Course Description: A discipline-based clinical experience for students seeking initial secondary certification in mathematics. The course includes seminars, portfolio development, and 40-50+ hours of observation, reflection, self-evaluation, feedback, supervised and evaluated teaching experiences in a particular setting, one semester before student teaching. PRQ: Pass the TAP/Basic Skills Exam, pass the Math Content Area Test, AND Consent of Mathematical Sciences Department

Grading Scale: Satisfactory (S) or Unsatisfactory (U)

Course Objectives: The student will:

- Identify and observe learning and teaching styles in secondary mathematics classes.
- Discuss Cooperating Teacher’s teaching philosophy, instructional and assessment strategies, organization techniques, lesson planning, recordkeeping, class policies and procedures.
- Observe, develop strategies to establish and maintain a positive, productive learning environment.
- Focus on student engagement in learning and what it means for developing and planning lessons.
- Create and implement lesson plans using a variety of standards-based instructional strategies.
- Practice questioning, wait time and informal assessment techniques for getting student feedback.
- Develop motivational techniques; help students make connections in and outside of mathematics.
- Develop and adapt lessons to meet the needs of students with a range of learning styles.
- Observe and practice good classroom management techniques.

Course Requirements:

- Observe and teach in a secondary school for 40+ hours (50+ hours recommended).
- Complete assignments professionally and accurately for your MATH 401 Portfolio.
- Start to incorporate standards-based instructional strategies to enhance learning.
- Ask for evaluation of specific teaching experiences by your Cooperating Teacher(s).
- Plan for observation by NIU/Coordinator of Teacher Certification in Mathematics.
- Attend and actively participate in all MATH 401 seminars and class sections.

Assessment Criteria:

- Ongoing, reflective self-evaluation of MATH 401 experience.
- Evaluation of specific lessons and overall experience by Cooperating Teacher(s).
- Observation Report from Coordinator of Teacher Certification in Mathematics.
- Professional preparation and presentation of MATH 401 Portfolio.
- Evaluation of Professional Dispositions by NIU Math Teacher Certification Coordinators.

Portfolio Requirement: Per guidelines, turn portfolio in by April 22, 2014 to Watson 320/333.

Clinical Expectations: Outlined in chart format on pages 2 & 3

These expectations include teaching at least four lessons:

- 3 or more Evaluation of Lesson Checklists from your Cooperating Teacher
- 1 NIU Faculty Observation/Supervision Report
- 1 Final Evaluation Form from your Cooperating Teacher
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<th>Expectations</th>
<th>MATH 401 Experience</th>
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| **Throughout Experience** | - Keep accurate, daily Time Log.  
- Keep Weekly Reflection Logs [8 must be turned in]. These should include ideas on how effective the lesson was planned & implemented. See form for more ideas.  
- Use Checklist of Needed Experiences in MATH 401 AND Checklist for Discussion.  |
| **Hrs 1-5** | - Get copies of (a) Faculty/School Handbook; reviews school/district mission & vision, policies and procedures, curricular and extra-curricular activities; (b) Mathematics Curriculum Guide(s), and (c) Curriculum Sequence Chart.  
- Get to know students by name; ask for a copy of Seating Charts.  
- Circulate and help students as they work on problems.  
- Discuss class expectations and procedures your Cooperating Teacher uses.  
- Get acquainted w/administrators, Math department staff, other teachers, support staff, secretaries, custodians, cafeteria staff, coaches, student leaders, etc.  
- Start to organize portfolio; include Handbook, directory and helpful info.  
- Print your school’s report card from Illinois Interactive Report Card @ http://iirc.niu.edu  
- **Reflect on the info in the school report card. Due: at 2nd seminar, January 27, 2014, 1-2 typed pages.** |
| **Reality Check** | - Do classes look/feel like classes where students love to learn?  
- Are you familiar with the building and resources?  
- **Checkpoint: How are you doing re: expectations? How is your level of confidence?** |
| **Hrs 6-10** | - Become actively involved; help individuals/groups, grade papers, take attendance.  
- Establish professional rapport with students, learn all students’ names.  
- Reflect: What else can you do to support and help your Cooperating Teacher?  
- Make note of strategies your Cooperating Teacher uses to motivate students.  
- Discuss potential discipline situations w/your Cooperating Teacher and find out consequences.  
- Discuss strategies/resources for working w/ at-risk and special needs students.  
- Participate in scheduled parent-teacher conferences, if possible.  
- Practice writing on board/projector. Do you look down or turn your back to students?  |
| **Reality Check** | - Are you current with your reflection logs of your teaching activities?  
- How comfortable are you w/your Cooperating Teacher, teachers on team/in department, support staff, secretaries, custodians, cafeteria staff, coaches and student leaders?  
- **Checkpoint: How are you doing re: expectations for 6th – 10th hours? How do you know?**  
- Do you think your Cooperating Teacher agrees with your assessment of your progress?  
- Give detailed lesson plans, worksheets, and/or quizzes/tests to Cooperating Teacher IN ADVANCE to give him/her plenty of time to review and make changes.  
- Get detailed feedback and suggestions on lesson plans before teaching.  
- Ask for feedback, especially in areas of motivating students, questioning techniques.  
- **Hint: Look at Evaluation of Lesson Checklist!**  |
| **Hrs 10-20** | - If/when your Cooperating Teacher approves, teach partial lessons, review homework and/or monitor quizzes, design problem solving activities, reviews and/or mini-quizzes.  
- Discuss grading, homework, record keeping with your Cooperating Teacher.  
- Per Cooperating Teacher’s approval, if you give a quiz, go over it the next day; with students, practice re-teaching as necessary.  |
| **Hrs 25-30** | - With Cooperating Teacher’s approval of your lesson plan, teach a lesson!  
- On a daily basis, reflect on progress as to how well students met your objectives. How do you know? What do students know; what are they able to do?  
- Comment on level of student interest and participation, feedback, assessment; **as you reflect, note strengths and indicate areas in need of improvement.** |
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| **Hours 25-30 cont’d** | • Prepare written questions, make appointment, and interview (a) a special education teacher, (b) a teacher experienced in motivating students and (c) a dean or assistant principal.  
• Write a thank you note to each person you interview.  
• If possible, observe a special education teacher teaching math and/or attend an IEP meeting.  
• Get feedback on your own classroom management plan and homework grading policy.  
• Discuss impact of Standardized Testing requirements and No Child Left Behind (NCLB). |
| **Hrs 30-40 & Beyond…** | • Observe classes at different levels; reflect on what your students are coming from or going to…both in math classes over time & during school day.  
• **Continue teaching;** observe teaching styles of your Cooperating Teacher and other faculty.  
• Observe an extra-curricular activity you might be interested in doing during student teaching. |
| **Reality Check** | • *How do you think you are doing? What more could you do?*  
• What else would be helpful for you to know and be able to do? |
| **Final Evaluation** | • Ask your Cooperating Teacher to complete Final Evaluation Form (2\textsuperscript{nd} week in April) & discuss it with you.  
• Decide how you and your Cooperating Teacher will keep in contact between now and next semester. (Note this on your signed Time Log).  
• Get copies of textbooks (teacher edition?) for courses you will be teaching. |
| **▲ Other Requirements (To be included w/Portfolio) in addition to originals** | • **Make a packet for your University Supervisor. Put it w/your Portfolio.** Include (1) A note telling your University Supervisor you appreciate his/her willingness to work with you in the coming semester! (2) Copy of your updated Contact Information Sheet, (3) A copy of your signed Time Log, (4) A copy of TWO Evaluation of Lesson Checklists, (5) A copy of your signed Final Evaluation Form, (6) A Copy of NIU Teacher Certification Coordinator’s Observation  
• **Make a packet for CLAS Office of Teacher Certification. Put it w/your Portfolio** Include (1) A copy of your signed Time Log, (2) A copy of TWO Evaluation of Lesson Checklists, (3) A copy of your signed Final Evaluation Form, (4) A copy of Multicultural Awareness Sheet, and (5) A copy of Interview w/Special Education Teacher.  
• **Make a packet for your file in the Office of Coordinators for Teacher Certification. Put it w/your Portfolio.** Include: (1) Your signed Time Log, (2) TWO Evaluation of Lesson Checklists, (3) Your signed Final Evaluation Form, (4) Your Multicultural Awareness Sheet, (5) Your Interview w/Special Education Teacher, and (6) Draft of your reviewed resume. |
| **Going Above & Beyond** | • **50+ hours (even 100+ hrs) is strongly encouraged**  
• After end of NIU semester, please make an effort to help out at school on consecutive days to get a feel for entire day(s) or a week.  
• Be indispensable.  
• Be extremely grateful for your Cooperating Teacher’s wisdom, time and energy! |

**Observation of your teaching** by Coordinator of Teacher Certification in Mathematics—**must be completed by the end of 10\textsuperscript{th} week—March 28, 2014.**

- After you have had ~ 15 - 20 hours of experience, and when you & your Cooperating teacher feel you are ready, you will need to request to be observed by an NIU Coordinator of Teacher Certification in Mathematics.  
- **Students who fail to confirm an observation time by Monday, March 10th,** will be provided a limited number of days/times to choose from and then scheduled for visitation by myself and your cooperating teacher.  
- You, your Cooperating Teacher & your Fall 2014 University Supervisor get a copy of the NIU Faculty Observation Visit Report.
Communication: One of the Coordinators of Teacher Certification will contact your cooperating teacher(s) at least once to discuss your progress, professionalism, strengths, areas needing improvement, etc.

Lesson Planning Reading and Assignment: You will select multiple lessons from a middle or high school textbook and decide how to modify the lesson for instruction. You will receive detailed information on this assignment in class.

Final Assessment: Accurate, completed MATH 401 Portfolio, including 3 labeled packets must be in Math Office (Watson 320) or Watson 333 no later than Noon, Tuesday, April 22, 2014.

▲ MATH 401 Portfolio: (Recommended in a presentation folder or small 3-Ring Binder)

***MATH 401 Portfolios available for pickup during Finals Week***

1. Cover sheet
2. Time Log accurately totaled, signed
3. Math Curriculum Flowchart/Sequence
4. Semester planning guide (if available)
5. Multicultural Awareness Report
6. Report of interviews (include prepared questions)
   (1) Special Needs Teacher
   (2) Discipline Administrator
   (3) Motivational Teacher
7. Copy of your Classroom Management Plan & Homework/Grading Policy
8. Copy of NIU Faculty Observation Report
9. Completed Evaluation of Lesson Checklists (MIN 3)
10. Signed, completed Final Evaluation Form
11. Weekly Reflection Logs (minimum 8)
12. Self-Reflection of Teaching
13. OPT: Your lesson plans, worksheets &/or quizzes
14. Draft of resume reviewed by Career Services
   (include both original & final copies)
15. Contact Info Page w/updated contact info for you and your Cooperating Teacher and info on how you and Coop. Teacher will keep in touch
16. 3 labeled packets of specific materials
   (▲ above in chart, under Other Requirements) in folders or envelopes for:
   (1) Your University Supervisor
   (2) CLAS Office of Teacher Certification
   (3) Teacher Cert Coordinators’ File

Completion of SAFETY TUTORIAL, required by Friday, January 17, 2014.

Mandatory Seminars and Class Sessions:
During the semester there will be required Seminars. These seminars will give you an opportunity to discuss your classroom experiences. Please dress professionally for all seminars where we have special guests.

TENTATIVE SEMINAR AND CLASS SCHEDULE (Dates may need to be adjusted)

Monday, January 13
• Math 401 class expectations

Monday, January 27
• Math 401 class expectations & installing SMART Board technology on your personal laptop
• Assignments Due: School Report Card Reflection & Multicultural Awareness Report

Monday, February 3
• Deb Askelson, Career Counselor, Resume Building 101 with NIU Career Services Seminar
• Assignments Due: Reflection #1 & Resume Draft

Monday, February 10
• Assignments Due: Reflection #2 and Math Curriculum Flowchart/Sequence
TENTATIVE SEMINAR AND CLASS SCHEDULE (continued)

Monday, February 24
• Phoebe Balentyne & Sarah Kneller, Mathematics Teachers, Sycamore High School, RtI Seminar
• Assignment Due: Reflection #3 & Interview #1

Monday, March 3
• Assignments Due: Reflection #4 & Evaluation of Lesson Checklist #1 (this means that you need to have taught your first lesson!)
• Have you scheduled your formal evaluation yet?

Monday, March 17
• Assignments Due: Reflection #5 & Interview #2

Monday, March 31
• Assignments Due: Reflection #6 & Evaluation of Lesson Checklist #2

Monday, April 7
• Keep working on remaining Portfolio assignments!

Monday, April 14
• Keep working on remaining Portfolio assignments!

Friday, May 2 12:30 – 2:30 PM (note irregular day & time)
• Meet your University Supervisor
• Student Teaching Expectations

Additional Seminar Speakers:
• Janet Anderson, Mathematics Teacher, retired from DeKalb High School, Smartboard, Smart Response (clickers), Geometer’s Sketchpad basics, Geogebra, etc.

Please Note: There will be no class on the following dates: January 20, February 17, March 10, March 24, April 21.

Services and Accommodations for Students with Disabilities
It is the responsibility of the Center for Access Ability Resources (CAAR) to see that qualified individuals who request services are provided appropriate accommodations in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Center for Access Ability Resources
To access resources from NIU’s Center for Access-Ability Resources Office, check www.niu.edu/caar
Call 815-753-1303. Please let Ms. Olsen know what accommodations you need.

You are NIU. Have confidence.
We believe in you!