EDUC 650 Syllabus Fall 2014

EDUC 650—Reflective Teaching Field Experience
Meetings are Fridays 8:30-10:00 am in Room 4212

Instructor: Mr. Nicolas Boileau
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Cell: 734-578-7060
Office: TBD
Office Hours: I welcome the opportunity to discuss any of the content in the practicum and methods course, as well as concerns you may have about your experiences in the field and in the practicum. Please contact me by email to schedule a time to meet outside of class.

*Note: Email is preferred for non-urgent matters. I will do my best to respond to all emails within 24 hours. I am listing my cell phone number for urgent matters (e.g., if class is canceled or if there is a snow day, when you were scheduled to be at a school).

Introduction:
EDUC 650 is a practicum class associated with EDUC 413. The role of this class is to create a bridge between the secondary mathematics methods class (EDUC 413), other coursework you may have taken, and actual teaching in schools. We do that by creating experiences in real settings (field placement) and by creating opportunities to observe, discuss, and practice teaching in a once-a-week seminar meeting. Therefore, it is reasonable to conceptualize the course as consisting of two components: the field component and the weekly seminar.

Course Goals:
• Critically reflect on observed and own teaching practice
• Develop awareness of assumptions about teaching and learning and question those assumptions
• Identify problems of practice
• Connect educational theory to classroom practice
• Develop a discourse for talking about teaching
• Learn to become members of a professional community
• Progress in your development of the competencies identified by the University of Michigan Teacher Education Program:
  1. Planning and teaching with core content using “big ideas” and concepts
  2. Teaching with and about texts
  3. Designing tasks and assessments for students
  4. Probing and using student thinking before, during and after instruction
  5. Organizing and enacting whole class and group instruction
  6. Sequencing instruction for coherence and student learning
  7. Establishing and maintaining productive instructional routines
  8. Act as a member of a professional community
**The field component:**

Be sure to read the *Program and Policy Handbook for University of Michigan-Ann Arbor Teacher Education Programs* found on SOE website (a link to this is provided below). We will be adhering to the policies in that document. Pay close attention to the policies about absences and note that you are expected to dress and act professionally at all times in your school placement.

**Absences**

As a professional, it is expected that you will be at your teaching site all day and on time (at the time agreed upon at our Getting Started Meeting) on Tuesdays and Thursdays. In the event that you need to miss a day due to illness, emergency, religious holiday, or any other reason, it is imperative that you let your mentor teacher know as soon as you are aware of the absence. When contacting your mentor teacher, please make sure you have communicated with a person, sending an email is not enough. Check with your mentor teacher about who to contact. For example, you might call your mentor’s cell phone, the main office or another teacher at your placement. Additionally, if you were responsible for any part of the lesson, you should send appropriate plans to your mentor teacher in your absence. Second, you must notify your field instructor before the absence via phone or email. Please note that regardless of your mentor teacher’s attitude toward absences, the School of Education requires you to attend your placement every Tuesday and Thursday and does not excuse absences for sport events, vacations, or family functions. Please review the Program and Policy Handbook (p.14-15) for further information about SOE absence policies while student teaching and plan your life accordingly so that you do not miss field placement time. Interns will follow the practicum school calendar for this time period, following the breaks and professional development days in their placement school.

In accordance with the Program and Policy Handbook you are permitted one personal day throughout all three terms of your field placement for a non-specified reason for absence from the field. However, this absence must be arranged well in advance with your field instructor and mentor teacher.

Another aspect of professionalism in a school setting is professional dress. Take your cues from the teachers at your school site regarding dress and ask about what is appropriate. In the past, intern have been surprised to find that people in the school setting considered their clothing to be unprofessional (e.g., “revealing” or too informal). When in doubt, go for the more formal clothing choice. As an adult in the classroom, school faculty administrators, parents and community members, and students should be able to identify you as one of the people in charge of children’s learning, care, safety and security. Continuous wearing of unprofessional attire to your school site after being warned may be grounds for removal from your placement.

You are expected to be in your placement twice a week every week - at the times scheduled on Tuesdays and Thursdays.

Your involvement in the field placement will allow you to experience the work of teaching starting with small tasks and eventually, if you earn the trust of your cooperating teacher, taking charge of teaching a number of lessons. The sooner you make yourself available to help, the sooner this apprenticeship will begin. We will be asking your MT whether you are volunteering
and working up to their expectations in the things they ask or allow you to do. Please be prepared that some of those early assignments may seem like “teacher aid” work (for example, you may be asked to make copies, check attendance, post grades, or pass out calculators). By doing those tasks willingly and well, you will deserve to be asked to do instruction-related tasks (such as helping a group of students or teaching a lesson). If you prove to be trustworthy on small tasks, you are more likely to earn trust for more important tasks. It is your responsibility to persuade your cooperating teacher that you are trustworthy to teach their class. We will hold you accountable to earn the trust of your MT early enough so that you can teach at least four lessons (or parts of them) during this semester.

**Attendance and participation in Seminar:**

Attendance and participation are expectations in this class as a form of professionalism. I expect you to attend every class, to arrive on time, to stay until the end, and to participate in and contribute to class. It is vital that you attend every class session, if at all possible.

There are three excused reasons for missing class: illness, family or personal emergency, religious holiday. If you cannot be present for a class session, let me know as soon as you know that you will be absent, but no later than 2 hours before class begins.

Acceptable absences for religious holidays: please let me know at the start of the semester or at least two weeks in advance if you will miss class for this reason. While it will not be possible to recreate a missed class, please make arrangements with me to complete alternative work that will support the learning you missed. More than one absence from the class will make successful learning of the material in the course challenging and put you in danger of not being able to complete the course successfully. The Teacher Education Office will be notified if there is more than one absence. As always, participation points will be deducted for absences and late arrivals. Three absences—excused or unexcused—are grounds for failing this course.

**Communication:**

There are many moving pieces in this course and this means there will be time when notifications/replies are urgent. For this reason, you are required to check your email at least once per day. Further, I expect that you will make your best effort to reply to any email from me or your MT **within 24 hours.** In return (as mentioned above), I will do the same.

**Personal technology:**

Appropriate use of electronic devices is a part of your professional participation in our class. Using laptops or cell phones as tools for your learning is acceptable, as long as it is not distracting to you, your colleagues or your instructor. Examples of acceptable use of electronic devices include making records of your practice and consulting resources for work in class. Non-instructional texting, phone calls, social networking, shopping, and other non-instructional use of these devices during class is unacceptable, and will result in a reduction in your participation grade. If you are concerned about your ability to meet this professional expectation, please discuss your concern with me. Please let me know if there is an emergency that affects your need for using a phone during class time.

**Plagiarism:**
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This is something that is taken very seriously in the Teacher Education program, the School of Education, and University of Michigan as a whole. Plagiarism includes improper citations and misuse of quotes. If there are ideas you would like to use as a part of your journals or in other EDUC 413 papers, you must appropriately cite them. If you are unsure as to how to properly do this, please feel free to contact Vilma Mesa or myself. If I find that plagiarism has taken place, I will notify the Beth Grzelak, Kendra Hearn, and Kathryn Young and will be cause for immediate disciplinary action. For more information on what constitutes plagiarism, please visit: http://www.lib.umich.edu/shapiro-undergraduate-library/types-plagiarism

Accommodations for Students with Disabilities:

If you are registered with the Office for Services for Students with Disabilities, please share your VISA (Verified Individualize Services and Accommodations) form with me at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress.

If you think you may need an accommodation to complete the requirements of this course, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734-763-3000; http://ssd.umich.edu) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

Late work:

Please be professional and submit assignments on time. Penalties will be incurred for late work.

Field Visits:

During this term the intern will observe and co-observe the school culture and climate, their mentor teacher, and other teaching professionals; co-plan and co-teach with the mentor teacher; independently teach portions of lessons; and independently plan and teach a series of lessons based on your methods and EDUC 402 course requirements.

As your field instructor, I will be working with you in various ways to support the course goals and your progress as a professional educator. In class, we’ll be organizing and leading activities and assignments that prompt you to think more closely about what you’re experiencing in the field in conjunction with your coursework. In the field, we will work to support the relationship between you, your MT, and the Teacher Education Program. I will visit you in the field periodically over the semester. These visits will include:

1. The “Getting Started” Meeting offers us (you, your MT, and your field instructor) a chance to discuss your placement, including the domains of professional learning; the expectations the Teacher Education Program has for you during the semester; your background and the experiences you’re looking forward to in the placement; your MT’s background, expertise, and vision for your placement; and your attendance schedule. We will schedule this meeting sometime in the few weeks of your placement.
2. One **Co-Observation** in which both you and your field instructor will observe your MT teach and take focused notes. The notes will serve as an important starting point for a follow-up conversation about how to hone your observation skills in order to develop increasing understandings of good classroom practice. This will take place relatively soon after the “getting started” meeting.

3. Three **“Teaching Experience” Visit** offers a chance for your field instructor to see you teach a lesson or part of a lesson you have designed and then debrief with you (and your MT if possible) afterwards about your decision-making and reflection about how the experience went. Of the three official “Teaching Experiences” two of these should be the main part of the lesson and you should utilize the work from EDUC 413 about mathematics teaching techniques. Your FI must be present for at least two of the three “Teaching Experiences”. One of these official lessons can be videotaped.

You will work with your MT to schedule your teaching experience earlier rather than later in the semester at a time that best capitalizes on your growing knowledge of teaching and that best supports the classroom instruction at your teaching site. One reason to decide early in the semester when you will be teaching is the need to get permission from the students’ parents. Ideally, your FI will be able to see you teach all three lessons, but this might not always work out.

24-hours before you teach, you should submit a short pre-observation memo and supporting materials (such as a lesson plan or worksheet or problems) you’ll be using. After the lesson and debrief meeting, you will submit a short reflection on the lesson within 48-hours of the meeting. More details will be provided later.

**NOTE:** We will follow the same guidelines as EDUC 413 for records of practice. Please refer to that syllabus (Page 2) for information about creating and submitting records of practice.

**Self-Evaluations:**

Additionally, as part of documenting your development in the 4 competencies you will be required to fill out and submit to me a **mid-term evaluation** (by October 31st) and a **final evaluation** (by December 12th). More details will be provided later.

**The seminar class:**

Meetings of the seminar class will include discussions of observations and experiences in the field placement. In each class, we will focus on different topic(s) related to your work in your placement. Many of our topics will be based on your work in the methods course. Topics to be discussed include: Classroom and mathematical norms, launching and closing tasks, leading a discussion, teaching procedures and concepts, classroom management, and assessments.

**Weekly Journals:**
Every week you will be issued a prompt or a question for you to write about, connecting your field experience with the material from the EDUC 413 class. For example a question could be:

Ask your cooperating teacher about an error that they’ve seen their students make when doing problems about one of the topics in the class you are placed. Provide an example of the error. What does your cooperating teacher say is the reason why students make that error? What do you think about that?

You will discuss in seminar the prompt or question and the observations you’ve gathered from the field placement. It is expected that your discussions of the observations and experiences will make use of the readings assigned in EDUC 413.

Expectations for the Journals:

Length: 2-4 pages (no less than 2 pages should address the prompt for the week), 1-inch margins, 12 pt Times New Roman, double-spaced.

Deadline: Mondays by 11:55pm

Structure: Answer questions/respond to comments from last journal entry (or assignment) AND respond to prompt for the week. I’ll have them returned to you/commented on with enough time so that you can incorporate those in your journal entry. At the end of each journal, please provide 2 – 3 questions that you find you are still pondering or considering at that moment. These will be necessary for later in the semester.

Expectation: You should have a good draft by seminar, use seminar to develop and explore those ideas, revise your draft after seminar using feedback and then submit by midnight on the Monday after the seminar. When you make claims in your journals, you are expected to provide some evidence and justifications for those claims (see note on plagiarism below).

Submissions: Emailed to nboilea@umich.edu. Please use Microsoft Word, so that I can track changes to provide comments.

Submission format for all assignments:

Before attaching your assignment on Ctools, rename the document in the format:
LastName_FirstName_Ed650F14_Journal_.doc

e.g., I would name my first journal: Boileau_Nicolas_Ed650F14_Journal_1.doc

Tool Kit:

The “Tool Kit” will contain things that work well in a particular situation and can be related to classroom management and/or secondary mathematics teaching. In teaching, these are often little things that help your classroom run more smoothly. For example, using Popsicle sticks or notecards to call on students at random would be an example of something appropriate to present for the “tool kit”. Other examples might include review games, or strategies to manage supplies. Further examples will be given in class. Over the semester, you will each share a “tool”. These might come from observing your mentor teacher, or another teacher, or a discussion with your mentor teacher.

Grades:
Your grade for the practicum is a Pass or Fail grade.
You will need to have a passing grade in order to student teach. This passing grade depends on the following things:
1. Attendance and participation in all seminars.
2. Attending field placement every day you are supposed to be there and conducting yourself appropriately while there.
3. Demonstrating capacity and interest for taking increased responsibility in the classroom (as measured by the tasks that you do in the field placement).
4. Teaching four lessons or parts of them, two of which are based on the decompositions of practice (i.e. explaining a concept or explaining a procedure) taught in the EDUC 413 class.
5. Submitting the appropriate documents before and after your observations.
6. Turning in journal entries to all weekly journal prompts issued.
7. Satisfactory completion of other tasks related to the field placement (such as introducing yourself to your mentor) and other assignments for seminar (such as the “tool kit”).
8. Involving your field instructors in the scheduling and planning of your lessons.
9. Participating in professional discussions at the practicum seminar, relying on classroom notes, and evidence based responses to prompts and in class tasks.

Resources:

1. CTools site and syllabi for this course and EDUC 413

2. Secondary MAC Teaching Interns – Semester 2 Materials (Including a link to the PDF of the Policy and Procedures Handbook):
   http://sitemaker.umich.edu/education.ct/teaching_interns

3. Common Core State Standards of Mathematical Practice (CCSSMP):
   http://illustrativemathematics.org/standards/practice

4. Inside Mathematics Teaching Videos:
   http://www.insidemathematics.org/