

## EMAT 3450: August Field Experience

In previous years, many of our EMAT students have expressed interest in an early field experience. Students felt that the methods semester in the fall of the senior year was too late to experience school life from the teacher's perspective for the first time. The mathematics education faculty agrees that an early field experience before the beginning of the professional sequence would be helpful in orienting students toward teaching and would make the EMAT classes in the junior year more meaningful. EMAT 3450 provides this early field experience.

EMAT 3450 as a course consists of two parts:

- The internship/field experience of 10 days in a public high school, and
- A 1-hour/week seminar during the fall semester. The themes for the seminar come from the students' experiences during the internship.

### The Internship

Scheduling the internship has been a problem ever since the university switched from a quarter system to the semester system in 1998, and this year is no exception. Depending on your summer schedule and the school systems calendar you may encounter one of two problems:

- If your systems new school year starts early (end of July, beginning of August) then you might encounter an overlap with your finals for the summer semester.
- If your systems new school year starts late (second week of August) then the internship will overlap with the beginning of the fall semester.

It will be up to you to find a solution that includes 10 days of internship and solves the overlap issues. Here are some ideas:

Assuming that you are able to attend school for eight days in August you can

- Sacrifice fall break to get the remaining two days. This is not a bad solution because you can compare these two days with the beginning of the school year and see how far the students have come during the first two months of school.
- You can attend two days of post-planning or classes in May at the end of the old school year. This will give you some insight into the job of a teacher after students have departed for the summer. However, I do not want you to spend the days in school watching finals; this would not be a productive experience.
- You can attend the school's summer school program if there is one.
- You can finish after the fall semester is over. This is my least favorite solution because it would involve an "Incomplete" in case I have to give grades before you have finished the internship.

Your responsibilities are as follows:

- Identify a school and a cooperating teacher who is willing to support you. You may do this at any public high school you like, including the high school in your hometown, as long as you can complete most of field experience by the time classes begin at UGA on August 16. **Before you contact the school, however, stop by my**

office and pick up an application package. (The packages are ready.) Different school systems have different rules, and it is important that you follow the procedure outlined in the *COE* information packet you will receive from me. You do not need an official appointment for this—stop by my office and look for a short opening between advisements.

- If you have a scheduling conflict (as outlined above) develop a plan how you will resolve this conflict. I need to approve the plan before you start the internship. Please send to me (by e-mail attachment) your school district, the school and teacher (if you know him/her), and your time plan.
- During the internship
  - Shadow the teacher during the days of preplanning. Do everything the teacher does or what the teacher asks you to do, including
    - Attending district-wide meetings,
    - Attending faculty and mathematics planning meetings,
    - Setting up the classroom, moving furniture,
    - Labeling books and calculators,
    - Designing bulletin boards,to name just a few possible activities.
  - Experience the first week of classes—or longer, depending on the number of the pre-planning days—in your cooperating teacher's classroom, with the option of visiting a second teacher's classroom some time during the week. Take advantage of the opportunities the teacher offers to you such as
    - For example, you might
      - Walk around the classroom to observe and help students working individually or in small groups,
      - Take attendance or grade course pre-test, homework, or quizzes.
  - In addition, as you participate in the life of the school, be aware of the diversity of the student body. Do the classes 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.
  - Also, watch other teachers if you have the opportunity to do so.
  - Ask your cooperating teacher to fill out the *COE* form.
  - Keep a log, and
  - Write a report of your experience, as described below.

When you are in the school, think of yourself as a teacher. Dress and act professionally. Ask your cooperating teacher to introduce you so that the students know who you are and why you are there.

### The Log

- The log should list dates, times, and activities of your pre-planning and observation days in the school.

- If you have to make up days (see under Conflicts below) please remind me at the end of your log how you plan to make up the missing days.
- Provide enough detail so that the answers to the questions below make sense. (If the teacher is doing something different than you do, take note of that too.)
- You may choose to organize the log in a table, for example

Day 1, August 2, 2006		
Time	Activity	Comments
8:00 am	e.g., Faculty and staff meeting;	What you observed

### The Report/Essay

Your report will be more detailed than the log and should address the following issues:

- Describe the school (size, diversity, suburban vs. rural, etc.)
- Describe the overall structure of the preplanning days.
- 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 are about to see in class.)
- Describe how your cooperating teacher sets the class tone **over the first few days of class**. Describe the administrative issues the teacher addressed. Describe the mathematics you saw during your observations. Describe the teaching. Look for and describe evidence of learning. Make note of difference between courses and/or groups of students.
- The report should not exceed five pages, 1.5 or double-spaced (26-28 lines per page), depending on your word processing program, with margins of 1".
- As a personal choice, you can extend the report into a scrapbook or portfolio, if you want to include photos, drawings or student work (to name a few).

### Finding a School and a Teacher

You find a list of all school districts and their websites at

<http://public.doe.k12.ga.us/findaschool.aspx?contacts=ALL> (You might need some patience before the page is finished loading.)

Usually, the website has a calendar link so that you can check the dates for pre-planning and the beginning of the school year. However, not all calendars have all the information so you may need to do some additional checking.

In my opinion, some websites are user-friendlier than others; sometimes you have to be patient when searching for a department head or a teacher to contact. Below are some contact addresses. A second table is attached to the class list and shows ending/starting dates of selected school systems in comparison with the UGA academic calendar.

	Possible Contact	
Elbert Co. Comp. HS	Find faculty at <a href="http://www.elbert.k12.ga.us/~ecc/hs/math/math.htm">http://www.elbert.k12.ga.us/~ecc/hs/math/math.htm</a>	Find e-mails at <a href="http://www.elbert.k12.ga.us/ecchs/email.htm">http://www.elbert.k12.ga.us/ecchs/email.htm</a>
Clarke Central HS (Clarke)	Gwen Turner (Dept. Chair)	<a href="mailto:turnerg@clarke.k12.ga.us">turnerg@clarke.k12.ga.us</a>
Cedar Shoals HS (Clarke)	Elaine Pappas (Dept. Chair), 706-546-5375	<a href="mailto:pappase@clarke.k12.ga.us">pappase@clarke.k12.ga.us</a>
Oconee Co. HS (Oconee)	See instructions on p. 1 of COE packet	
North Oconee HS (Oconee)	See instructions on p. 1 of COE packet	
Madison Co.	Sallie Bulloch (chair)	<a href="mailto:sbullock@madison.k12.ga.us">sbullock@madison.k12.ga.us</a>
Jackson Co. HS (Jackson Co.)	Teachers I know: Roxianne Flowers, Steven Bowles, Carol Sikes, Billy Poe	Find e-mails at <a href="http://www.jackson.k12.ga.us/jcchs/Home/phone.htm">http://www.jackson.k12.ga.us/jcchs/Home/phone.htm</a>
Apalachee HS (Barrow)	(Dept. Chair) Teachers I know: Marc Lewis, Julie	<a href="mailto:mlewis@barrow.k12.ga.us">mlewis@barrow.k12.ga.us</a>
Barrow Co. HS (Barrow)	March Hall & Caroline Oliver (Dept. chairs)	<a href="mailto:mhall@barrow.k12.ga.us">mhall@barrow.k12.ga.us</a> <a href="mailto:coliver@barrow.k12.ga.us">coliver@barrow.k12.ga.us</a>
Oglethorpe Co.	Teachers I know: Cathryn Brooks Melissa McGarity	Find e-mails at <a href="http://www.oglethorpe.k12.ga.us/OCHS/index.htm">http://www.oglethorpe.k12.ga.us/OCHS/index.htm</a>
Morgan Co. HS (Morgan Co.)	Teachers I know: Jennifer Shea Pam Turner	Find e-mails at <a href="http://www.morgan.k12.ga.us/mchs/faculty.html">http://www.morgan.k12.ga.us/mchs/faculty.html</a>

## UNIVERSITY HONOR CODE AND ACADEMIC HONESTY POLICY

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at [www.uga.edu/ovpi](http://www.uga.edu/ovpi). Every course syllabus should include the instructor's expectations related to academic integrity.

Students should refer to the university honor code and academic honesty policy at <http://www.bulletin.uga.edu/bulletin/ind/acadhonesty.html>. It is important to note that all academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work. In particular, students should pay attention to the policies concerning plagiarism.

## Class Schedule and Syllabus

### Goals:

Prospective teachers will

- Understand the complex, challenging, and continually developing and changing nature of teaching;
- Develop multiple lenses for viewing practice and challenges within practice;
- Learn to focus on the learning of mathematics as well as the teaching of mathematics.

### Meeting times:

The class will meet once/week 2:00-3:15 on one of the days Tue/Th. I anticipate that I will divide the class into two sections depending on the final enrollment number.

Therefore, do not schedule any other activities during the listed class time until your group assignment is final.

### Attendance:

I take attendance by handing out nametags before or at the beginning of each class session. This way I know who is missing or late without spending much class time for it. Also, it is a good way for me to permanently attach faces to names. Regular attendance of the classes is required. If you miss a class because you are sick you can make it up by attending a class with the other group. For example, if you are in the Tuesday group, you can make up a class missed by attending a Thursday session, and vice versa.

### First Assignments:

Assignment for August 22/24 (second day of class): Have your log, report, and signed attendance forms (yellow) ready to turn in.

Assignment for Week 3:

Choose a period or part of a period in a mathematics class that you observed (or participated in) where you saw the most mathematical learning taking place.

Answer the following questions in writing and be prepared to discuss your responses in class.

1. **What** were the students learning? Be specific.
2. How do you **know** they were learning it?
3. What did the **teacher do** to motivate that learning?
4. What were the **students doing**? How did it (what they were doing) facilitate learning?
5. Did the students learn **important** mathematics? Support your argument.

### Syllabus

Topics for the class will focus on issues brought out in your observation papers. For most of the topics, groups of students will prepare for and lead the discussion.

Class Schedule and Topics for Fall 2007

Week—Date	Topic	Facilitator(s)
Week 1 8/16/07 - all	Introduction 1 -verbal reports on schools and internship experience; interest surveys; division into two sections	Wiegel
Week 2 8/21/07 - 1 8/23/07 - 2	Introduction 2 - verbal reports on schools and internship experience cont., class discussion; turn in essays and logs;	Wiegel
Week 3 8/28/07 - 1 8/30/07 - 2	About doing mathematics - what you observed during first days of school; homework for next class session from problem set	Wiegel  Seniors: Tue field, come to class on Thursday
Week 4 9/4/07 9/6/07	About doing mathematics - observe yourself; homework for next section: refresh your memory	Wiegel
Week 5 9/11/07 9/13/07	Diversity—What you observed—tracking—inclusion	Wiegel (no field)
Week 6 9/18/07	Diversity—Guest speaker—sections will be combined	Wiegel
Week 7 9/20/07	Diversity—Movie "A Class Divided"—sections will be combined	Seniors: (in field, watch movie on your own, arrange with me)

<p>Week 8 9/25/07</p> <p>9/27/07</p>	<p>GPS (1)</p> <p>GPS (1)</p>	<p>Emily Ferris, Kathryn Koerten, Laura Kimbel, Alexis Falgiano; (no field)</p> <p>Jeff Henderson, Krista Floer, Christy Carr, J.C. Walton</p>
<p>Week 9 10/3/07</p> <p>10/5/07</p>	<p>GPS (2)</p> <p>GPS (2)</p>	<p>Charles Conway, Ashden Reece, Brooks Case, Brittney Dressel; (no field)</p> <p>Madison McDuffie, Julie Soles, Stephanie Porcello, Jimmy Martin</p>
<p>Week 10a 10/9/07</p> <p>10/11/07</p>	<p>Assessment (3)</p> <p>No class</p>	<p>Katie Thompson, Cliff Guthrie, Kelli Parker; (no field);</p>
<p>Week 11 10/16/07</p> <p>10/18/07</p>	<p>Technology</p> <p>Technology</p>	<p>Clay Kitchings (no field)</p> <p>Clay Kitchings (no field)</p>
<p>Fall Break</p>	<p>No class</p>	<p>(no field)</p>
<p>Week 12 10/30/07</p> <p>11/1/07</p>	<p>Assessment (4)</p> <p>Discipline and classroom management (6)</p>	<p>Haneen Sayyad, Kathryn Goreham, Michelle Bristol; (seniors: attend Tue &amp; Th)</p> <p>Wright Samford, Mandy Whitmire, Justin Herring</p>
<p>Week 13 11/6/07</p> <p>11/8/07</p>	<p>Discipline and classroom management (6)</p> <p>Assessment (3)</p>	<p>Ali Gray, Andrei Andronic, Angela Wall, Cameron Wetzal (seniors in field)</p> <p>Erica Fletcher, Denna Smith, Kristina Lerch, Jonathon Watson (seniors in field)</p>

<p>Week 14 11/13/07</p> <p>11/15/07</p>	<p>Motivation, teaching and reaching all students (5)</p> <p>Assessment (4)</p>	<p>Faith Hoyt, John Lubeski, Amber Kellum, Cameron Wetzel) (seniors in field, attend 11/15/07)</p> <p>Josh Deslattes, Bonnie Turner, Kimberley Matthews</p>
<p>Week 10b 11/20/07</p> <p>Thanksgiving Holidays</p>	<p>Motivation, teaching and reaching all students (5)</p>	<p>Cynthia Thomas, Charnelle Davenport, Rachel Bonilla, Glenis Walton</p> <p>Thursday class (make up day)</p>
<p>Week 15 11/27/07</p> <p>Week 15 11/29/07</p>	<p>Teacher movie my of choice</p> <p>Teacher movie my of choice</p>	<p>Wiegel</p> <p>Wiegel</p>
<p>Week 16 12/4/07</p> <p>12/6/07</p>	<p>Workday (projects, finals)</p> <p>Workday (projects, finals)</p>	<p>On your own</p> <p>On your own</p>