	<u>Registration Deadline</u>
January 10, 2009	December 11, 2008
March 14, 2009	February 12, 2009
April 25, 2009	March 26, 2009
June 13, 2009	May 14, 2009
July 25, 2009	June 25, 2009

Praxis registration bulletins are available online at www.ets.org/praxis.

Sequence of Experiences

The student teaching placement is organized into three phases to ensure that student teachers are gradually introduced to their responsibilities, have opportunities to demonstrate competencies needed for certification eligibility, and have time to reflect about what they have learned as the experience ends.

Phase I: Orientation

As the name implies, the orientation phase focuses on adjustment issues. This phase can begin as soon as the placement is approved and usually extends through the first week or so of the placement period. It is a time for the student teacher and cooperating teacher to become acquainted and develop rapport. It is also a time for the student teacher to become acquainted with the school staff. Although the cooperating teacher will take responsibility for introducing the student teacher to school policies, procedures and staff members, the student teacher should take the initiative to learn about and become part of the school community. During this time, the student teacher should NOT be left to teach independently, but may benefit from teaching short lessons and team-teaching with the cooperating teacher.

Phase II: Induction

During *induction*, the most extensive and intensive phase in the sequence, the candidate increasingly assumes responsibility for carrying out teaching responsibilities, particularly instructional duties. **Assumption of teaching duties should occur gradually**, e.g., taking on one class per week, and adding one more class each week until the student teacher is responsible for planning and teaching a full course load. Pacing activities in this phase helps the candidate build knowledge, skill and confidence needed for the *solo* experience – the minimum five consecutive days of full control teaching without assistance – that represents the culminating activity in this phase and required for certification eligibility.

As the student teacher *phases into* the instructional role, he/she should also be given opportunities to observe and assist the cooperating teacher. Observations promote reflection about instructional and management issues as well as become better acquainted with the needs of the students in the class. To familiarize the candidate with various roles, settings, techniques etc., observations should be wide ranging in scope targeting students, teachers, and school service personnel in the assigned school and other educational settings.

Assisting the cooperating teacher not only boosts the teaching power in the classroom, it also provides a way for the two teachers to develop a strong working relationship. There are a variety of ways the student teacher can assist including tutoring individual students, working with small groups, grading papers, preparing materials and tests, and team teaching.

Full responsibility for teaching usually begins with individual lessons and progresses to clusters of lessons until the student teacher takes on all the responsibilities for teaching for a full day, then several days, and finally a full week. As the student teacher increasingly assumes instructional responsibilities, he/she needs a lot of guidance with planning, implementation, and evaluation of specific lessons and long-term units.

By having many, varied experiences observing, assistin, and *delivering* instruction, the student teacher learns to apply the content and pedagogical knowledge acquired during earlier phases of the Teacher Education Program while building skill and confidence needed to form a strong professional identity.

Phase III: Transition

The transitional phase that occurs in the last week or so of the placement period provides time for the student teacher to reflect about the experience and consider it in the larger context of school life. Transition activities also help students in the class prepare for the student teacher's departure. During this time, student teachers usually visit other classrooms as well as other schools and educational settings. Student teachers should be encouraged to visit and observe personnel who are serving in a variety of school related roles (e.g., the school counselor, family resource coordinator).

The Student Teacher's Role

The student teacher's role in her/his program of study is to apply the knowledge and skill gained during the initial phases of the Teacher Education Program in a classroom setting at a level needed for certification eligibility. The ST has many opportunities to demonstrate competence related to Kentucky's New Teacher Standards effectively and consistently with assistance, support and guidance from well qualified supervisors.

Responsibilities associated with this role include:

- Reviewing the syllabus and contents of the Field Guide with the cooperating teacher (CT).
- Following school rules, policies, and procedures regarding discipline and student safety.
- communicating with school personnel (faculty, staff, and administration) in a professional, tactful manner by:
- Conforming to standards of behavior and dress consistent with school and community requirements,
- Using discretion in sharing confidential information about students,
- Becoming acquainted with school personnel and their functions,
- Establishing a professional rapport with students and an appropriate teacher-student relationship,
- Taking initiative and seeking constructive criticism from the CT and university supervisor (US).
- Confirming all scheduled observations with both the CT and the US.
- Successfully completing all requirements outlined in the syllabus.
- Assuming full responsibility for all materials borrowed from the university, school districts or other sources.
- Maintaining a professional demeanor at all times with students, parents, and school personnel.

- Copying and distributing any and all forms related to program completion and certification.

Student Teacher's Checklist

In a timely fashion, be sure to . . .

- _____ Become fully acquainted with your responsibilities.
- _____ Visit your CT soon after the placement has been made to become acquainted and make specific arrangements for the placement to begin.
- _____ Complete degree application.
- _____ Register for Praxis II (applications available in 166 TEB).
- _____ Submit your certification application to 166 TEB.
- _____ Review *The Field Guide* and your EDC 746 Course Syllabus with your CT.
- _____ Review the student teaching syllabus with your CT.
- _____ Send home a letter of introduction to the parents.
- _____ Check that the CT has received the W-4 form.
- _____ Return the CT's W-4 form to 104 TEB.
- _____ Organize, with your CT, a teaching schedule that reflects the three phases of student teaching as noted in Part II of the Field Placement Handbook (also printed on page 6 of this syllabus).
- _____ Share the teaching schedule with your US.
- _____ Participate in school functions (i.e., faculty meetings, parent conferences, SBDM meetings).
- _____ Complete your evaluation of both your CT and your US, and return to 104 TEB.
- _____ Hand carry your final evaluation directly to your US at the end of the placement.

The Cooperating Teacher's Role

As model, coach and evaluator, the CT plays a crucial role in helping the ST prepare for professional certification. Because the CT works with the ST every day during the placement, he/she is uniquely positioned to profoundly influence the ST's professional growth.

Regulations promulgated by the Kentucky Education Professional Standards Board stipulate that in order to serve in a supervisory capacity the CT must hold both a master's degree and a current Kentucky teaching certificate and have a minimum of four years teaching experience including one year taught in the present school system immediately prior to being assigned a student teacher. The level of educational and professional experience required for supervision addresses issues of knowledge and skill related to teaching practice. The regulation does not, however, directly address issues related to another important part of the CT's role – mentoring. Certainly, the CT must be willing and able to demonstrate effective teaching practices. However, the person who serves in this important role must also have the skills to guide, support, analyze, and assess the ST's progress as well as skill in helping the ST learn to analyze the impact of his/her own work on student learning.

The CT's responsibilities include:

- Becoming thoroughly acquainted with the ST's background and using this information to provide guidance and support.
- Orienting the ST to school and classroom policies and procedures.
- Reviewing the contents of *The Field Guide* and course syllabus with the ST.
- Providing the ST with instructional materials, desk, access to student records, and appropriate technology.
- Planning orientation activities to help the ST ease into the life of the classroom.
- Guiding the ST in analyzing and evaluating instruction.
- Increasing teaching responsibility as the ST shows readiness to assume them.
- Helping the ST plan and evaluate lessons taught.
- Observing the ST's lessons on a regular basis (at least biweekly) and conferring regularly to analyze performance.
- Providing frequent written progress reports after each observation documenting areas of strength, areas of professional growth and areas of concern.
- Working closely with the US to ensure consistency and harmony.
- Scheduling time for the ST to observe other classrooms and schools.
- Conducting formal midterm and final evaluations.
- Evaluating the US's role.

Cooperating Teacher's Checklist

Please be sure to . . .

_____ Have the following available the first day:
 _____ an area to sit and keep materials

- ___ class roll
- ___ seating chart
- ___ copies of student texts/manuals
- ___ plan book
- ___ school map
- ___ school policy handbook

- ___ Review *The Field Guide* with the ST.
- ___ Review the student teaching syllabus with the ST.
- ___ Complete and return your W-4 form.
- ___ Discuss the UK, school and district guidelines, requirements and policies with the ST.
- ___ Introduce the ST to available technology resources.
- ___ Create, with the ST, a teaching schedule that reflects the three phases of student teaching as noted in Part II.
- ___ Conduct frequent, informal conferences with the ST.
- ___ Complete and document a minimum of four formal observations of the ST's performance.
- ___ Conduct and document a minimum of four formal conferences with the ST.
- ___ Complete the ST's final performance evaluation form; then discuss the results with the ST. (Note: After discussion, the ST must sign and return the form to the US for review and grade posting.)
- ___ Complete the form for evaluating the US's role and send it to the Office of Field Experiences and School Collaboration.

Initial Student Teaching Activity Checklist
(To be turned in at the seminar on January 27, 2009)

Activities to be completed in the **first two weeks:**

- Learn names of students in all your classes
- Observe supervising teacher's teaching
- Observe in the classrooms of at least two other teachers (mathematics or other subjects)
- Become familiar with the physical plan of the building
- Become familiar with how to operate various pieces of equipment (OHP/Document Camera, computers, photocopy machine, Smart Board, etc.)
- Learn basic rules and procedures of the school (various forms to fill out, absentee and tardy procedures, what to do about fights and disruptions, etc.)
- Assist with routine paperwork
- Assist with grading
- Work with individual students on a one-on-one basis and work with small groups
- Become familiar with curriculum materials, available technology, other resources, etc.
- Meet the principal, associate/assistant principal, office assistants (secretaries), other mathematics teachers, teachers who teach close to your room, and custodial staff
- Meet counselors and learn what the counseling office can and will do for students
- Assist with upkeep of classroom (room arrangement, bulletin boards, etc.)
- Have frequent evaluation/feedback sessions with your supervising teacher
- Be regularly teaching at least one class
- Videotape one lesson (before the end of January)

Signature of Student Teacher

Signature of Cooperating Teacher

Final Student Teaching Activity Checklist
(To be turned in at your Exit Interview – May 4 – 8)

Activities to be completed by the end of the semester:

- Be regularly teaching all classes for a minimum of 10 consecutive days.
Dates taught: _____
- Attend at least one extracurricular event (music, athletics, drama, etc.)
- Attend at least one departmental meeting
- Attend at least one general faculty meeting
- Be responsible for developing assessments for classes you are teaching
- Maintain grade book (grades, absences, tardies) for classes you are teaching. This means learning whatever computer system is used in your school
- Assist with mid-term grading process
- Use the school's materials center to identify materials for use in your classroom. Use concrete materials in at least 3 lessons and technology in at least one lesson per week
- Have a mid-term evaluation with your supervising teacher
- Video two lessons (one by the end of January and the other sometime in April) for your reflection/self report
- Observe one of your classmates while he or she is teaching at least one time (if there are no other math student teachers at your school you may observe someone from a different subject area).

Signature of Student Teacher

Signature of Cooperating Teacher

Masters Exam Scoring Rubric Secondary Mathematics Education Masters with Initial Certification (MIC)

The Masters Exam is a comprehensive essay exam designed to help you synthesize your learning in the MIC Program. It is your opportunity to “stitch together” the “squares of the quilt” in a meaningful way. The “squares” include: 1) general pedagogy; 2) adolescent psychology; 3) social foundations of education; 4) students with special needs; 5) classroom management; 6) multicultural education; 7) educational reform; 8) legal and administrative perspectives; 9) technology; and 10) your cohort and student teaching experiences.

A **passing** paper will demonstrated the following characteristics:

- The organization is logical and the writing is coherent
- Support is provided through specific reference to research, relevant literature, *and* experience
- The response is thorough and addresses all parts of each question
- The response is reflective and analytical

A **non-passing** paper will demonstrate most or all of the following characteristics:

- Lacks organization; reader has difficulty perceiving patterns of ideas or idea development; writing lacks coherence because of issues of organization, elaboration, or control of language conventions.
- Little or no support is provided for claims. References to research and literature are minimal, vague, or incorrect. Support provided only through personal experience or opinions.
- Response is incomplete. Parts of questions may be answered minimally or not at all.
- Response shows little or no reflection or analysis. May be simply rote repetition of facts or statements of personal opinion.