

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 re-introduce a 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 an early school experience.

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 your experience by the time classes begin at UGA on August 18.
- Shadow the teacher during the days of preplanning. Do everything that 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 the bulletin board,to name just a few possible activities.
- Experience the first week of classes 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 that 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 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.
- Ask your cooperating teacher to fill out the attached form.
- Write a report on 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.

Your report should answer the following questions:

- 1) Keep a log or time line of **your** activities during preplanning. Provide enough detail so that the answers to Questions 2-4 make sense. (If the teacher is doing something different than you do, take note of that too.)
- 2) Describe the overall structure of preplanning days.
- 3) 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.)
- 4) Describe how your cooperating teacher set the class tone over the first few days of class. Describe the mathematics. Describe the teaching. Look for and describe evidence of learning. Make note of difference between courses and/or groups of students.

Conflicts

If you are enrolled during Summer 04, 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 in December or in early January 05.

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

Once you know your school and district, please let me know so I can complete the necessary paperwork.

EMAT 3450. Secondary Mathematics Field Experience
August 2004, Dr. H. Wiegel

This is to verify that _____ attended preplanning and
the first full week of classes at my school. She or he:

- Showed me the list of expectations for this August field experience.
- Attended preplanning.
- Attended the first full week of classes in my classroom (up to August 15).
- Attended part of the week in _____'s classroom.

Comments:

Signature _____

Name _____

School _____

Address _____

City, State _____

Phone _____

E-mail _____

Selected Contact Information

Pat Wilson, Dept. Head 706-542-4194	pwilson@coe.uga.edu	UGA
Heide Wiegel 706-542-4749	hwiegel@coe.uga.edu	UGA
Phil Bohlen 706-283-3680	pbohlen@coe.uga.edu	Elbert Co. Comp. HS
Sandy Blount, Gwen Turner (Dept. Chair) 706-357-5200	bouldins@clarke.k12.ga.us turnerg@clarke.k12.ga.us	Clarke Central HS (Clarke)
Elaine Pappas 706-546-5375		Cedar Shoals HS (Clarke)
Jacqueline Sorrells 706-769-6655 ext. 365	jsorrells@oconee.k12.ga.us	Oconee Co. HS (Oconee)
Gail Engel 706-	gailengel@hotmail.com	Greene County
Carla King 770-921-2874	carlaking@att.net	Parkview (Gwinnett)
Susan Laughmiller 770-682-4100	3meows@mindspring.com susan_laughmiller@gwinnett.k12.ga.us	Collins Hill (Gwinnett)
Marc Lewis (Dept. Chair) Julie Rawlin (former Math. Ed. Student)	mlewis@barrow.k12.ga.us jrawlin@barrow.k12.ga.us	Apalachee HS (Barrow)
David Tullis 770-682-4100	davidbearga@msn.com david_tullis@gwinnett.k12.ga.us	Collins Hill (Gwinnett)

Selected Calendar Information

System	Pre-planning	First day of school
Clarke County	August 2,3,4	August 5 (Thursday)
Elbert County	Not yet listed	
Greene County	July 26, 27, 28	July 29 (Thursday)
Barrow County (Apalachee)	Not yet listed	
Social Circle	July 21, 22, 23	July 26 (Monday)
Oconee	August 2, 3, 4, 5	August 6 (Friday)
Gwinnett County	August 2, 3, 4, 5, 6	August 9 (Monday)

For information about your school district, go to
<http://www.doe.k12.ga.us/dbssystemsuperintendents.asp>
 All school districts in Georgia are listed on this site.

EMAT 3450, Fall 2004

H. Wiegel hwiegel@coe.uga.edu

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.

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.

Assignments:

Assignment for August 25: Have your papers and attendance forms ready and complete the interest survey.

Assignment for Week of August 30:

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.

Schedule:

July/August: Two weeks of early experiences in school as teachers begin the new school year.

Topics for the Fall class periods 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 2004

Week—Date	Topic	Facilitator(s)
Week 1—8/25/04	Introduction	Wiegel
Week 2—9/1/04	Discussion on learning mathematics	Wiegel
Week 3—9/8/04	Motivation (Problem-solving)	Wiegel
Week 4—9/15/04	Motivation (Discuss articles on discrete mathematics)	Students
Week 5—9/22/04	Diversity—Report from schools—what did we observe; Tracking (pros and cons)	Students
Week 6—9/29/04	Diversity—Equity (Homework: Collect info on Pygmalion effect)	Movie "A Class Divided" (Wiegel)
Week 7—10/6//04	Diversity—Wrap-up (Movie, expectations, our responsibilities)	Wiegel
Week 8—10/13/04	Discipline, classroom management, school rules	Students
Week 9—10/20/04	Structure of math class, block scheduling	Students
Week 10—10/27/04	No class	
Week 11—11/3/04	Assessment	Students
Week 12—11/10/04	Assessment	Students

Week—Date	Topic	Facilitator(s)
Week 13—11/17/04	Watch movie in groups of your choice (no class); Focus: "How do the teachers capture their students hearts and minds?" To Sir, with Love (1967) To Sir, with Love II (1996) Dead Poet Society Dangerous Minds Stand and Deliver Renaissance Man	
Week 14—12/1/04	Movie and class wrap-up	Wiegel