

COURSE SYLLABUS – FALL, 2018
MAE 540/312
Microteaching (2 Credits)

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Course Description: This class will meet once weekly, complementing the semester of student observations. It is an important feature of the student math micro teaching experience and will serve as an introduction to actual teaching - a forum for sharing ideas, discussing current issues in math education, and a means to prepare for future effective teaching.

Required Resources:

- Articles to be distributed in class.

Useful Websites:

- Mathematics Education Program: www.math.sunysb.edu
- Professional Education Program: www.stonybrook.edu/pep/
- NCTM: www.nctm.org
- NY State Common Core: www.engageny.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>
- For edTPA help: www.passededtpa.com
- edTPA support: <http://edtpa.aacte.org/>
- For math lessons: <https://immuminations.nctm.org/>

Requirements, Assessment, and Grading:

The grade you will receive for Seminar will be based as follows:

- Clinical Experience	40%
- Lesson Plan and Presentation.....	10%
- Design and Unit Presentation.....	20%
- Evaluations from CTs.	20%
- Class Participation	10%

No late assignments will be accepted for grading and all must be typed.

Clinical Experiences: Students will spend a total of 86 classroom periods divided between a Middle/Junior High School and High School placement. Of these, 20 periods need to be in a special education setting. Students will be required to submit the PEP time sheet at the end of the semester and will keep a journal summarizing and reflecting on each class period they observe.

Lesson Plan and Presentation: Students will be required to write a full period lesson plan picking a topic from their observation experiences. This lesson will then be taught to peers and critiqued for feedback, focusing on good public speaking, mathematical accuracy, and classroom management.

Design and Unit Presentation: Students will be required to design a unit plan with daily lesson plans and assessments. Common Core Learning Standards and/or New York State Standards must be included with each learning objective. After approval of this plan (by both the secondary teacher and professor), it will be presented over a 1-2 week period to a class that is being observed. It is expected that students in this class will be formally and informally assessed. At the conclusion of this teaching assignment, there will be a 4 page written analysis of the project, citing all 4 of Danielson's domains. You must have at least one lesson videoed. All lesson plans, materials, and assessments from the unit are to be handed in.

Evaluation from CTs: An evaluation form regarding your field work will be completed by a cooperating teacher in both the high school and junior high school setting

Class Participation: All students are expected to participate and contribute to classroom discussions. Coming to class late or leaving class early will negatively impact your grade.

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>.

