

**Professional Seminar in Teaching Mathematics  
Syllabus****Meeting days**

January 8, Tuesday, 4:30-7:30 pm, 418 Aderhold  
January 29, Tuesday, 4:30-7:30 pm, 418 Aderhold  
February 12, Tuesday, 4:30-7:30 pm, 418 Aderhold  
February 26, Tuesday, 4:30-7:30 pm, 418 Aderhold  
March 18, Tuesday, 4:30-7:30 pm, 418 Aderhold

April 14 – May 1

Monday, Wednesday, Thursday 8:30-11:30, 119 Aderhold  
Tuesday 4:30-7:30, 418 Aderhold  
Friday, no class

Plan to attend the Hooten Award ceremony at the end of the semester, date TBA

**Nature of the Seminar**

Our seminar will not function like a typical course. Its operation will depend upon the active participation of every student. Much of the content of the seminar is not pre-defined by the instructor. Rather, it will be determined in large part by the specific events and experiences of your student-teaching situations. You will be expected to identify elements of your student teaching for discussion and analysis. Your questions and concerns related to areas of mathematics teaching where you may need help will be especially relevant to our discussions.

A major goal of our seminar will be to deepen and extend your understanding of, and commitment to, mathematics teaching as a career. We want you to engage in substantial self-reflection and analysis of your teaching and your pedagogical and philosophical perspectives and ideas. We hope this experience will integrate your knowledge about learning and teaching and your practice of implementing your knowledge.

There are four major assignments for the seminar and all assignments require activities during student teaching and artifacts to be collected during student teaching. Your student teaching and seminar are designed to enhance each other. The following schedule was designed to help you stay on top of your assignments and to be able to use your assignments to enhance your student teaching. It is very important that you become familiar with your community, school, and your students before you take on teaching responsibilities. We want you to work with an individual student over the course of the semester by shadowing, interviewing and tutoring. Assume course responsibilities gradually and plan substantial amounts of time to discuss what you observe and do. Arrange time with your mentor teacher, other teachers, and your university supervisor to ask questions and get feedback. This is a very special time in your career.

**Schedule of Events for Spring 2008**

Approximate Date	Description	Due	Comments
Jan 2-8	Student teaching begins		
Jan 8	Seminar	4:30-7:30 pm	Aderhold Rm 418
Jan 8-25	Collect information on communities		
	Plan Community presentation and reports	Report & presentations due April 15	Collect information and prepare report. Revise throughout the semester.
Jan 8-28	Select student for study. Shadow, interview & begin tutoring	Report due April 21	This project is ongoing throughout student teaching.
Jan 29	Seminar	4:30-7:30 pm	Aderhold Rm 418
Jan 30-Feb 22	Peer observation reports	1 wk after teaching	All reports must be turned in by Feb. 26
Jan 30-Feb 26	Video record Lesson 1 for your analysis. Analyze.		You need a lesson from near the beginning of your teaching.
Feb 12	Seminar	4:30-7:30 pm	Aderhold Rm 418
	Assume more course responsibilities and continue working with individual student.		
Feb 24-Apr 5	Assume full load of classes for 3-5 weeks		This may vary by situation.
Feb 26	Seminar	4:30-7:30 pm	Aderhold Rm 418
Mar 10-Apr 4	Video record Lesson 2 for your analysis. Analyze and compare with previous recording.	Analysis due April 28	Take good notes and you can work on analysis during seminar.
Mar 18	Seminar	4:30-7:30 pm	Aderhold Rm 418
Mar 18-Apr 11	Various spring breaks and activities within districts.		Take the Spring Break of your school district (not UGA).
April 14-May 1	Seminar on campus	M,W,Th 8:30-11:30 T 4:30-7:30	119 Aderhold & ?? 418 Aderhold

## Student Teaching Activities for Seminar

### Reflection on a Mathematics Lesson by Peer Observer & Student Teacher

Reflecting on your teaching is an important part of improving your teaching. You will want to reflect on your teaching each day, but we also want you to take time to do a more formal reflection that involves discussing your teaching with a peer and capturing your thinking in a written reflection. (See Peer Observation of Teaching assignment.)

Both the observer and the teacher will write a written reflection about a mathematics lesson. Each student teacher should have an opportunity to observe and to teach. The format will vary from school to school and may need to involve mentor teachers or student teachers from another school. The goal is not to write about an exemplary lesson but rather to learn to see how to reflect on and improve a lesson. Reflection on the lesson should be written within a week of the taught lesson. **All reflections are due no later than February 26, 2008.**

### Cluster Presentation (April 14-17)

Familiarity with the school, school community, students, and staff members can help teachers develop a deeper and more critical view of how the school operates, as well as factors that may facilitate or hinder focusing on students and student learning. As part of your student teaching experience, you will have an opportunity to learn more about your school and its community. Student teachers at each school will collect and organize information about the school and school community and use that information to help you teach and understand students' mathematical thinking.

The class presentations should provide a demographic profile and a detailed description of the school that may include the following:

- Demographics of school and community
- Parental involvement
- History of the school
- Segregation within the school or community
- Dominant industries and employers
- Special programs and distinctions at the school
- Administrative operation and teacher autonomy
- Tracking with mathematics program, ethnic diversity within courses
- Support of students with special needs

Be creative with your school presentations! Use Power Point, pictures, posters, handouts, etc. (See separate description in Assignment on Communities.) **Reports are due Tuesday, April 15, 8:30 am.**

### Study of an Individual Student

Getting to know one student very well can increase your insights into how many of the students in your class are learning mathematics. Each of you will study one student closely throughout your student teaching experience, and as a class we will study the collection of students that you have studied individually. We will discuss your student

and what you have learned from your student throughout our course. You are expected to interview your student and to discuss mathematics with your student frequently throughout the semester. (See separate description of Study of Individual Student.)

You will write a 5 -7 page paper discussing your student and his or her mathematical learning over the semester. **Your report is due Monday, April 21, 8:30 am.**

### **Video Analysis**

Watching yourself teach can be an eye-opening experience. Student teachers frequently report that it was difficult but very rewarding. You need to video tape at least two lessons that you teach. One should be one of your lessons during your first (possibly second) week of teaching and one should be taped toward the end of your student teaching. We will be discussing components to analyze during our student teaching seminar, but your analysis should attend to the components listed under the Observation Stage of the Peer Observation of Teaching assignment. It will be important to compare your two videos within your analysis.

Your video recording of your lesson must fit within the regulations of your school. In general, most schools do not object to video recording a lesson for the purposes of improving teaching. The video will not be used for any other purposes. You will probably want to share your video with your mentor teacher and your university supervisors. A three-way discussion has proved to be very useful for improving teaching and helping you to analyze your own work. The video is only used for your analysis and your learning, and it does not accompany your written analysis. **Your video analysis is due Monday, April 28, 8:30 am.**

### **Products of the Seminar**

In addition to participation, we are requiring

- 1) Two reports on peer teaching (1 observer, 1 teacher)
- 2) From each cluster a 15-minute presentation about your school and community, and a 4-page report on your school and community and its impact on your teaching.
- 3) A report on an individual student
- 4) Video analysis

### **Expectations and Grading**

All student teachers are expected to attend each session. The department views this seminar as an integral part of the student-teaching experience. Parent-teacher Meetings and other obligations of the school district (not coaching) may be legitimate reasons for an absence, but we need to know that in advance so that suitable make-up assignments can be arranged.

This course is graded A/F. Grades will be given according to the following rubric: Exceeds expectations (A), Meets expectations (B), Almost meets expectations (C). Your final grade will be determined as follows:

- 20% - Attendance and Class Participation
- 20% - Report on community & Cluster Presentation
- 20% - A report on peer teaching

20% - A report on a student  
20% - Video Analysis

We are looking forward to working with you in this seminar. If you have questions or concerns, please feel free to contact Pat Wilson [pswilson@uga.edu](mailto:pswilson@uga.edu) (706.542.4547) or Kanita DuCloux, [kducloux@uga.edu](mailto:kducloux@uga.edu) (706.542.4194).