

Course Outline for MATH 4425, Mathematics Teaching Clinical Experience Seminar

MATH 4425 Mathematics Teaching Clinical Experience Seminar (2 units)

Prerequisite: Admission into the Single Subject Mathematics Credential Program. Corequisite: EDUC 469 or [EDUC 4469](#).

Principles and practice in effective teaching of mathematics at the secondary level, learning theories, curriculum content and structure, classroom issues, and the teaching profession. Credit/No Credit grading. 2 seminars. Formerly MATH 425.

Course Learning Objectives	
1	Create and implement effective lesson plans appropriate to grade level and the needs of individual students.
2	Incorporate appropriate academic language instruction for students of all linguistic backgrounds.
3	Create, administer, and score appropriate assessments in instructional units.
4	Apply education theory to planning and instruction.
5	Evaluate their current teaching practices and develop goals for teaching improvement.
6	Collaborate with colleagues on problem solving.
7	Prepare job application materials.

Expanded Course Content

Textbooks, materials, and/or other resources
-Clinical practice handbook -State performance-based assessment handbook and materials (PBA handbook) -Job search handbook -Fisher, D., & Frey, Nancy. (2009). Feed up, back, forward. Educational Leadership, 20-25. -Wiggins, G.P., & McTighe, J. (2005). Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development -Zwiers, J. (2014). Building academic language: Meeting common core standards across disciplines, grades 5-12. San Francisco, CA: Jossey-Bass Education Series.

Week	Readings	Topics of Discussion
1	None	Getting to Know Ourselves and the Profession -Syllabus and assignments -Clinical experience expectations Open Forum: Time for students to discuss their clinical experience, share ideas, and problem solve
2	EdJoin screencast Job search handbook	Applying for Teaching Jobs: Overview -Materials needed -Ed Join Applying for Teaching Jobs: Tips for Writing a Cover Letter and Resume -Qualities of an effective cover letter & resume -Example cover letters & resumes Open Forum: Time for students to discuss their clinical experience, share ideas, and problem solve
3	PBA handbook	Performance-Based Assessment: Introduction to the State Performance-Based Assessment (SPBA) -Overview of tasks -Creation of SPBA binder & computer folder -Determining your submission calendar -Getting to know your students and writing the Context for Learning Open Forum: Time for students to discuss their clinical experience, share ideas, and problem solve
4	Chapters 1 & 2 of Wiggins & McTighe PBA Handbook	PBA: Task 1: Planning Overview of planning task -Selecting learning segment days Effective Lesson Planning -Backward design -Lesson planning stations Open Forum: Time for students to discuss their clinical experience, share ideas, and problem solve

Week	Readings	Topics of Discussion
5	Job search handbook	Feedback on Cover Letter & Resume -Workshop cover letter & resume in class -Revising the cover letter & resume Interview Practice -Tips on interviewing -Interview questions Open Forum: Time for students to discuss their clinical experience, share ideas, and problem solve
6	Chapters 1 & 2 of Zwiers PBA Handbook	PBA: Planning (continued) -Planning workshop Open Forum: Time for students to discuss their clinical experience, share ideas, and problem solve
7	PBA Handbook	PBA: Instruction -Overview of Instruction -Scoring of example video clips -Tips on videotaping Effective Instruction -Engaging students in their own learning -Promoting higher-level thinking -Monitoring student learning -Making textual references Open Forum: Time for students to discuss their clinical experience, share ideas, and problem solve
8	Job search handbook	Mock Interview event
9	PBA Handbook	PBA: Instruction -Viewing of student video clips for feedback -Instruction workshop Open Forum: Time for students to discuss their clinical experience, share ideas, and problem solve

Week	Readings	Topics of Discussion
10	PBA Handbook	PBA: Instruction -Viewing of student video clips for feedback -Instruction workshop Open Forum: Time for students to discuss their clinical experience, share ideas, and problem solve
11	Fisher & Frey PBA Handbook	PBA Task 3: Assessment -Overview of Task 3 Feed Up, Back, Forward -Qualities of effective feedback -Approaches to analyzing student learning Open Forum: Time for students to discuss their clinical experience, share ideas, and problem solve
12	PBA Handbook	Submission of PBA -Submitting all final tasks online during seminar for those ready Open Forum: Time for students to discuss their clinical experience, share ideas, and problem solve
13	PBA Handbook	Submission of PBA -Submitting all final tasks online during seminar for those ready Open Forum: Time for students to discuss their clinical experience, share ideas, and problem solve
14	PBA Handbook	Submission of PBA -Submitting all final tasks online during seminar for those ready Open Forum: Time for students to discuss their clinical experience, share ideas, and problem solve
15	PBA Handbook	Submission of PBA -Submitting all final tasks online during seminar for those ready Open Forum: Time for students to discuss their clinical experience, share ideas, and problem solve

Method of Assessment

This course is designed primarily to support clinical practice; the more summative assessments like edTPA, job search materials, clinical practice summative evaluation, etc. occur earlier in the semester. Therefore, the class will meet during the scheduled final assessment period where the final class session focuses on reflecting upon the program and does not typically include a traditional final.

The C/NC grade will be based on the following assessments: weekly lesson plans, weekly reflections, seminar discussions, drafts of the performance-based assessment (PBA) required of all teacher candidates, and job search materials.

Instructional Mode

The instructional mode for this class is face-to-face. This designation means that the essential academic standards of the course require in-class student engagement, and thus remote instruction is not appropriate.