

**ED 412, 413, Internship IV, V Secondary Mathematics**

**Spring 2023**

**Class: Seminar Monday and Wednesday 3:30-5:30**

**Harbert 126 and Assigned School Sites**

**Dr. Gay F. Barnes**

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**College Catalog Description: ED 412 Internship IV (1½ or 6 hours)** **and ED 413 Internship V**

Full-time teaching internship in grade 6, 7, 8, or 9 for six weeks and a full-time teaching internship in grades 10, 11, or 12 under the supervision of a certified teacher and a college supervisor. Candidates are provided practical experiences in planning, teaching, and analyzing the effectiveness of their teaching. Prerequisites: enrollment in ED 413 (for ED 412) and enrollment in ED 412 (for ED 413) and admission to Teacher Education Program. Fall, Spring.

**Comprehensive Description (Specific ACTS Indicators/Topics Covered/Standard Numbers):** This course will apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains; analyze and consider research in planning for and leading students in rich mathematical learning experiences; plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students’ conceptual understanding and procedural proficiency; Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace; implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies; plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students; monitor students’ progress, make instructional decisions, and measure students’ mathematical understanding and ability using formative and summative assessments; exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning; plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences; Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students; demonstrate equitable and ethical treatment of and high expectations for all students; apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages),and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools; verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics and the application of mathematics in a variety of contexts within major mathematical domains; engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge; collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students’ mathematical proficiencies have increased as a result of their instruction; Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics; engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students’ mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner;

utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.

**Standards: Secondary Mathematics: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3**

**Required Texts:**

edTPA Secondary General Social Studies & History Handbook

Other readings, media, etc. as assigned

**Teacher Education Department Conceptual Framework/Guiding Principles**



***Purposeful and intentional teaching focused through a liberal arts lens***

The Conceptual Framework the Guiding Principles of teacher education shared by Birmingham-Southern College and the Department of Education. It is a collection of “this we believe” statements which, together, shape the vision of the liberally educated teachers we seek to produce.

These statements reflect our Department’s philosophical stance, support decisions of continuing acceptance into the Teacher Education Program, shape the nature of classroom teaching within the Department, influence field experiences, internships, and seminars, and help determine text selections. Embedded within the Conceptual Framework are professional and personal dispositions we believe to be crucial attributes of an effective teacher and to be in concert with the liberal arts mission of the College.

We believe that purposeful and intentional teachers:

*1. Demonstrate Intellectual Curiosity*

We believe that purposeful and intentional teachers are intellectually curious. We define Intellectual Curiosity as any interest that leads to inquiry. We believe this intellectual curiosity, this wakefulness of mind, is a vital quality of an effective teacher. Intellectually curious individuals exist in a state of constant learning, reading, and researching. Intellectually curious individuals persistently seek solutions to problems and connections between and among divergent topics.

*2. Demonstrate Philosophical, Pedagogical, and Academic Grounding*

We believe that purposeful and intentional teachers know, know why, and know how.

Purposeful and intentional teachers know – they have wrestled with knotty questions and complex academic content from a variety of disciplines.

Purposeful and intentional teachers know why – they have developed a philosophical stance which informs their teaching decisions.

Purposeful and intentional teachers know how – they have acquired a repertoire of teaching moves informed by their pedagogical studies. These teaching moves include the ability to select and use resources and technologies to support teaching and learning.

Purposeful and intentional teachers can clearly articulate their beliefs about teaching and learning, cite supporting research and philosophical underpinnings, and speak to informed applications in a variety of classroom settings.

*3. Practice Reflective and Intentional Teaching*

We believe that purposeful and intentional teachers hold a set of principles which guide the decision-making process and which inform practice. We believe that effective teachers do what they do on purpose – each teaching move is intentional and reasoned. We believe that “intentional teachers are thoughtful, reflective people who are conscious of the decisions they make and the actions they take; they live and teach by the principles and practices they value and believe in” (Miller 2008).

*4. Practice Advocacy for the Community, the Profession, and for All Children*

We believe that purposeful and intentional teachers know, respect, participate in, and advocate for the communities in which they teach.

We believe that purposeful and intentional teachers serve as advocates for the teaching profession. They participate in professional organizations and contribute to the “professional conversations” of their peers. Their actions and attributes are models of advocacy.

We believe that purposeful and intentional teachers know, respect, and advocate for ALL children. They advocate for whatever is necessary to meet the needs of individual members of their learning community.

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| **Standard Number** | **Standard** | **Course Assignment** | **Assessment Instrument** |
| ACTS/InTASC  1 | Candidates understand how learners grow and develop, recognizing that patterns of growth may vary individually | Secondary Social Studies & History edTPA  Lesson Plans | #1b edTPA-Planning and Assessing ( Rubric 5 and 14)  #2 Intern Observation Checklist and Instructional Assessment (Indicators 1, 2, 3, 4, 5, 6, 8)  #3 FICA (Indicators 1, 2, 3, 4, 5, and 6) |
| ACTS/InTASC  2 | Candidates use understanding of development to respond to the needs of individuals with exceptionalities | Secondary Social Studies & History edTPA  Lesson Plans | #1b edTPA- Planning and Teaching and Assessing (Rubric 1, 2, 3, 4, 6, 7, 14)  #2 and #4 Intern Observation Checklist and Instructional Assessment (Indicators 3, 4, 6, 8, 9)  #3 FICA (Indicator 1)  #5 Professional Dispositions Assessment (Indicator 9) |
| ACTS/InTASC  3 | Candidates work with others to create environments that support individual and collaborative learning and encourage positive social interactions. | Secondary Social Studies & History edTPA  Lesson Plans | #1b edTPA-Planning and Teaching (Rubrics 1, 6, 7)  #2 and #4 Intern Observation Checklist and Instructional Assessment (Indicators 3, 4, 6, 8, 9)  #5 Professional Dispositions Assessment (Indicator 9)  #6 FICA (Indicators for Classroom Environment 1, 2, 3, 4; Instruction 1 and 3) |
| ACTS/InTASC  4 | The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. |  |  |
| ACTS/InTASC  5 | The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | Secondary Social Studies & History edTPA  Lesson Plans | #1b edTPA-Planning, Teaching, and Assessing (Rubrics 4, 7, 8, 9, and 14))  #6 FICA (Indicators for Instruction 3) |
| ACTS/InTASC  6 | The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate’s and learner’s decision making. | Secondary Social Studies & History edTPA  Lesson Plans | #1b edTPA-Planning and Assessing (Rubrics 5, 11, 12, 13, 15)  #2 and #4 Intern Observation Checklist and Instructional Assessment (Indicators 7, 9, 10, 11, 12, 13)  #3 and #6 FICA (Indicator Lesson Planning 7, 8,)  #5 Professional Dispositions Assessment (Indicator 9)  #6 FICA (Indicators for Lesson Planning 7, 8) |
| ACTS/InTASC  7 | The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | Secondary Social Studies & History edTPA  Lesson Plans | #1b edTPA-Planning and Assessing (Rubric 1, 2, 3, 15)  #3 and #6 FICA (Indicator Lesson Planning 1, 5) |
| ACTS/InTASC  8 | Candidates understand and use a variety of instructional strategies to encourage learners to learn deeply | Secondary Social Studies & History edTPA  Lesson Plans | #1b edTPA-Planning, Teaching and Assessing (Rubric 1, 2, 4, 5, 6, 7, 8, 9, 15)  #6 FICA (Indicators for Instruction 1 and 3) |
| ACTS/InTASC  9 | The candidate engages in on going professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner. | Secondary Social Studies & History edTPA  Lesson Plans | #1b edTPA-Teaching and Assessing (Rubric 10, 15)  #5 Professional Dispositions Assessment (Indicator 3, 4, 5)  #6 FICA (Indicators for Classroom Environment 2, 4; Instruction 2, 4; Professional Responsibilities 3, 4) |
| ACTS/InTASC  10 | The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession | Lesson Plans | #5 Professional Dispositions Assessment (Indicator 8)  #6 FICA (Indicators for Professional Responsibilities 1, 2) |
| Secondary Mathematics: 3.1 | Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains. | Lesson Plans | #4 FICA (Indicator Lesson Planning 2: Content) |
| Secondary Mathematics: 3.2 | Analyze and consider research in planning for and leading students in rich mathematical learning experiences. | Lesson Plans | #4 FICA (Indicator Lesson Planning 7: Research) |
| Secondary Mathematics: 3.3 | Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students’ conceptual understanding and procedural proficiency. | Lesson Plans | #4 FICA (Indicator Lesson Planning 1, 3, 4, 5) |
| Secondary Mathematics: 3.4 | Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace. | Lesson Plans | #4 FICA (Indicator Lesson Planning 1, 3, 4, 5) |
| Secondary Mathematics: 3.5 | Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies. | Lesson Plans | #4 FICA (Indicator Instruction 1, 3) |
| Secondary Mathematics: 3.6 | Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students. | Lesson Plans | #4 FICA (Indicator Lesson Planning 6) |
| Secondary Mathematics: 3.7 | Monitor students’ progress, make instructional decisions, and measure students’ mathematical understanding and ability using formative and summative assessments. | Lesson Plans | #4 FICA (Indicator Lesson Planning 6) |
| Secondary Mathematics: 4.1 | Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning. | Lesson Plans | #4 FICA (Indicator Understanding of Learning 1, Classroom Environment 1) |
| Secondary Mathematics: 4.2 | Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences. | Secondary Mathematics edTPA  Lesson Plans | #1b Secondary Mathematics edTPA (Rubric 1, 2, 3)  #4 FICA (Indicator Lesson Planning 5, 7) |
| Secondary Mathematics: 4.3 | Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students. | Lesson Plans | #4 FICA (Indicators for Lesson Planning 1; Classroom Environment 1) |
| Secondary Mathematics: 4.4 | Demonstrate equitable and ethical treatment of and high expectations for all students. | Lesson Plans | #4 FICA (Indicators for Classroom Environment 1, 2) |
| Secondary Mathematics: 4.5 | Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools. | Secondary Mathematics edTPA  Lesson Plans | #1b Secondary Mathematics edTPA (Rubric 1)  #4 FICA (Indicator for Content Knowledge and Ability 3 |
| Secondary Mathematics: 5.1 | Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics and the application of mathematics in a variety of contexts within major mathematical domains. | Secondary Mathematics edTPA  Lesson Plans | #1b edTPA, Secondary Mathematics (Rubric 5, 11, 15)    #4, FICA Secondary Mathematics (Indicator for Lesson Planning 6: Designing Assessments) |
| Secondary Mathematics: 5.2 | Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge. | Secondary Mathematics edTPA  Lesson Plans | #1 edTPA, Secondary Mathematics (Rubric 7, 9)  #4, FICA (Indicator for Instruction 3) |
| Secondary Mathematics: 5.3 | Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students’ mathematical proficiencies have increased as a result of their instruction. | Secondary Mathematics edTPA  Lesson Plans | #1b edTPA Secondary Mathematics (Rubric 11, 15)  #4 FICA (Indicator for Lesson Planning 6) |
| Secondary Mathematics: 6.1 | Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics. |  | #4 FICA (Indicator for Professional Responsibilities 1: Professional Growth)    #6 Professional Dispositions Assessment  (Indicator 5: Professional Practice) |
| Secondary Mathematics: 6.2 | Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students’ mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner. |  | #4 FICA  (Indicator for Professional Responsibilities 3)    #6 Professional Dispositions Assessment (Indicator 6) |
| Secondary Mathematics: 6.3 | Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections. |  | #4 FICA (Indicator for Professional Responsibilities 1)    #6 Professional Dispositions Assessment  (Indicator 5) |

**Grading Scale:**

A=93-100; A- = 90-92; B+ = 87-89; B= 83-86; B-= 80-82; C+= 77-79; C=73-76; C-= 70-72

The state requires a grade of a B- or higher. This means you must make no lower than a 160 for your final grade. Take these assignments and deadlines seriously

Grade for Internship:

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|  | Points Possible |
| Attendance, Participation in Placement #1 | 25 |
| Attendance, Participation in Placement #2 | 25 |
| edTPA Materials and deadlines | 25 |
| Intern Observation Checklist and Instructional Assessment | 50 |
| Weekly Evaluation from Cooperating Teacher and College Supervisor | 25 |
| FICA and other Final Paperwork | 25 |
| Attendance, Participation in Weekly Seminar Meetings | 25 |
| Total Points Possible | Total Points: 200 |

**Honor Code:**

Please be reminded that the BSC Honor Code applies to this class as well as to all your classes. You should review the Honor Code since it applies to your time in class, your behavior outside of the class, and to your work submitted to meet class requirements. You should pay particular attention to the section in the Student Handbook defining plagiarism (page 2) since you will be completing written and oral assignments for this course. If you are found to be “in violation” of the Honor Code, you will not pass this course.

**Academic Accommodations:**

Students who require academic accommodations due to a disability should make an appointment with me as soon as possible to discuss these accommodations. If you have not established your academic accommodations through the Office of Accessibility, but need assistance due to a disability, please contact that office as soon as possible.

**Class Requirements**

Teacher Candidates will:

* Attend and participate in ALL meetings scheduled for Thursday afternoons at 3:30 on campus. Prepare for class and bring all completed assignments with you. Do not work on these assignments at school!

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* Teach lessons in your placement, including 10 consecutive days in EACH placement and 3-5 segments of learning for edTPA. ALL lesson plans must be submitted to the cooperating teacher and BSC supervisor AT LEAST 48 hours (or more if your cooperating teacher requests more time) in advance. If you do not submit plans accordingly, your professors and/or cooperating teacher may inform you that you will not be allowed to teach until plans are submitted within this timeframe. This can be detrimental to the success of your internship if this action has to be implemented during your 10 consecutive days of teaching. Because both the cooperating teacher and the BSC supervisor are responsible for providing feedback as a part of facilitating maximum learning and growth on your part, we need time to review the lesson and give you feedback. PLEASE do not fail to meet this requirement. Your grade will reflect your preparedness in this area and according to state requirements you must make a B- or above to pass your internship. If your grade is below a B-, you must repeat your internship.
* Complete your initial Secondary Math edTPA submission during the internship placement. It is a requirement of the class that you adhere to the deadlines outlined in the edTPA completion map and that these assignments are submitted to Moodle and Edthena at the required times. Additionally, the college supervisor and the cooperating teacher will meet with you to complete your CPAST mid-term and final assessment during the middle of the term and during the final week of the term.
* The college supervisor will be observing you weekly, unless your placement is out of town. Several of these observations will be impromptu, allowing us to see you in your natural environment, but most of these observations will be scheduled ahead of time. Your supervisor will contact you in order to schedule these observations. Please let your BSC supervisor know the best times and days that work with your schedule and provide us with a weekly schedule. Following the BSC supervisor’s observation, it is optimal for you to meet for a debriefing and immediate feedback. You will receive written feedback within 72 hours of your observation. Please contact us if you have any questions.
* Conference often with cooperating teacher and BSC college supervisor.
* Please schedule a weekly time to meet with your cooperating teacher to get feedback regarding your teaching.
* Texts and Materials:

edTPA materials and articles available on Moodle

* Paperwork for Internship- must be turned in

All of the paperwork must be complete and reviewed by your BSC supervisor before you receive a grade for your internship. This is your responsibility.