

EMAT 3450: August Field Experience

Instructor: Susan Sexton Stanton

Email: sextons@uga.edu

Office: Aderhold 105K

Office Hours: By Appointment Only

EMAT 3450 is an early field experience/internship in July/August before the start of your professional education (EMAT 3500/4680). The internship will be helpful in orienting you toward teaching and will make the professional EMAT classes more meaningful. The course carries three credit hours, two hours for the internship and one hour for the class in fall.

What you have to do:

Spring 09:

- Get the application and the information for the criminal background check from me.
- You may complete the internship at any public high school, including the high school in your hometown, as long as you can complete most of the 10 days by the time classes begin at UGA on Monday, August 17.
- Be sure to follow the application instructions. Return the application to address in the application.
- Complete all paper work for the criminal background check and initiate the background check.
- Give me feedback about your placement once it is confirmed.

During the Internship:

- Shadow the teacher during the days of preplanning. Do everything that the teacher does, for example,
 - Attending district-wide meetings,
 - Attending faculty and mathematics planning meetings,
 - Setting up the classroom, moving furniture,
 - Labeling books and calculators,
 - Designing the bulletin board,These are just a few possible activities; there will be much more.
- Experience the first week of classes in your cooperating teacher's classroom, with the option of visiting other teachers' classrooms at some time during the week. Work alongside your cooperating teacher, doing whatever he or she does, when that makes sense. For example, you might
 - Walk around in the classroom to observe and help students working individually or in small groups,
 - Take attendance,
 - Help grading placement exams, homework, or quizzes
 - Check homework.

- In addition, as you walk around in the school, be aware of the diversity of the student body. Do the classes that you observe reflect the diversity of the overall student body? Make some informal observations on how the students group themselves in the lunchroom or halls.
- Collect data about your school, such as
 - Number of students, size of school;
 - Diversity of the school (students, faculty, staff);
 - Graduation rate;
 - Student handbook;
 - Bell schedule, number of lunch periods;
 - Special policies;
 - In summary, anything that looks interesting to you.
- Keep a diary/log of all **your** activities during preplanning and your class activities. Use the dates (e.g., Day 1, Monday, August 3, 2009) as headings, and include time of day, what you did, and any comments/observation that seem interesting. A table format might be helpful in organizing your log. The log will be the basis for writing your essay after the internship. If your handwriting is readable and your organization is clear, you do **not** have to re-type the log before turning it in.
- Collect interesting artifacts (e.g., copies of a placement test, the student handbook or teacher handbook, student work).

At the end of the internship:

- Ask your cooperating teacher to complete the evaluation form. The teacher can either give the form to you or send it to the address on the form.

After your internship:

- Write an essay on your experience, as described below. Turn in the essay and log on the first day of class.

Your essay should address the following topics:

- 1) Information on the school and classes you observed.
- 2) The overall structure of preplanning days.
- 3) Activities during the preplanning days.
- 4) Describe how your cooperating teacher set the class tone over the first few days.
- 5) Describe what was going on in the different classes. Any mathematics? Describe the teaching style of your teacher. Look for and describe evidence of learning. Make note of difference between courses and/or groups of students.
- 6) Describe the mathematics and the ways that teachers paid attention to mathematics during preplanning. Describe the ways that teachers attended to issues of teaching. Describe the ways that teachers attended to students. (Include both general knowledge of students and particular knowledge about the students they were about to see in class.)
- 7) The essay should be 3-5 pages long, 1" margins, double or 1.5 spaces between lines (depending on your word processing program). **The essay has to be typed.** Your essays will be the basis for the topics of discussion during the class.

Conflicts

If you are enrolled during the summer, you might experience a conflict between your courses, the finals, and the school's preplanning days. It is your responsibility to resolve this conflict by balancing the time spent in school, working for your classes, and studying for the finals. In case your time in the school is cut short by classes/finals, you can make up the time during the fall semester (fall and/or Thanksgiving breaks). Be sure to complete at least 8 days during the internship proper, because it will be hard to make up more than two days during the semester.

There might be conflicts other than finals during August. Please keep me informed so that we can resolve those conflicts on an individual basis.

Grading and expectations for the course:

Since this course is graded Satisfactory/Unsatisfactory (S/U), it is not as time- or academic-intensive as some of your other education courses here at UGA. This allows us the opportunity to discuss issues that you encountered during your experience in an open, non-critical environment. The topics of the course will arise out of the journals you submit as well as the informal class discussions that take place. While there are many issues that may arise, the typical ones include: classroom management, motivation, diversity, homework and so forth.

Attendance:

Perfect attendance of the classes as well as active participation during each session is *required*. If you have more than one unexcused absence you will earn a U for the course. Additionally, two tardies will count for an unexcused absence. Sickness will only be excused with a note from a physician. All other absences must be cleared in advance of missing the class. A make-up assignment will be assigned for you to complete by the following class meeting regardless if the absence is excused or not.

Syllabus

The syllabus will be completed after I have read your journals and essays. You may expect an updated syllabus on the second or third class meeting.

Americans with Disabilities Act

The University of Georgia seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to the Disability Resource Center in 205 Clark Howell Hall to arrange the necessary accommodations. They can be reached at 706-542-7721.

Academic Integrity

All academic work must meet the standards contained in "A Culture of Honesty." All students are responsible for informing themselves about those standards before performing any academic work. All course products must be an original contribution by the student or students in the case of collaborative work. See http://www.uga.edu/honesty/ahpd/culture_honesty.htm