

LAST REVIEW:

(i.e. 2006-2007)

NEXT REVIEW:

(i.e. 2011-2012)

STATUS:

(A, I, D)

COURSE TITLE: Teaching Mathematics Practicum

COMMON COURSE NUMBER: MAE 3941

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(Per 16 week term)

CLOCK HOURS:

(Voc. Course ONLY)

Lecture: **48**

Lab:

Clinic:

Other: **50**

PREREQUISITE(S): MAE 4320 or MAE 4330, MHF 4404, MTG 3212, STA 2023

COREQUISITE(S): MAE 3143

PRE/COREQUISITE(S):

COURSE DESCRIPTION *(750 characters, maximum):*

This course is designed for students enrolled in the Bachelor of Science Degree program in Teacher Education. This course includes instructional strategies and assessments for teaching in the middle and high school mathematics. It is designed to prepare pre-professional educators for the student teaching internship. Pre-professional educators will work directly with the classroom teachers and have an opportunity to teach both large and small group activities utilizing a variety of instructional technology. This course is designed to develop the competencies relative to program planning, instruction, daily scheduling, record keeping, evaluation, classroom management, reporting to parents, professional organizations and teacher ethics. Students spend a minimum of 50 school-based hours in the classroom.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area

General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area

UNIT TITLES

1. Practicum Requirements
2. Lesson Plan Procedure
3. Professional Development Plan
4. Practicum Seminars
5. Ethical Standpoint
6. Role of the Teacher

UNITS

Unit 1 Practicum Requirements

General Outcome:

- 1.0 The student shall: Complete 50 hours in the middle school or high school setting. Observation and field work must include a minimum of one full day per week for eight weeks.**

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Unit 2 Lesson Plan Procedure

General Outcome:

- 2.0 The student shall: write, implement, analyze and reflect upon a minimum of three lesson plans for the middle school and high school mathematics classroom**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

Lesson Plan Based on Assessment

2.1 Identify standard-based instructional objectives for a lesson plan

2.2 Design a pre- and post-assessment aligned to the objectives

2.3 Develop three different lesson plans that address student weaknesses as related to the objectives, adhering to the BC TEP Lesson Plan Template.

Lesson Plan Implementation

2.4 Select and then implement lessons to a small or large group of students to be measured according to the FEAPs guidelines

2.5 Administer a pre- and post-assessment aligned to the objectives

2.6 Accommodate developmental levels in the various learning styles in the learning environment based on learning theories and concepts

2.7 Incorporate the use of low and high tech technology

Lesson Plan Reflection

2.8 Reflect on the planning process utilizing the BC TEP Lesson Plan template.

2.9 Reflect on the implementation process by including an analysis of the pre- and post-assessment data utilizing the BC TEP Lesson Plan template.

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Unit 3 Professional Development Plan

General Outcome:

3.0 The student shall: create a professional development plan.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to: create a professional

3.1 Identify and describe a minimum of 1 (one) educational goal

3.2 Identify and describe a minimum of 1 (one) professional goal

3.3 Identify and describe a minimum of 2 (two) short-term objectives related to the chosen professional goal(s)

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Unit 4 Practicum Seminars

General Outcome:

4.0 The student shall: participate in growth opportunities that embrace life-long learning concepts to improve professionally in way that will impact the K-12 setting.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

4.1 Attend professional development activities as designated by the faculty member

4.2 Reflect on professional development activities and their impact of the K-12 classroom

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Unit 5 Ethical Standpoint

General Outcome:

5.0 The student shall: author a two-page paper that outlines the Principles of Professional Conduct for the Education Profession in Florida.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

5.1 Describe two instances where the Code of Ethics was applied or not applied by professional educators observed during the middle or high school mathematics classroom

5.2 Describe one instance where he/she had to make an ethical decision in the middle or high school or mathematics classroom

Unit 6 Role of the Teacher

General Outcome:

- 6.0 The student shall:** collaborate with his/her cooperating teacher and other stakeholders in order to document and address individual student progress in the classroom setting

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 6.1 Identify a student with learning and/or behavioral difficulties in the classroom setting**
- 6.2 Choose evidence-based strategies to address the student's problem areas**
- 6.3 Communicate these strategies with the cooperating teacher and other stakeholders, if appropriate**