

COURSE SYLLABUS – FALL, 2014

MAE 451 - Middle School Student Teaching, Secondary Mathematics
MAE 452 – High School Student Teaching, Secondary Mathematics
(12 Credits)

Instructor: Miriam Flynn
Office: Math Tower 4-102
Office Hours: Wednesday 3:00 – 4:00pm
And by appointment
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Course Description:

Under the SUNY requirements, a student teacher must provide a full-time commitment to student teaching for 75 days. MAE 451 is your middle school student teaching placement which will last for approximately 7.5 weeks, roughly 37 – 38 teaching days. MAE 452 is your high school student teaching placement and will also last for approximately for 7.5 weeks or 37 – 38 teaching days. Initially, the student teacher is responsible for teaching a minimum of 2 classes, gradually progressing to the point where he/she has assumed the cooperating teacher's full schedule for at least a few days. The student teacher's hours are the same as the cooperating teacher's hours: it is expected that the student teacher will spend the non-teaching time in related professional activities including building duties. These professional activities could include, but are not limited to: writing lesson plans, grading homework and tests, giving extra help, observing the cooperating teacher's other classes as well as those of other teachers, consulting with the cooperating teacher and assisting in the departmental office in any way deemed appropriate.

Student Responsibilities:

- Dress to conform to the school code for faculty members...no jeans, t-shirts...
- Be punctual for assignments. **If difficulties arise, the student teacher will be responsible for notifying the school and cooperating teacher by phone.**
- Absences must be made up after discussing possibilities with the cooperating teacher.

Required Resources:

- *How to be an Effective Teacher: The First Days of School*, Wong, Harry K. and Rosemary T., Harry K. Wong Publications, CA

Useful Websites:

- Mathematics Education Program: www.math.sunysb.edu
- Professional Education Program: www.stonybrook.edu/pep/
- NY State Common Core: www.engageny.org

- To view your on-line student teaching evaluations: <https://pepprod.cc.stonybrook.edu:8443/pep4/PEP-4.jsp>
- NCTM: www.nctm.org
- New York State Education Department: www.nysed.gov
- AMTNYS: www.amtnys.com
- Stony Brook's SPD Seminars: www.sunysb.edu/spd/career/tworkshops.html
- Fingerprinting: www.sunysb.edu/spd/career/fingerprinting.html
- To access on-line evaluations: <https://pepprod.cc.stonybrook.edu:8443/pep4/PEP-1.jsp>

Requirements, Assessment, and Grading:

- Your grades, **Satisfactory/Unsatisfactory**, will be determined as a result of **evaluations** gleaned from your cooperating teachers, the administrators in your buildings, and the student teaching supervisor.

(Please note that a failing grade in any one of the three courses, MAE 451, 452, and 454 will require the repetition of all three courses.)

Americans with Disabilities Act:

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room 128, (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students requiring emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information, go to the following website: <http://www.ehs.sunysb.edu/fire/disabilities/asp>

Critical Incident Management Policy:

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn.

Academic Integrity:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instance of academic dishonesty to the Academic Judiciary. For dishonesty, please refer to the academic judiciary website at <http://stonybrook.edu/uaa/academicjudiciary>.

During the course of your studies in the teacher education program, our faculty in the Professional Education Program (PEP) and your cooperating teachers (during your student teaching semester) will assess your progress and provide you with feedback on your performance using the relevant PEP assessment instruments. These assessment instruments and detailed rubrics are posted at:

<http://www.stonybrook.edu/pep/assessment.shtml>

You will be able to track the completed assessments relevant to your courses by logging in to the PEP Assessment site at:

<https://pepprod.cc.stonybrook.edu:8443/pep4/PEP-1.jsp>

Please follow the directions on the Log In page and you will be able to track your growth as a professional. Be sure to discuss your performance and progress with your professors.

Your input is greatly appreciated and is very important to us as we continue to improve our own performance, our curriculum, and our programs. At the completion of your clinical practice (student teaching) semester, we request that you complete your evaluation of your faculty supervisor, your cooperating teachers, and the teacher education program you are graduating from. You will be able to do so by logging into the PEP Assessment site.

If you have any questions regarding the online PEP Assessment System, please don't hesitate to ask your professor or contact the PEP Assessment Coordinator, Dr. Terry Earley at terry.earley@stonybrook.edu or call 631-632-7616.

REQUIRED DOCUMENTS

Lesson Plans: Each Wednesday you will submit completed lesson plans with reflections, from the previous week Monday – Friday. I will collect your lesson plans and return them to you at the culmination of each placement. **You must use the lesson plan template that will be distributed at the first seminar.**

Prior to an observation: When a date has been scheduled for an observation, a lesson plan must be submitted or e-mailed two days before the observation.

Portfolio: The purpose of the portfolio is to assist the student in creating and compiling a document used in seeking employment. Details regarding the specific requirements for the portfolio are included in a separate handout.

Work Sample: Educators today place a high premium on knowledge of standards and assessment, and on the ability to design instruction which links the two to enhance student learning. The work sample is designed to help teacher candidates grow professionally by focusing on the complex relationship between standards, assessment, and instruction, and to help the teacher candidate learn how to systematically apply pedagogical theory to classroom practice. The work sample also provides the Mathematics Education Program with an important source of evidence that candidates have met our graduation standards and that they are capable of effectively applying the knowledge and skills learned at the University to promote student learning in classroom settings. A separate handout will be provided with requirements and the rubric used to grade this instrument.