AUBURN UNIVERSITY
SYLLABUS

1. **Course Number:** CTSE 7900
    Course Title: Independent Study: Supervising Secondary Mathematics Education Interns
    Credit Hours: 3
    Prerequisites: Departmental Approval
    Corequisites: None

2. **Date Syllabus Prepared:** July 30, 2015

3. **Texts:** Resources (journals, research monographs, unpublished research, etc.).

4. **Course Description:**
    Provides individual students with experiences relating theory and practice, usually in a school setting

5. **Course Objectives:**
    The goal of this course is to provide teachers the opportunities to:
    1. Supervise interns in a public school setting.
    2. Develop effective mentoring and evaluation skills of secondary mathematics student interns.
        *   Provide constructive feedback
        *   Ask reflective questions
        *   Observe students objectively
        *   Support students and cooperating teachers
    3. Communicate effectively with cooperating teachers, school officials and university personnel.
    4. Evaluate student interns' portfolios.
    5. Develop leadership abilities for working with other mathematics teachers.
    6. Reflect on the student internship experience from the perspective of a university supervisor.

6. **Course Content and Schedule:**

Date	Event
8/13/15	CSM Workshop for Cooperating Teachers, 4:30 p.m. – 6:30 p.m.
8/14/15	CSM Intern Orientation Meeting. 9:00 a.m. – 11:30 a.m., 2456, Haley Center
8/14/15	College-wide Orientation Meeting; 3:00 p.m. – 5:00 p.m., 1203 Haley Ctr. (Interns only)
8/17/2015	Auburn University classes begin.
8/19/15	Discuss *Principles to Actions: Ensuring Mathematical Success for All* (NCTM, 2014) and implications for student teachers.
Week of 8/24/15	Meeting with University Supervisor, Cooperating Teacher and Intern
9/7/15	Labor Day Observed by AU *(Interns observe holidays of school system in which they are interning)*
Week of 9/07/15	Observe interns
9/08/15	Discuss Ball & Forzani (2010 – 2011), Leatham & Peterson (2010), and the MTEP Clinical Experiences White Paper. **Inquiry Strategies and Rationale is due.**
9/14/15	Supervisors' Debriefing Meeting, 10:30 – 11:30
9/15/15	PWS Prep, 4:00 – 5:00 p.m.
9/21/15	Observe interns
9/28/15	**Supervisors' Debriefing Meeting, 10:30 – 11:30**
10/1/14	**Debriefing with all interns, 12:00 -3:30; Midterm Portfolio Entries**

	are due.
10/6/15	**Mid-Semester.** (Mid-Semester -*Last day to withdraw from course with no grade penalty. "W" assigned.*)
10/6/15	**Issue Brief I is due.**
10/14/15	Education Interview Day: 8:00– 3:00 p.m., **Student Center Ballroom, 3rd floor**
10/15-16//15	**Fall Break** *(Interns observe holidays of school system in which they are interning.)*
Week of 10/19/15	Observe interns (PWS)
10/22 -23/15	ACTM Conference Birmingham
10/26/15	Supervisors' Debriefing Meeting, 10:30 – 11:30; **Issue Brief II is due.**
11/2 - 13/15	Observe interns
11/16/15	Supervisors' Debriefing Meeting, 10:30 – 11:30
11/23-27/15	**Thanksgiving Break Observed by AU** *(Interns observe holidays of school system in which they are interning)*
Week of 11/30/15	Debriefing with interns and cooperating teachers
12/01/15	**Issue Brief III is due.**
12/ 7/15	Evaluation Meeting; 3:00–5:00 p.m., 1203 Haley Ctr.; CSM Final Debriefing, 4:30 p.m. – 6:30 p.m., 2456 Haley AMES Meeting 6:00 - 8:00
12/9/15	**Written Report on the Entire Experience is due.**

7. **Course Requirements/Evaluation:**
Class Activities and Assignments:
The student will accompany me on visits with an intern six times throughout the semester: an orientation meeting, four observations, and a final debriefing meeting. In addition, we will have three meeting with all the interns: an orientation and two progress check meetings. The student and I will also meet with other CSM University supervisors for a debriefings related to the interns' progress. Written assignments include Inquiry Strategies & Rationale, Summaries of Visits with Interns, three Issue Briefs, and a Written Report on the Entire Experience.

Descriptions of Major Assignments

Inquiry Strategies and Rationale
> The Learning Principle of the *Principles and Standards for School Mathematics* states that:
> **"**Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge." (NCTM, 2000, p. 20)

Yet mathematics instruction historically has been (and in many cases continues to be) built on a transmission model featuring lectures and very directed questioning. Without a conscious effort, it is very easy for new teachers to fall back to this model. The purpose of this assignment is for you to clearly articulate your personal intentions to promote the professional growth of student teachers.
> The paper should be at least five pages in length (type-written) and should include your personal philosophy of teaching, and the strategies and approaches that you hope to use throughout the semester in support of that philosophy. You should also explain how your strategies and approaches support your philosophy.

Questions you might address in discussing your philosophy include:
- What does it mean for students to learn mathematics?
- Why is it important for students to study mathematics?
- What is the teacher's proper role in promoting student understanding?
- What does it mean for *all* students to be successful?
- How have your experiences over your educational career shaped these perspectives?

Questions you might address in discussing the strategies you will use include:
- What questions will you ask to help the interns implement reform mathematics practices?
- How can you help them to use instructional arrangements other than full-class?
- How will you help them to become reflective practitioners?
- How can you help them to incorporate physical materials and technology in their teaching?
- How can you help them to ensure that students are learning?

Try to give specific examples of what you might do. Be sure to tie these responses back to your philosophy.

Summaries of Visits with Interns
After each visit with the interns, you are to write a summary of the visit. Your summary should include major observations, strengths and weaknesses of the intern's teaching. Discuss any major feedback and/or comments that were made to the intern or the cooperating teacher.

Issue Briefs
You will prepare three issue briefs (six to eight pages each). The first issue brief should focus on discourse in the mathematics classroom. The second issue brief should focus on the importance of teachers having both pedagogical knowledge and content knowledge. The third issue brief should focus on reaching all students in the mathematics classroom. In each brief, you must:
1. Define the issue in mathematics education
2. Describe advantages and disadvantages of two or more suggested responses (or approaches); i.e., summarize major arguments,
3. State and defend your personal view,
4. Include, in APA format, a list of at least 5-8 key references.

Papers are assessed on quality of ideas, quality of writing, adherence to APA format, use of key sources, integration of ideas from other readings, class discussions, etc. You will discuss your paper in class. You should also relate the papers to the lens of a university supervisor.

Written Report on the Entire Experience
You will write a report of your overall experience throughout the practicum. You should discuss major lessons learned about supervising student interns.

8. **Evaluation and Course Grading:**

Grades will be based on level and quality of class and written work. Each written assignment will be reviewed and feedback given for revision where desired. **All assignments must be typewritten and double-spaced. Use size 12-font. Use APA Manual Style for references.** Points will be deducted from assignments for grammatical mistakes, typos, and spelling errors. The assignments will be graded on a point scale as follows:

Course Requirements and Assignments

Assignment	Points
Inquiry Strategies & Rationale	100
Summaries of Visits with Interns	50
Issue Briefs 3@50	150
Written Report on the Entire Experience	100
Total	**400**

Evaluation

Final course grades will be assigned based on the percentage of possible points earned by students.

A	90% or above
B	80 % - 89%
C	70% - 79%
D	0% - 69%

9. **Class Policy Statements:**

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Student Policy eHandbook (www.auburn.edu/studentpolicies). Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: Honesty Code: The University Academic Honesty Code and the Student Policy eHandbook (www.auburn.edu/studentpolicies) and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
*   Engage in responsible and ethical professional practices
*   Contribute to collaborative learning communities
*   Demonstrate a commitment to diversity
*   Model and nurture intellectual vitality

10. **AU eValuate Summer Semester evaluation dates**

11. **Justification for Graduate Credit**
    This course will allow individual graduate students to pursue in-depth study of advanced topics within their respective areas of specialization, usually in a school setting. Although guided by the professor at periodic checkpoints, the course requires independent work of the student to design, develop, and produce a product for presentation and evaluation.

12. **References:**
    Ball, D. L. & Forzani, F. M. (2010 – 2011). Teaching skillful teaching. *The Effective Educator, 68* (4), 40-45
    Leatham, K. R., & Peterson, B. E. (2010). Secondary mathematics cooperating teachers' Perceptions of the purpose of student teaching. *Journal of Mathematics Teacher Education*, *13*(2), 99-119.
    National Council of Teachers of Mathematics (2014). *Principles to actions: Ensuring mathematical*

success for all. Reston, VA: Author.

Strutchens, M., Kersaint, G., Franz, D., Erickson, D., Poetzel, A., & Maynor, J. (Submitted). *Improving clinical experiences for secondary mathematics teacher candidates via stronger higher education and school partner collaborations and innovative models.* White Paper of the Mathematics Teacher Education Partnership.