**Auburn University**

**Course Syllabus**

1. **Course Number: CTSE 4920/7920, Fall 2025**

**Course Title:** Internship in Secondary Mathematics

**Credit Hours:** 11 Semester Hours

**Prerequisites:** Admission to Internship

**Co-requisites:** CTSE 5230/6230 (1 Semester Hour)

**Date Syllabus Prepared:** January 3, 2007, completed by Dr. Marilyn Strutchens; updated July 26, 2025.

1. **Texts or Major Resources:** Syllabus and College of Education Internship Handbook; Students will use resources from previous courses. Students should also purchase reams of paper for copies.
2. **Course Description:** This course combines learning with hands-on experiences in public school settings. Teacher candidates will observe and talk with teachers and other school professionals to gain insight into the workings of today's public schools. Teacher candidates will develop and implement lesson plans with the aid of an experienced teacher. Teacher candidates will learn how to plan and conduct technological and hands-on experiences to coincide with lessons taught. They will videotape various lessons and will use these to reflect on their own teaching. Further opportunities for reflection will be provided by observations by their Auburn University Supervisor and interactions with the mentor teacher in their school.
3. **Course Objectives** (based on the Alabama State Department of Education Continuous Improvement in Educator Preparation Standards for Secondary Mathematics). By the end of the clinical residency, students will:

**A: Knowing Students and Planning for Mathematical Learning.** Candidates use knowledge of students and mathematics to plan rigorous and engaging mathematics instruction supporting students’ access and learning. The mathematics instruction developed provides equitable, culturally responsive opportunities for all students to learn and apply mathematics concepts, skills, and practices.

**1) Student Diversity.** Candidates identify and use students’ individual and group differences to plan rigorous and engaging mathematics instruction that supports students’ meaningful participation and learning.

**2) Students Mathematical Strengths**. Candidates identify and use students' mathematical strengths to plan rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.

**3) Positive Mathematical Identities.** Candidates understand that teachers’ interactions impact individual students by influencing and reinforcing students’ mathematical identities, positive or negative, and plan experiences and instruction to develop and foster positive mathematical identities.

**B: Teaching Meaningful Mathematics.** Candidates implement effective and equitable teaching practices to support rigorous mathematical learning for a full range of students. Candidates establish rigorous mathematics learning goals, engage students in high cognitive demand learning, use mathematics specific tools and representations, elicit and use student responses, develop conceptual understanding and procedural fluency, and pose purposeful questions to facilitate student discourse.

**1) Establish Rigorous Mathematics Learning Goals.** Candidates establish rigorous mathematics learning goals for students based on mathematics standards and practices.

**2) Engage Students in High Cognitive Demand Learning.** Candidates select or develop and implement high cognitive demand tasks to engage students in mathematical learning experiences that promote reasoning and sense making.

**3) Incorporate Mathematics-Specific Tools.** Candidates select mathematics-specific tools, including technology, to support students’ learning, understanding, and application of mathematics and to integrate tools into instruction.

**4) Use Mathematical Representations.** Candidates select and use mathematical representations to engage students in examining understandings of mathematics concepts and the connections to other representations.

**5) Elicit and Use Student Responses.** Candidates use multiple student responses, potential challenges, and misconceptions, and they highlight students’ thinking as a central aspect of mathematics teaching and learning.

**6) Develop Conceptual Understanding and Procedural Fluency.** Candidates use conceptual understanding to build procedural fluency for students through instruction that includes explicit connections between concepts and procedures.

**7) Facilitate Discourse.** Candidates pose purposeful questions to facilitate discourse among students that ensures that each student learns rigorous mathematics and builds a shared understanding of mathematical ideas.

**C: Assessing Impact on Student Learning.** Candidates assess and use evidence of students’ learning of rigorous mathematics to improve instruction and subsequent student learning. Candidates analyze learning gains from formal and informal assessments for individual students, the class as a whole, and subgroups of students disaggregated by demographic categories, and they use this information to inform planning and teaching.

**1) Assessing for Learning.** Candidates select, modify, or create both informal and formal assessments to elicit information on students’ progress toward rigorous mathematics learning goals.

**2) Analyze Assessment Data.** Candidates collect information on students’ progress and use data from informal and formal assessments to analyze the progress of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories toward rigorous mathematics learning goals.

**3) Modify Instruction.** Candidates use the evidence of student learning of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories to analyze the effectiveness of their instruction with respect to these groups. Candidates propose adjustments to instruction to improve student learning for each and every student based on the analysis.

**D: Social and Professional Context of Mathematics Teaching and Learning.** Candidates are reflective mathematics educators who collaborate with colleagues and other stakeholders to grow professionally, to support student learning, and to create more equitable mathematics learning environments.

**1) Promote Equitable Learning Environments.** Candidates seek to create more equitable learning environments by identifying beliefs about teaching and learning mathematics, and associated classroom practices that produce equitable or inequitable mathematical learning for students.

**2) Promote Mathematical Identities.** Candidates reflect on their impact on students’ mathematical identities and develop professional learning goals that promote students’ positive mathematical identities.

1. **Course Content and Schedule**
2. **Tentative Schedule for Intern Meetings**

|  | **Date** | **Event** |
| --- | --- | --- |
|  | 7/28/2025 | CSM Clinical Residency Orientation, 2:00-4:00 p.m. |
|  | 8/15/2025 | COE Clinical Residency Orientation, 8:00 a.m. -12:00 p.m. |
|  | 8/18/2025 | Auburn University classes begin. |
|  | 8/20/2025 | edTPA Q&A Session, via Zoom, 4:30 p.m.; CTSE 5230/6230, via Zoom, 5:00-6:30 p.m. |
|  | Week of 8/25/2025 | Initial Meeting with University Supervisor, Mentor Teacher, and Interns |
|  | 8/27/2025 | CTSE 5230/6230 |
|  | 9/1/2025 | ***Labor Day*** |
|  | Week of 9/1/2025 | Intern Observations Begin |
|  | 9/3/2025 | CTSE 5230/6230 |
|  | 9/15/2025 | Supervisors’ Debriefing Meeting, via Zoom, 10:00 – 11:00 a.m. |
|  | 9/17/2025 | CTSE 5230/6230 |
|  | 9/29/2025 | Supervisors’ Debriefing Meeting, via Zoom, 10:00 – 11:00 a.m. |
|  | 10/1/2025 | CTSE 5230/6230 |
|  | 10/7/2025 | Auburn University Midterm |
|  | 10/8/2025 | Education Interview Day, 8:30-3:30 PM COE Building |
|  | 10/8/2025 | Debriefing with all interns, 5:00-7:00 p.m. Midterm Portfolio Entries are due. |
|  | 10/13/2025 | Supervisors’ Debriefing Meeting, via Zoom, 10:00 – 11:00 a.m. |
|  | 10/22/2025 | CTSE 5230/6230 |
|  | 10/27/2025 | Supervisors’ Debriefing Meeting, via Zoom, 10:00 – 11:00 a.m. |
|  | 11/5/2025 | CTSE 5230/6230 |
|  | 11/12/2025 | CTSE 5230/6230 |
|  | 11/13-14/2025 | ACTM Fall Forum, Montgomery, AL |
|  | Week of 11/17/2025 | Final Debriefing with Intern, Mentor Teacher, and Supervisor |
|  | 11/19/2025 | CTSE 5230/6230 |
|  | 12/3/2025 | Debriefing with all interns, 3:30 -5:30 p.m. Final Portfolio Entries are due. |

1. **Summary of Assignments**

**Lesson Plans:** Teacher candidates should prepare a lesson plan (see Appendix A for a lesson plan format and two sample lessons) for each lesson or activity that they conduct. Lesson plans should be thorough and typed. A copy of each lesson plan should be provided to their mentor teacher five days before the lesson is taught.

One week prior to an announced observation, teacher candidates should send their University Supervisor a copy of the lesson plan to be taught, including handouts. At the beginning of an observation, teacher candidates should present the University Supervisor with a hard copy of the lesson plan to be taught, copies of all lesson plans that have been taught previously, and at least five working days of future lesson plans for each course the intern is presently teaching. The lesson plans should be dated with a lesson plan for each day. Teacher candidates should not write multiday lesson plans.

Following each observation, a debriefing should be held with the university supervisor, cooperating teacher, and interns. The interns should take good notes during the debriefing, then send a reflection on the debriefing within two days that details what the teacher candidates will do differently in future lessons. The reflection should not be a summary of what the teacher candidate taught. It should be a reflection of the strengths and weaknesses of the lesson discussed during the debriefing. The focus should be on how the teacher candidate will continue to improve.

**Daily Journal:** Keep a daily journal containing written observations of teachers, other school professionals, and students, as well as daily reflections on practice, should be kept following the recommendations given in Appendix B. This should be kept in a composition book or electronically and should be available for review upon request.

**Exit Portfolio:** Teacher candidates will be responsible for creating an exit portfolio (using an accordion folder) for the exit exam of their internship. Some components of the portfolio (to be included in the folder) will be due at the mid-semester debriefing. Portfolio contents and due dates are described on the portfolio cover sheet (see Appendix C).

| **Assignment** | **Approximate Timeline** |
| --- | --- |
| **Daily Journal** | On-going. Include in portfolio (checked at midterm) |
| **Intern Information Sheet:** Turn in the form in Appendix D. | Week 1 |
| **Résumé:** Turn in to your University Supervisor. | Week 3 |
| **Conduct an inquiry or activity lesson** that is integrated with the class activities for the week. Discuss in your Daily Journal. (NOTE TO SUPERVISORS: CHECK ON THIS!) | Week 5 |
| **Videotaped Lesson #1:** Record and watch the first video of your class and write a two-page critique of the lesson. Include at least three positive features of your teaching, and at least three things that you wish to improve. You may want to consider the questions included in the *Reflective Paper…* handout (see Appendix E). | Week 5  You may use the tape and critique as an optional component of your portfolio. |
| **Goals for Improvement:** Set approximately five specific goals for improvement of your teaching during the internship based on discussions with your cooperating teacher, the first observation by the university supervisor, and your reflections on the first video of your teaching. These goals will help you focus on areas needing improvement, practice, or experience. Discuss your proposed goals and your critique of your Video Lesson #1 with your cooperating teacher and e-mail them to your university supervisor for reaction. | Week 6  Include in portfolio (checked at midterm) |
| **Special Needs Student.** Locate a student who needs special academic help (at either end of the bell curve) and provide some special intervention (in consultation with your teacher and the special education teacher) to help with the special need.  Initially document the need or problem, and how you plan to address it in a summary to include in the portfolio.  Continue to document the actions you take and their outcomes as an *ongoing part of your daily entry in your journal*.  At the end of the semester you will write a full report on the actions you took and what the student accomplished. | Week 6 or later  Place a summary of the interventions that you plan to use with the student who has special needs in the portfolio and at the end of the semester you will write a full report on the actions you took and what the student accomplished. |
| **Technology-enhanced Lesson**. Plan and execute a lesson using technology, making sure that its objectives are in alignment with what you are teaching in that class. Write a reflection on the execution of the lesson. | Week 6 or before |
| **Teacher Evaluation:** Prepare and use a *Teacher Evaluation* instrument handout (see sample in Appendix F) in one of the classes you have taught the longest. Distribute the instrument to students and collect them. Prepare appropriate data summaries (tables and graphs) of the results with a written summary of implications for your teaching. You will do this exercise again with the same class later in the semester. | Week 7  Include in portfolio (checked at midterm) |
| [**Mathematics Assessment of Student Learning**](https://docs.google.com/document/d/1NLPnF8lSUo_R_cbMufzHYBShDpRtqgFlnEF9Zrjl4GI/copy) | Week 7  Third 5 days of full-time teaching or before. Include a draft or a plan for completing the activity in your portfolio (checked at midterm). |
| **Midterm check of Portfolio** | Week 8 |
| **Videotaped Lesson #2:** Record and watch the second videotape of your class and write a two-page critique of the lesson. Include at least three positive features of your teaching, and at least three things that you wish to improve. You may want to consider the questions included in the *Reflective Paper…* handout (see Appendix E). Are you improving in your areas of weakness from the first and second videotapes? | Week 10  You may use the recording and critique as an optional component of your portfolio. |
| **Follow-up Teacher Evaluation:** Again, use the *Teacher Evaluation* instrument in the same class as before. Distribute the instrument to your students and collect them. Prepare a chart of the tabulated results and a written summary of findings for this second time. Add an additional summary about the changes noted from the first evaluation. How has your teaching improved in the eyes of your students? | Week 13  Include in portfolio |
| **Progress in Reaching Goals:** Go back to your Goals for Improvement and prepare a progress report. Include growth seen in videos and feedback from University supervisor and cooperating teacher. | Week 14  Include in portfolio |
| **Portfolio**: Turn in your final portfolio and all required paperwork. | Week 15 |
| **Thank You Letters:** Send thank you letters to your cooperating teacher and host school (see sample in Appendix I). | Week 15 |

1. **Summary of Assessments**

| **Assessment** | **Who** | **When** |
| --- | --- | --- |
| [Assessment of Planning and Enacting Equitable Mathematics Instruction](https://docs.google.com/document/d/16Sa3ggjBPtplk87jIxaRjLQzskP_t9Uw-R_PDQV3Mt8/copy) | Intern, Cooperating Teacher, University Supervisor | After each observation. Submit on Watermark. |
| [Holistic Assessment of Candidate Progress](https://docs.google.com/document/d/1a6NZSZsSa3jRkmLgwEdUYHzkk5Zl5cq-lDCnSjn-_wE/copy) | Intern, Cooperating Teacher, University Supervisor | Midterm (after second 5 days of full-time instruction) and final. Submit on Watermark. |
| [Mathematics Assessment of Student Learning](https://docs.google.com/document/d/1NLPnF8lSUo_R_cbMufzHYBShDpRtqgFlnEF9Zrjl4GI/copy) | Intern | To be completed the third 5 days of full-time teaching or earlier. Include a draft or plan in mid-semester portfolio, and the final product in your exit portfolio. |

1. **Timeline of Experiences**

| **Student Timeline** | **Cooperating Teacher Timeline** |
| --- | --- |
| **Weeks** **1 and 2:**  Report to your school at the regular faculty check-in time and stay until the regular faculty check-out time. Attend all departmental and school meetings when they do not conflict with CTSE 5233. Activities should include:   1. Observe cooperating teacher’s classes and classes of other members of the faculty 2. Help with grading; monitor small group and individual work; and assist in other classroom activities (other than full-class teaching) 3. Get to know the students in the classes you will be teaching; memorize students’ names 4. Raise any questions you have concerning your teaching assignment with your university supervisor prior to the first meeting of your university supervisor, your cooperating teacher, and you. E-mail or call your university supervisor with any questions or concerns as they come up.   Goals for this period include the following. Document attainment of these goals in your daily journal.   1. Get to know your cooperating teacher’s:  * Expectations for you * Expectations of the students * Guidelines for classroom behavior * Grading system, attendance policies, etc. * Philosophy regarding pedagogy and teaching methods  1. Explore available resources at the school:  * Technology, such as graphing calculators, computer labs, software available * Physical materials * Resource books * Department chair and other members of the department  1. Get to know the school, its personnel, and its policies (professionalism):  * Meet relevant school personnel (principal, assistant principal, secretary, department head, collaborative teachers for your classes) * School dress code * Policy for calling in sick * Familiarity with school policies and procedures (e.g., how to report an accident) * Daily schedule and calendar for the semester * Department chair and other members of the department  1. Discuss the classes you will be covering with your cooperating teacher:  * When you pick up each class? * What units you will be teaching for each? * What you are expected to do (such as grading, calling parents, etc.)? * What extracurricular activities and other out-of-class duties will you have? * What teacher manuals, resource books, and other materials are available? | Help your teacher candidate become familiar with your school.  Your teacher candidate should not begin teaching lessons until Week 3, but he/she should become very involved with your classes, including: Help with grading; monitor small group and individual work; and assist in other classroom activities (other than full-class teaching)  You should also begin to develop a plan for the semester in consultation with your intern, including:   * Which classes the teacher candidate will pick up and when they will be picked up * What units the teacher candidate will be teaching for each class * What the teacher candidate is expected to do (such as grading, calling parents, etc.) * Involvement in extra-curricular activities and other out-of-class duties * An “exit strategy” for returning classes to your control. |
| **Week 3**  Begin to co-teach or shadow teach with your teacher during at least two of the same subject classes (one if block) from his/her lesson plans – observe/assist one class, then take the lead in teaching the next class. Or, take the lead in teaching a segment of your teacher’s lesson in any class.  Continue to plan and meet with your teacher during non-teaching times to make final arrangements for what, when, and how long you will begin teaching on your own – continue to find activities and items of student interest for the content you will be teaching. | You should maintain responsibility for planning the classes the student is co-teaching. |
| **Week 4**  Begin teaching at least two classes (one if block) of the same preparation on your own and from your own lesson plans. Meet daily with your teacher to discuss your first classes taught.  Continue to co-teach or assist your teacher for the remainder of the classes that you are not teaching. Observe how your teacher executes a lesson (your plans or theirs) in the areas where you had difficulty. | Closely supervise the teacher candidate’s teaching as he picks up his first class. |
| **Week 5**  Begin teaching at least three classes (two if block) of the same or similar preparation on your own and from your own lesson plans. | Continue to closely supervise the teacher candidate, but occasionally leave the teacher candidate alone with the first class that was picked up, if you feel they are ready.  Do a formal observation of one class period (or a segment, if block) of the first class that was picked up and debrief with the intern afterwards, to serve as a baseline. This could be the lesson that they videotape. See sample debriefing protocol in Appendix H. |
| **Week 6**  Continue teaching at least three classes (two if block). | Continue to leave the teacher candidate alone for some class periods. He/she should be picking up primary responsibility for the classes he is teaching.  Do a formal observation of one of the other classes he/she has picked up. |
| **Week 7**  Begin teaching a full load of five classes (three if block) for not less than four weeks (20 days). | Minimize your presence in the first class that the teacher candidate picked up, other than to monitor his progress, to give him the full feeling of being in control of a class. |
| **Week 8**  Continue teaching five (three if block) classes.  Turn in your portfolio for the midterm check. | Your presence should now be minimal in the first two classes he picked up.  Do a structured observation of the first class the teacher candidate picked up, in order to note their progress thus far.  Prepare mid-term evaluation and discuss your ratings with the teacher candidate and supervisor |
| **Week 9**  Continue teaching five classes (three if block). | Continue to work at minimizing your presence in all the classes that the teacher candidate is teaching, other than to monitor his progress.  Do a structured observation of the third class the teacher candidate has picked up. |
| **Week 10**  Continue teaching five classes (three if block). | The teacher candidate is now in full control of all the classes. Continue to monitor his progress.  Do a structured observation of the second class he picked up. |
| **Week 11**  Continue teaching five classes (three if block) until the requirement of 20 days is met. |  |
| **Week 12** Begin returning classes to your cooperating teacher. Begin co-teaching again in returned classes with your cooperating teacher using his/her lesson plans. | Do a final observation of the first class before it is returned to you. |
| **Week 13**  Continue the process of returning classes to your cooperating teacher. Continue co-teaching in the classes you return using his/her lesson plans | Prepare a draft of your final teacher candidate evaluation and discuss with the teacher candidate. |
| Week 14Continue co-teaching with your cooperating teacher in some of the classes. | Final teacher candidate evaluation is due. |
| **Week 15** (last week in the school) Continue to assist your cooperating teacher and observe other teachers in the building. Reflect on observations in your journal.  Ensure that all necessary forms are completed and signed by both you and your cooperating teacher, including: Verification of 70 days; Final Evaluation, Verification of University Supervisor’s Visits |  |
| **Post-Internship Week**  Additional CTSE 5233 class meetings at Auburn University. Final completion and submission of the exit portfolio, including all required paperwork.   * Final intern checkout meeting **(required)** |  |

## Course Evaluation:

A Satisfactory (S) or Unsatisfactory (U) will be assigned at the end of the semester. Grades will be assigned based on the following:

\_\_ Assessment of Planning and Implementing Instruction (after each observation)

\_\_ Holistic Assessment of Candidate Performance and Professional Dispositions (mid-term and final)

\_\_ Mathematics Assessment of Student Learning (final)

\_\_ Internship Verification Form

\_\_ Portfolio Review Form/Rubric (see appendix C)

\_\_ edTPA completed

We will discuss your progress on meeting these criteria at mid-semester. The final internship grade, (S or U), is determined by the university supervisor and the cooperating teacher based on the key assessments, listed above.

1. **Class Policy Statements:**

Attendance/Absences: Interns are expected to be at their assigned school each day in which that school is in session during their internship, whether or not their students are present. In case of an unexpected absence the intern should first notify his/her cooperating teacher and then the Auburn University Supervisor. All interns are required by state law to have 70 full time days in the school (or 15 full weeks) during their internship semester. Failure to do so could result in the intern not receiving certification at the end of the semester.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228.

Honesty Code: All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook Links to an external site. will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

AI Policy: In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT or Copilot for graded assignments. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty. Students may use Generative AI tools as a study tool or resource, but be forewarned that AI tools are not trustworthy.

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

A signed contract will be required detailing aspects of professional conduct.

**AU eValuate Fall Semester evaluation dates: TBA**

Appendix A. Lesson Plan Format and Sample Lessons

Auburn University, Secondary Mathematics Program Lesson Plan Format ([link to on-line version](https://docs.google.com/document/d/1bFVew0xlLUYHE20A2WoftobjXA-WmyENhO6X_qyDn8Y/edit?usp=sharing))

Title of lesson: This should identify the general content to be covered.

Audience: To whom the lesson is addressed, including course or level.

Content Objectives: Definitions of the mathematical concepts and skills that underlie the lesson that you are teaching, written at a level that will match the students you are teaching.

2019 Alabama Course of Study: Include the number and statement for each standard you are addressing.

Behavioral Objectives: The actual behaviors that you hope to observe students doing during the lesson. These should usually be stated in the form “The student will...”

Prerequisites: Assumptions about what mathematics the students should already know in order to effectively engage in this lesson.

Materials: Any special instructional materials needed for the lesson. Attach copies of any worksheets that will be used or pages from resource books.

Procedure: What you are actually going to do. This should be organized to reflect the overall flow of activity throughout the lesson. The plan should be detailed enough that a qualified person could successfully carry out the lesson.

Your lesson will likely consist of several phases. For each phase, address:

* *Overview*. A brief description of what will happen in that phase; a title for the section will suffice.
* *Grouping*. How the students will be grouped.
* *Tasks or examples*. Give the exact problems as they will be stated to the students. Do not just state the kinds of problems.
* *Key questions*. Give these questions exactly as you would actually ask them of the students. These should be attached to the flow of activity.
* *Transitions*. Decision points for deciding what should happen next.

Here is a sample chart that you could use for a phase, but the format you use is up to you – you might also use an outline, bullets, etc.

Phase Title (grouping, possibly include timing)

| **Tasks** | **Key Questions** |
| --- | --- |
| *What you ask the students to do* | *Questions that will help facilitate the discussion (small group or full group)* |
|  |  |
| TRANSITION:  *Add your directions here…* |  |

Accommodations: You may also want to include some extensions that could be given to advanced students or modifications that you would make for struggling students, including IEPs.

Homework Assignment: What students will be asked to do for homework, including contingencies.

Evaluation: Observations that you will be making throughout the lesson, or additional tasks that the students will complete so that you can evaluate their learning. Include what you are looking for, and what you hope to learn from your observations.

Key References: Include any resources you use in preparing your lesson.

Solutions to problems: Work every problem every day that you are going to assign or go over in class with your students. Attach your worked out problems to your lesson plans.

**Sample Lesson Plan 1**

**Counting Raisins**

**Topic:** Introducing Line Plots

**Grade level:** Grades 5-7

**Content Objectives:**

1. Line plots are useful counts of things along a numeric scale.
2. To make a line plot, a number line is drawn and an X is made above the corresponding value on the line for every corresponding data element.

**Behavioral Objectives:**

1. Students will count the number of raisins in a sample of small boxes of raisins (one box for each student), record and organize the results, and describe the shape of the data distribution based on a line plot.
2. Students will understand what a line plot is and how it is useful.

**Prerequisite Skills:** Counting, addition, and estimation

**Materials:**

For each student:

1 half-ounce size box of raisins

1 sheet of unlined paper for making the line plots

For whole class discussions:

overhead projector, overhead pen, blank sheet of transparency paper to list the counts, line plot

**Procedure:**

Launch (full group)

1. Ask the following questions:

Have you ever heard the word statistics?

Can you give me any examples of statistics?

2. Explain what statistics is.

Statistics is the study of data.

Data are numbers that give us information about something in the real world.

3. Tell the students that you can collect some data right now.  
Ask the following questions, count the students' responses, and point out that these are data:

How many people in this room have a pet?

How many people in this room have brown eyes?

How many people in this room take a bus to school?

4. Tell the students that people collect data by counting, like we just did, or by measuring or by doing experiments.   
Ask the following question:

Who can think of some data we can collect by measuring?

5. Explain why mathematicians or scientists collect and study data.  
Mathematicians and scientists collect and study data to look for patterns that can tell them something important. For example, studying data about traffic accidents might provide information about which kinds of cars are the safest or whether seat belts make a difference. (If possible provide an example of the use of statistics in your school or community.)

Introduction of the task (full group)

6. State the following:

Just like mathematicians and scientists who use statistics, we can collect data to find out new things about ourselves or other things around us. Today we are going to start by collecting data about something familiar--a box of raisins.

7. Present the problem:

Give each student a box of raisins. Ask the students to keep the boxes closed.

Ask: Does anybody have an idea about how many raisins there are in a box this size?

After students make their guesses, allow them to open their boxes and look at the top layer of raisins.

Ask: What do you think now? Do you want to revise your estimate?

After students respond, ask the following questions:

Why do you think there will be about [50]?

Your idea is very different from Jan’s; how are you thinking about your estimate?

Will the number of raisins in each box be the same or different? Why do you think so?

8. Now, let the students open their boxes and count the raisins.

9. Record students’ data on the blank transparency or chalkboard in whatever order they report it.

10. Ask: If we wanted to organize these data better so that we could look for patterns, what could we do?

Organizing the data (small groups)

11. Tell the small groups to choose one way to organize the data quickly.

Emphasize that this is a rough draft sketch; it need not be done meticulously.

Each group should write down three important things they can say about their data.

12. Someone tell me in your own words what I want you to do with the data.

Tell me how you would organize the data so that someone could quickly look at it and see the average amount of raisins one would find in the boxes that we used. What do I mean by average amount? Can someone tell me how you would organize the data?

13. Students now work in pairs to find a way to organize the data and write down three important things they can say about their data.

14. Circulate among the pairs and ask key questions:

* How did you decide to organize the data?
* Tell me what you are doing. Share with me what you are doing.
* That looks interesting, tell me about it.
* How is your pair keeping track of your information?
* Tell me why you are...

Whole group sharing

15. Ask a few students to demonstrate their methods for organizing the data on the board. Make sure that all the different types of representation they have invented are demonstrated.

16. Say: Mathematicians have invented ways of displaying data, too. Here’s one way that’s easy to use. It’s called a line plot.

17. Organize the raisin data on a line plot large enough for everyone to see.

18. Ask questions related to the data:

What are some of the things you decided you could say about these data?

Where are the bumps, clumps, holes, clusters, and gaps in the data?

What else can you say about these data?

Does anyone have another way to describe this representation?

Suppose someone asked you, “about how many raisins are in a box?” What could you say?

19. If we opened five more boxes of raisins, what is your best guess about how many raisins would be in them, based on the data we already have? Allow students some time to think about this question.

20. At the end of the session allow students to eat the raisins.

**Evaluation:** Observe students' responses. Give students another set of data and ask them to organize it so that it could be analyzed easily.

**References:**

Russell, S. J. & Corwin, R. B. (1989). Statistics: The shape of data (grades 4-6). Used numbers: Real data in the classroom. Palo Alto, CA: Dale Seymour.

Corwin, R. B., & Friel, S. N. (1989). Statistics: Prediction and sampling (grades 5-6). Used numbers: Real data in the classroom. Palo Alto, CA: Dale Seymour.

Friel, S. N., Mokros, J. R., & Russell, S. J (1989). Statistics: Middles, means, and in-betweens (grades 5-6). Used numbers: Real data in the classroom. Palo Alto, CA: Dale Seymour.

**Sample Lesson Plan 2**

**Exploring the Coefficient and Constant Term in an Equation Written in Slope-Intercept Form**

**Audience:** 8th Grade Mathematics Students

**Content Objectives:**

The slope-intercept form of a linear equation is y = mx + b, where m is the slope and b is the y-intercept.

* + Positive values for b shift the line up, and negative values for b will shift the line down.
  + As m increases or decreases, the steepness of the line increases or decreases.
  + Positive values for m result in an increasing line, negative values for m will result in a decreasing line, and when m is 0, the line is horizontal.

**Alabama Course of Study (8th Grade)**

13. Interpret the equation *y = mx + b* as defining a linear function whose graph is a straight line; give examples of functions that are not linear. [8-F3]

**Behavioral Objectives: The students will:**

* investigate the effect of changing the slope, m, and the y-intercept, b, in the linear equation y = mx + b using graphing technology.
* predict what the graph of a line written in the form y=mx+b will look like.

**Prerequisites:**

* Students should be familiar with linear functions.
* Students should be familiar with the basic functions of a TI-84 graphing calculator.

**Materials:**

* TI-84 graphing Calculator
* Graphing Calculator Lab Investigation 1 A – D2 only.

**Procedure:**

1. Brief review of ways to represent functions (graph, chart, table, equation, etc.)

| **Tasks** | **Key Questions** |
| --- | --- |
| Directions on the screen:  Discuss with your partner/group and list everything you remember from yesterday’s discussion about functions.   * What is a function and how do you determine if the relation is a function? * What are some different types of functions? * What are some different ways to represent a function? |  |
| As students come into the room, encourage them to get to work!  Walk around to the different pairs/groups.  Look for examples of ways to represent function graphs, charts, mapping diagrams, and so forth for possible student presentations.  Select 2 or 3 students to present. | How are you all doing?  What ideas have you guys come up with?  How did you come up with those examples?  How are relations and functions related? |
| TRANSITION | OK, let’s come back together to share our answers. |

1. Discussion of review (full group): Students will participate in whole class discussion.

| Introduce the share-back |  |
| --- | --- |
| Ask a few students to come to the document camera to show examples of functions and ways to represent them. | What is a your group’s definition of a function?  How do you determine if the relation is a function?  What are some different types of functions?  Did anyone have any different functions?  How do you know your examples are functions?  What are some different ways to represent a function?  Did any one have any different ways to represent functions? |
| TRANSITION | So, those are some good examples of the different types of function.  We are going to focus on linear functions and representing them as a graph and an equation written in a special form.  OK, time to explore something new! |

1. Introduction to Investigating Graphing Linear Functions Written in slope- intercept form, y=mx+b (full group): Launch for the main investigation of the day.

| Have students think about what a linear function looks like.  Discussion of linear functions. | What makes a function a linear function?  What does the graph look like?  What does the equation look like?  How is it different from the other types of functions?  How is it similar to the other types of functions?  Are all lines functions? Why or why not?  What types of lines are not functions? Why not? |
| --- | --- |
| Ok, guys. Now it’s time to explore some linear functions. |  |
| Ask students to take out Investigation 1: Graphing Functions and their TI-84 graphing calculator  Make sure students’ calculators are functioning and that their calculators are initially set to the standard window.  Have students read the directions for the lab. | Exactly what should you be doing? (Have them explain in detail!) |
| TRANSITION | OK, you know what to do. Get to work! |

1. Exploring changing the constant and coefficient (individual or small groups): The main investigation of the day.

| Monitor the students as they work individually or in pairs.  As they are finishing up, assign individuals/pairs to present. | How are you all doing?  Are you following the directions?  Have you tried a negative number?  Will you get the same result for any number? Why?  Did you try a fraction?  What did you find? Was that surprising?  Be prepared to present your results! |
| --- | --- |
| TRANSITION – When all individuals/pairs have finished at least A-C | OK, let’s get back together and see what you figured out. |

1. Discussion of changing the constant and coefficient (Full group): Discussion of the main investigation of the day.

| Call on group/pair to show their results for Part A. | So does everyone agree with what they did?  Did anyone get anything different from this?  What does the graph show us?  What does the table show us?  What does using TRACE show us?  Is this a linear function?  So what can we conclude from this? Is this surprising? |
| --- | --- |
| Call on group/pair to show their results for Part B. | So does everyone agree with what they did?  Did anyone get anything different from this?  How do the values change?  What happens when you multiply by a negative number?  What about 0? Why?  So what can we conclude from this?  What can we conclude about changing the coefficient of x? (Changes the slope of the line) How? Be specific. |
| Call on group/pair to show their results for Part C. | What did you notice?  How is that different from the previous examples?  Does everyone agree with what they did?  Did anyone get anything different?  How does the graph change when the constant is negative?  What about 0? Why?  What can we conclude about changing only the constant term? (changes the y intercept) How? Be specific. |
| Ask students to briefly discuss with their groups what they predict the equations in D #1 will look like.  Students may do a rough sketch and write out their descriptions in words.  Then call on groups to share their predictions for each to the full class. | What do you think of that?  Did anyone think of something different?  Does your prediction make sense?  How did you come up with your prediction? |
| Let’s see if we are correct.  Have students graph the equations in their calculators and compare their results to their predictions.  Let’s see if we can come up with a name for the “special form” we have been exploring. | Where your predictions correct?  How were they similar/different?  What characteristics of a linear function did we investigate?  What do you think we might call this form?  Note that this is often written “y=mx+b” – what does “m” stand for? “b”?  Does the name you came up with describe what we explored?  Does everyone agree? |
| TRANSITION | OK, let’s wrap up what we learned today. |

1. Homework /Wrap-up: Slope-Intercept Form A (Small/full group):

| Wrap-up | Looking across everything we did, what is your conclusion?  How might this be useful?  Let’s apply what we know to our next activity. |
| --- | --- |
| Assign homework or next activity– As time permits, have them read through the directions. | Does everyone understand what you are supposed to do?  Can someone summarize what we are going to do?  Do we all agree?  Are there any questions? |

**Homework:** To be announced.

**Evaluation:**

* Be sure they understand how changing the coefficient and constant effect the graph.
* Observe their responses A-D to be sure they are making sense of what is happening. Ask several different students to be sure they understand.
* Observe whether they are able to apply what they learned to the homework.

**Key References:**

Holt McDougal. (2012). *Mathematics grade 8*. Geneva, IL: Author.

INVESTIGATION 1: Graphing Functions

1. Getting Started
   1. Hit “Y=” (blue button in the upper left corner). Under Y1 enter “2X”. To get X, use the second key in the third row, “X,T,θ,n”.
      1. Hit the GRAPH key, the last blue key in the first row. What do you observe?
      2. Hit the TRACE button (next button over). Use the left and right arrows to move along the line. What do you notice about the x and y values?
   2. Hit TABLE (2nd key + GRAPH) to see a table of values.
      1. Does what you see agree with your observations in #1?
      2. NOTE: Go to TBLSET (2nd + WINDOW) to adjust the starting value in your table (TblStart) and the number you count by (ΔTbl).
2. Changing the coefficient
   1. Go back to the “Y=” window, and use the down key to move to the line beginning Y2.
      1. Enter in the equation 5X.
      2. Hit the GRAPH key. Compare the two lines that are drawn.
      3. Hit the TRACE key. Use the left, right, up, and down keys to compare the values on the two lines.
      4. Look at the TABLE to verify your observations.
      5. Go to “Y=” and enter the equation “1/3X” for Y3. (NOTE: How do you get the slash?)
      6. Again compare the lines. Use TRACE and TABLE to compare the values that are formed.
   2. Based on your observations, what happens to the graph as you change the value multiplied by X? Try several more examples.
   3. Go to “Y=” and enter the equation “-2X” for Y2. (Note: The negative is not the subtraction key!)
      1. “2X” should still be in Y1. Clear the other functions as needed—select the function in “Y=” and hit CLEAR.
      2. Hit the GRAPH key. Compare the two lines that are drawn.
      3. Based on what you have seen, what happens to the graph if you multiply a negative number by X? Try some additional examples to be sure. Use TRACE and TABLE as needed.
3. Changing the constant term.
   1. Go to “Y=” and enter the equation “2X+1” for Y2. (“2X” should still be in Y1.)
      1. Hit the GRAPH key. Compare the two lines that are drawn.
      2. Use TRACE and TABLE to better understand what is happening.
   2. Enter “2X + 2” for Y3. Compare the graphs. Add other constants and draw a conclusion about the effect of the constant. Be sure to also try out negative values!
   3. Based on what you have seen, what happens to the graph if you add a number to 3X? Try some additional examples to be sure, including at least one negative value.
   4. Use a different coefficient for X, and vary the number added.
4. Putting it all together.
5. Predict what the following lines will look like. Then verify your answers using your calculator.
   1. y = 1/3x – 2
   2. y = -1/3x + 2
   3. y = -5x – 2
   4. Summarize the effect of the numbers multiplied by x and added to the x-term.
6. Predict what y = -1/2x + 12 will look like. Then check your answer.
   1. What went wrong? HINT: Try using the ZOOM functions.
   2. What do you notice? Was your original prediction correct?
7. Set a good window to see the following functions:
   1. y = x3 - 4x2 - 37x+40
   2. y = sin(x)/10 + 1

Appendix B.

Daily Journal Reflections

You will use your journal to complete specific assignments for your internship including:

1. written observations, interview notes, and reflections of two other mathematics teachers
2. descriptions of the specific services school support personnel provide classroom teachers – for example, media specialist, technology specialist, special education teacher, guidance counselors, etc.
3. ongoing documentation on your chosen special needs student: the problem, your ongoing (daily) intervention, and outcomes. (see special needs student assignment in syllabus)

In addition to these assignments, each evening of your internship you will write a reflective entry about your teaching experiences in school. These entries should be from **1-2 pages in length** and be informal in style. Entries should **include the day and date** like a diary and be more personal, thoughtful, and critical of your teaching and school-related experiences. Some possible areas for writing include critical observation of teaching, students, and schooling; dilemmas with no easy solution; personal difficulties and struggles; your developing and evolving philosophy of teaching and learning; inquiry in mathematics education; your growth as a new teacher; and potential solutions to problems. Some possible questions or issues that may arise during your internship include:

* 1. Where am I making novice mistakes and what am I learning from these mistakes?
  2. What skills or strategies about teaching mathematics or managing students have I learned today?
  3. What great resource or experience have I encountered that will be extremely useful to me (and others) as a beginning mathematics teacher?
  4. What am I doing to better manage my workload and time, both in the classroom and at home?
  5. What weaknesses are appearing in my beginning teaching? What am I doing to overcome these weaknesses? Who am I consulting for help?
  6. What about schools (or students) seem different from what I expected or remember from my past? How do my ideals conflict with my current situation? How do I cope?
  7. What about this school or teacher’s classroom seems congruent with my own emerging philosophy of teaching mathematics? What is not? Am I likely to believe that “all schools” are like this one? Why or why not?
  8. Do I feel trapped in the routine of my classroom? Am I seeking assistance from other teachers in planning, teaching, and assessing my students?
  9. What do I think about my teacher’s or school’s assessment and grading practices? What types of student work is assessed and how often? What are students “learning?” How does this compare with “best practices” according to NCTM's *Standards*, state and local standards for mathematics, assessment research, and other?
  10. Where is my initial attitude and approach to teaching beginning to change? Is this change best for students and their learning, as well as their motivation and interest in learning?
  11. Why do many students in my classroom not want to participate or succeed? Am I teaching to diversity in learning styles, intelligences, and cultures? What about the nature of schooling is contributing to this aspect – instruction and discipline methods? Is what I am teaching important, relevant, and applicable to their lives?
  12. What impact is block, standardized testing, or my school’s (or teacher’s) philosophy having on my ability to implement the kind of teaching that I want to do? What will I do in my classroom if under similar constraints?

In each journal entry you should also propose possible solutions to existing conundrums or problems. You should begin implementing “plans of action” in your daily practice as well as discuss the results of action(s) taken. Reflective journaling combined with action research can lead to improvement in practice.

Appendix C.

Portfolio Review Form ([link to on-line form](https://docs.google.com/document/d/1ErRi8DH0HyOLIfB0lG1fTRgABfFGOMhuiMU6YWAf_xg/copy))

Student’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Major \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please evaluate each reflection statement by circling the appropriate word.

| **Program-Specific Components**: | | | | | **DUE** | |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Résumé | Poor | Marginal | Competent | Exemplary | *week 2* | |
| Specific Goals for Improvement | Poor | Marginal | Competent | Exemplary | *mid-term* | |
| Reflection on Student Evaluations | Poor | Marginal | Competent | Exemplary | *mid-term* | |
| Reflection on Experience with Special Needs Student | Poor | Marginal | Competent | Exemplary | *mid-term* | |
| Technology-Enhanced Lesson and Reflection (Include Lesson plan) | Poor | Marginal | Competent | Exemplary | *end-term* | |
| Reflection on Student Evaluations | Poor | Marginal | Competent | Exemplary | *end-term* | |
| Reflection on Progress in Achieving Specific Goals for Improvement | Poor | Marginal | Competent | Exemplary | *end-term* | |
| Final Reflection on Experience with Special Needs Student | Poor | Marginal | Competent | Exemplary | *end-term* | |
| Daily Reflective Journal | Poor | Marginal | Competent | Exemplary | *end-term* | |
| **Optional Component(s)**: (such as letters of recommendation, samples of student work, sample communications with students/parents, photographs of students in action, samples of your original work) | | | | | | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Poor | Marginal | Competent | Exemplary |  | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Poor | Marginal | Competent | Exemplary |  | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Poor | Marginal | Competent | Exemplary |  | |

**Recommendation**:

\_\_\_\_\_ Portfolio is acceptable without changes

\_\_\_\_\_ Portfolio is acceptable with minor changes

\_\_\_\_\_ Portfolio must be revised significantly

**Comments:**

Appendix D.

**Intern Information Sheet**

Name:

Mailing address:

Home phone: Preferred e-mail address:

School name: School principal:

School address:

School phone:

Cooperating teacher: Teacher’s e-mail:

Teacher’s school phone number or extension (if different):

If you have a second cooperating teacher, include information here:

Schedule of classes at host school:

| Period | Times (CST) | Subject or grade level | Teacher | Room # |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Outline of the dates and order of classes that you will begin teaching on your own:

Dates of holidays, teacher workdays, testing days, and other dates when your supervisor should not visit:

On the back of this sheet, draw or write directions to your school, including where to park and location of the office.

Appendix E.

**Reflective Paper on Videotaped Lesson**

**Procedure:** Watch your videotaped teaching and make notes on each of the following 10 statements. Incorporate your notes and your supervisor’s and cooperating teacher’s comments into a final reflective paper (2-3 pages) that you submit to your cooperating teacher and your university supervisor. Your reflective paper must be completed soon after your taping (next materials drop off time). Save a copy of your work for your portfolio.

1. Did I adequately get the students’ attention when I needed it?
2. Did I check to see that all students were on task? How did I handle those who were not?

1. Did I question all students equally and allow adequate wait time?
2. Was I creating an atmosphere of trust, caring, and mutual respect?
3. Did the students show that they clearly knew my academic and behavioral expectations for the lesson?
4. How did I handle classroom disruptions or behavior problems *(if applicable)*? What could I have done differently?
5. How well did I prepare my students for their lab, project, or activity? What could I have done to better prepare them for it?
6. Where in my lesson did I incorporate a more student-centered teaching strategy over more teacher-centered ones? If not in this lesson, when will I do so in upcoming lessons?   
   *Some examples of student-centered strategies include cooperative learning, think-pair-share, peer tutoring, partnered lab activities, inquiry activities or projects, student journaling, rotation stations, etc.*
7. Where in my lesson did I build on students’ prior knowledge, understanding, or ideas AND how did I incorporate this prior knowledge into my lesson?
8. Where in my lesson did I use some form of inquiry or higher order thinking? If not, how might I have used it in my lesson?

**Final Analysis**

What three things did I do well in my videotaped lesson and how can I share my strengths with my fellow interns?

What three things do I most need to work on (goals) before my next videotape and what specifically will I do to better each?

Appendix F.

# Evaluation Instrument

Today’s Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This evaluation applies **only to this teacher** and **only to this course**, not to other courses or teachers. Please **do not** put your name on this evaluation.

In each row below is a sentence relating to the teacher you are evaluating, followed by the numbers 1 through 5. Please circle one and only one number for each statement. Choose the number based on the descriptions below:

1 = strongly disagree with the statement

2 = somewhat disagree with the statement

3 = neither agree nor disagree

4 = somewhat agree with the statement

5 = strongly agree with the statement

|  | strongly disagree |  |  |  | strongly  agree |
| --- | --- | --- | --- | --- | --- |
| This teacher grades fairly. | 1 | 2 | 3 | 4 | 5 |
| This teacher is often impatient with students. | 1 | 2 | 3 | 4 | 5 |
| This teacher has very high expectations of me. | 1 | 2 | 3 | 4 | 5 |
| This teacher makes this class interesting. | 1 | 2 | 3 | 4 | 5 |
| This teacher treats all students fairly. | 1 | 2 | 3 | 4 | 5 |
| This teacher gives clear directions for assignments. | 1 | 2 | 3 | 4 | 5 |
| This teacher encourages me to do my best work. | 1 | 2 | 3 | 4 | 5 |
| This teacher spends too much class time doing things that do not help me learn. | 1 | 2 | 3 | 4 | 5 |
| This teacher is nearly always prepared for class. | 1 | 2 | 3 | 4 | 5 |
| This teacher lets me know what I am expected to learn. | 1 | 2 | 3 | 4 | 5 |
| This teacher cares about me. | 1 | 2 | 3 | 4 | 5 |
| This teacher explains ideas clearly. | 1 | 2 | 3 | 4 | 5 |
| This teacher has helped me become more interested in mathematics. | 1 | 2 | 3 | 4 | 5 |
| This teacher has helped me understand mathematics better than I did before this course. | 1 | 2 | 3 | 4 | 5 |

Compared with all teachers that I have had, this teacher is (check one):

\_\_\_\_\_ one of the best \_\_\_\_\_ below average

\_\_\_\_\_ above average \_\_\_\_\_ one of the worst

\_\_\_\_\_ average

**Please write on the back** any suggestions that you have for how the teacher can make this class better.

***(Appendix G is not applicable.)***

**Appendix H.**

**Sample Reflection Meeting Protocol** (30-60 minutes)

*Suggestions for use:* The questions can be used to facilitate discussions with teacher candidates after an observed lesson. The facilitator asks the teacher the following questions one at a time and follows up as needed.

Questions:

1. What was the goal of the lesson?
2. How were the tasks designed to meet the goal?
3. Were the tasks effective in helping you meet the goal of the lesson?
4. Were students held accountable for this goal in an equitable manner?

Additional discussion:

1. The facilitator invites the observing student teacher to ask questions of the one who taught the lesson.
2. The facilitator invites the observing student teachers to comment on the lesson.

**Appendix I.**

Sample Thank You Letter to Host School

*<<your address>>*

*<<your city, state,* zip>>

<<your phone>>

<<today’s date>>

*<<teacher’s name>>*

*<<school address>>*

*<<school city, state,* zip>>

Dear Ms. *<<teacher’s last name>>*

Thank you for providing me with the opportunity this semester to work at *<<school name>>* as a teaching intern from Auburn University. The experiences I had at your school have helped me get a good start on my career as a mathematics teacher. I especially appreciate the time you spent with me as I began the long process of becoming a professional in this field.

*<<Here write a short paragraph describing the unique experiences you will remember that helped you master the basics of teaching. For example, parent conferences, special advice, opportunities you had to work with students, etc.>>*

I hope you don’t mind serving as a reference in my search for a teaching position in the coming months. I have listed my permanent address and telephone number at the top of this letter so that you can locate me if the need arises.

I hope that you have a relaxing and restful summer, and that 2024-2025 will be another fulfilling year for you and the staff at *<<school name>>.*

Sincerely,

*<<your name>>*