



# BROWARD COLLEGE COURSE OUTLINE

**LAST REVIEW: 2008-09    NEXT REVIEW: 2013-14    STATUS: A**

**COURSE TITLE: Student Teaching in Mathematics**

**COMMON COURSE NUMBER: MAE 4945**

**CREDIT HOURS: 12**

**CONTACT HOUR BREAKDOWN**

*(per 16 week term)*

**CLOCK HOURS:**

*(Voc. Course ONLY)*

**Lecture: 12**

**Lab:**

**Clinic:**

**Other: 420**

**PREREQUISITE(S): completion of all courses requirements**

**COREQUISITE(S):**

**PRE/COREQUISITE(S):**

**COURSE DESCRIPTION** *(750 characters, maximum):*

This course is designed to “provide students with multiple opportunities to practice implementing the 12 Florida Educators Accomplished Practices including effective planning, instruction, management and assessment techniques in a real-world middle and high school classroom setting under the supervision of a certified teacher.”

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. Meet with cooperating teacher and complete Student Activities Checklist**
- 2. Teaching**
- 3. Reflection on teaching experience**
- 4. Complete Resume and Schedule Job Interviews**
- 5. Blackboard Seminar Component**

**EVALUATION:**

Please provide a brief description (250 characters maximum) that details how students will be evaluated on the course outcomes.

Students will be assigned two grades for this course.

The secondary or middle school cooperating teacher will assign one grade using the following criteria:

Attendance and Punctuality at School Site:	35%
Knowledge of Subject Area:	20%
Completeness of Lesson Plans:	25%
Classroom Management Skills	20%

The college supervisor will assign the second grade based on the following criteria:

Punctuality and Completeness and Seminar Entries:	20%
Completeness of Lesson Plans:	45%
Knowledge of Subject Area:	35%

The student's grade in this course will be the average of the these two grades.

- A = 93 – 100
- B = 83 – 92
- C = 70 – 82
- D = 60 – 69
- F = Below a 60

*\*\*\* Complete the following only if course is seeking general education status \*\*\**

### GENERAL EDUCATION Competencies and Skills \*:

Please highlight in **green** font all Competencies/Skills from the list below that apply to this course. In the box to the right of the Competency/Skill, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 5.12) that apply.

1. <b>Read with critical comprehension</b>	N/A
2. <b>Speak and listen effectively</b>	N/A
3. <b>Write clearly and coherently</b>	N/A
4. <b>Think creatively, logically, critically, and reflectively</b> (analyze, synthesize, apply, and evaluate)	N/A
5. <b>Demonstrate and apply literacy in its various forms:</b> <i>(highlight in green ALL that apply)</i> (1. technological, 2. informational, 3. <b>mathematical</b> , 4. scientific, 5. cultural, 6. historical, 7. aesthetic and/or 8. environmental )	N/A
6. <b>Apply problem solving techniques to real-world experiences</b>	N/A
7. <b>Apply methods of scientific inquiry</b>	N/A
8. <b>Demonstrate an understanding of the physical and biological environment and how it is impacted by human beings</b>	N/A
9. <b>Demonstrate an understanding of and appreciation for human diversities and commonalities</b>	N/A
10. <b>Collaborate with others to achieve common goals.</b>	N/A
11. <b>Research, synthesize and produce original work</b>	N/A
12. <b>Practice ethical behavior</b>	N/A
13. <b>Demonstrate self-direction and self motivation</b>	N/A
14. <b>Assume responsibility for and understand the impact of personal behaviors on self and society</b>	N/A
15. <b>Contribute to the welfare of the community</b>	N/A

*\*General Education Competencies and Skills endorsed by '05-'06 General Education Task Force*

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## UNITS

### Unit 1 Meet with cooperating teacher and complete Student Activities Checklist

#### General Outcome:

- 1.0 The student shall: meet with the cooperating teacher and Student Activities Checklist\* (first two weeks)

#### Specific Measurable Learning Outcomes:

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

#### \*Criteria on Checklist

- 1.1 Develop a curriculum plan for the semester
- 1.2 Develop a classroom assessment plan for the semester
- 1.3 Learn the names of students in all their/cooperating teachers classes
- 1.4 Observe cooperative teacher's teaching
- 1.5 Shadow a student
- 1.6 Observe in the classrooms of at least two other teachers (mathematics or other subjects).
- 1.7 Describe the physical plan of the building (Including emergency procedure)
- 1.8 Learn how to operate various pieces of equipment (Overhead Projector, Computer, Photocopy Machine, etc.)
- 1.9 Assist with routine paper work (Attendance, etc.)
- 1.10 Assist with grading
- 1.11 Work with individual students on a one-to-one basis and work small groups
- 1.12 Become familiar with curriculum materials, available technology, and other resources
- 1.13 Meet with principal, assistant principal, secretaries, other mathematics teachers who teach close to your room and the custodial staff.
- 1.14 Meet with counselors and learn what counseling office can do for the students
- 1.15 Assist in the upkeep of the classroom (room arrangement, bulletin boards, etc.)

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**Unit 2 Teaching**

**General Outcome:**

**2.0 The student shall: teach classes at various levels of competencies.**

**Specific Measurable Learning Outcomes:**

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

- 2.1 Teach one course with the cooperative teacher in the room (Week 3)**
- 2.2 Continue teaching the above course without teacher supervision (Week 4)**
- 2.3 Pick up a second class and teach the two classes. Have teacher supervision in second class for the first week. (Week 5)**
- 2.4 Pick up third class and continue teaching the other two classes (Week 6 and Week 7)**
- 2.5 Pick up fourth class and continue teaching the other three classes (Week 8)**
- 2.6 Pick up the fifth class and continue teaching the other four classes (Week 9, Week 10, Week 11, and Week 12) Note: If school is on Block Scheduling, please adjust accordingly).**
- 2.7 Arrange and allow cooperating teacher to video tape class of student's choice. (Week 10 or Week 11)**
- 2.8 Drop two classes and teach three classes (Week 13)**
- 2.9 Drop the third class and teach two classes (Week 14)**
- 2.10 Drop one class and teach one class (Week 15)**

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**Unit 3 Reflection on teaching experience**

**General Outcome:**

- 3.0 The student shall: reflect on teaching experience with cooperating teacher and college supervisor. (Week 16)**

**Specific Measurable Learning Outcomes:**

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

- 3.1 reflect on teaching experience with cooperating teacher**
- 3.2 reflect on teaching experience with college supervisor**
- 3.3 complete and implement the finding from your video report**

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**Unit 4 Complete Resume and Schedule Job Interviews**

**General Outcome:**

**4.0 The student shall: prepare for the future. (Week 16)**

**Specific Measurable Learning Outcomes:**

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

**4.1 Complete Resume**

**4.2 Schedule Job Interview and/or Register to continue school**

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**Unit 5 Blackboard Seminar Component**

**General Outcome:**

**5.0 The student shall: respond to pre-assigned questions each week about his/her student teaching experience. There will be a total of 15 questions**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to respond to the following suggested questions.**

- 5.1 State your full name, student teaching grade level, school name and location, and how you feel about beginning your first day of student teaching? (Week 1)**
- 5.2 What method are you using to learn your student's names? (Week 1)**
- 5.3 What have you learned from your cooperating teacher? (Week 2)**
- 5.4 Do your lesson plans need to be turned in to someone? If so, will you be turning them in as a hard copy or through some technical means? (Week 2)**
- 5.5 How much time do you get for lunch? Is there a teacher's lounge/lunch room? Do you go to the cafeteria to get your lunch or do you bring your own lunch? What do most of the other teachers do? (Week 3)**
- 5.6 How will you be keeping track of grades? Will you be using a grade book, EXCEL, or a special grade package? Do parents get to monitor their child's grades? (Week 4)**
- 5.7 How much homework do you give and how is it graded? (Week 5)**
- 5.8 Is your classroom teacher centered or student centered? How do you know? (Week 6)**
- 5.9 One of the things that future teachers do not anticipate is the number of interruptions they get when teaching their course daily. Do you have any interruptions during your teaching? What are the interruptions and how do you feel about that? (Week 7)**
- 5.10 Do you have any special needs students? Are they above grade level or below grade level or both? Do you adjust your lesson plans accordingly? Do you have a Individualized Education Plan (IEP) for each student? (Week 8)**
- 5.11 Do you have duties at your school, when you have to monitor students during lunch time or between classes? What are your extra duties and how do you feel about them? (Week 9)**
- 5.12 Are you sometimes in a situation where you have to be two places at once; that is, at a parent meeting or teaching your class? How do you handle these situations? (Week 10)**

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- 5.13 Share one of your favorite mathematics activities sheets that you have used in your classroom. What do you like about this particular activity sheet? (Week 11)**
- 5.14 Is there a national or state test that your student's must pass to graduate? Do the students have to take a lot of tests? (Week 12)**
- 5.15 Do you give a lot of tests in your class? How often do you evaluate their progress? (Week 13)**
- 5.16 Are the majority of your test open-ended or multiple-choice? Share one of your test with your peers? (Week 14)**