

## 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.

We are pleased that we are able to offer an early field experience that had existed for many years when the university was functioning under the quarter system and the fall quarter did not start until the middle of September. Because many schools now start the new school year in July or early August, EMAT students have again the opportunity to participate in the early school 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 expectations 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. Be sure to follow the procedure outlined in the COE information packet you received from me.
- Shadow the teacher during the days of preplanning. Do everything the teacher does, 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. Work alongside your cooperating teacher, doing whatever he or she does (when doing so makes sense). For example, you might
  - Walk around the classroom to observe and help students working individually or in small groups,
  - Take attendance,

- Grade placement exams, 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.
- 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 indicate 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 were about to see in class.)
- Describe how your cooperating teacher set 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).

### Conflicts

If you are registered for during Summer 06, you might experience a conflict between your classes, 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 you cannot complete 10 days of internship in August you can make up the days during or right after the fall semester (e.g., you could go back to the school during the two days of fall break or after you finished your finals in December, participate in an open house or a field day). Please discuss your options with your mentor. Under no circumstances should you miss UGA classes!

### Finding a School and a Teacher

All of you should have received the college-wide application package by now. Be sure to follow the application instructions for the different school districts (see page 1 of the package).

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

[http://www.doe.k12.ga.us/\\_dbs/system\\_superintendents.asp](http://www.doe.k12.ga.us/_dbs/system_superintendents.asp)

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

	Pre-planning starts	Possible Contact	
Elbert Co. Comp. HS	7/31	Find faculty at <a href="http://www.elbert.k12.ga.us/~ecchs/math/math.htm">http://www.elbert.k12.ga.us/~ecchs/math/math.htm</a>	Find e-mails at <a href="http://www.elbert.k12.ga.us/eccchs/email.htm">http://www.elbert.k12.ga.us/eccchs/email.htm</a>
Clarke Central HS (Clarke)	7/31 (please check this)	Gwen Turner (Dept. Chair)	<a href="mailto:turnerg@clarke.k12.ga.us">turnerg@clarke.k12.ga.us</a>
Cedar Shoals HS (Clarke)	7/31 (check this)	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)	8/1 (check this)	See instructions on p. 1 of COE packet	
North Oconee HS (Oconee)	8/1 (check this)	See instructions on p. 1 of COE packet	
Madison Co.	7/31	Sallie Bulloch (chair)	<a href="mailto:sbullock@madison.k12.ga.us">sbullock@madison.k12.ga.us</a>

Gwinnett Co.	8/7 (too late), not a good choice		
Jackson Co. HS (Jackson Co.)	7/31	Teachers I know: Roxianne Flowers Steven Bowles Carol Sikes	Find e-mails at <a href="http://www.jackson.k12.ga.us/jchs/Home/phone.htm">http://www.jackson.k12.ga.us/jchs/Home/phone.htm</a>
Apalachee HS (Barrow)	7/31	Marc Lewis (Dept. Chair)	<a href="mailto:mlewis@barrow.k12.ga.us">mlewis@barrow.k12.ga.us</a>
Barrow Co. HS (Barrow)	7/31	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.	School starts 8/7	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.)	7/27	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.

### 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.



Week—Date	Topic	Facilitator(s)
10/19/05	Planning/first day/motivation/out-of-curriculum	Rebekah Venizelos Christie Page, Kristin Whalley, Pepper Pezold, Katie Adams
Week 11 10/24; 10/26 Fall Break	Homework	Christina Bartlett, Lauren Perry, Lauren Burrell
Week 11a 10/31/05  11/2/05	GPS  Classroom management/discipline	Katie Bourke, Kellee Jones, Madison Smith  Bryan Bird, Genna Sengstacke, Adam Juhasz
Week 12 11/7/05  11/9/05	Classroom management/discipline  GPS	Dottie Knox, Claire Miller, Taylor Sharpe (Seniors in Field) Michelle Estatico, Tori Green, Brandon Thixton
Week 13 11/14/05  11/16/05	Movie watching (groups)  Homework	Tuesday class (Seniors in field) Shelly Thompson, Christine Busby, Amanda Hall
Week 14 11/21/05	Movie watching (groups) Thanksgiving	Thursday class
Week 15 11/28/05 Week 14 11/30/05	Movie/class wrap-up Movie/class wrap-up	Tuesday class Thursday class
Week 15 12/5/05		