

**COURSE SYLLABUS – Fall, 2022**  
**MAE 540 – Clinical Experience**  
**MAE 312 – Micro-Teaching**  
**(2 Credits)**

**Instructor:** Dr. Alaa Abd-El-Hafez

**Office:** Math Tower 4-102

**Office Hours:** Wednesday 1-2 pm and Thursday 4-6 pm or by appointment.

Will be on Zoom: <https://stonybrook.zoom.us/j/8189776222>

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**Course Location:** Math Tower 4-130

**Course Time:** Tuesdays from 2:40 to 4pm

**Course Description:** The class meets once weekly, complementing the semester of student observations. The class is an important feature of the student math micro teaching experience and will serve as an introduction to actual teaching - a forum for sharing ideas, discussing current issues in math education, and a means to prepare for future effective teaching.

**Learning Outcomes:**

- Describe and analyze the impact of power and privilege on self and society in the context of diversity and inclusion.
- Critically reflect upon how one's own personal and cultural presuppositions affect one's values and relationships.
- Candidates demonstrate a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.
- Students plan and present lessons that demonstrate understanding of the New York State Common Core Standards for Mathematics, including the Standards for Mathematical Practice.
- Candidate makes explicit connections to research or theory in justifying instructional plans. Students recognize the INTASC critical dispositions and New York State Code of Ethics, they demonstrate critical dispositions and ethics in their interactions with students and colleagues.
- Teacher candidates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Teacher candidates engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals in the learning community), and adapt practice to meet the needs of each learner.
- Teacher candidates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school.
- Teacher candidates understand how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- Teacher candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Teacher candidates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Teacher candidates understand the central concepts, tools of inquiry, and structures of the discipline and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- The teacher 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.
- The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- The teacher 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.
- The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
- The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, (learners, families, and other professionals in the learning community), and adapt practice to meet the needs of each learner.
- The teacher 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.

#### **Required Resources:**

- Articles and handbooks to be distributed in class. A laptop with internet access is to be brought to every class.

#### **Useful Websites:**

- Mathematics Education Program: [www.math.sunysb.edu](http://www.math.sunysb.edu)
- Professional Education Program: [www.stonybrook.edu/pep/](http://www.stonybrook.edu/pep/)
- NCTM: [www.nctm.org](http://www.nctm.org)
- NY State Common Core: [www.engageny.org](http://www.engageny.org)
- New York State Education Department: [www.nysed.gov](http://www.nysed.gov)
- AMTNYS: [www.amtnys.com](http://www.amtnys.com)
- Stony Brook's SPD Seminars: [www.sunysb.edu/spd/career/tworkshops.html](http://www.sunysb.edu/spd/career/tworkshops.html)
- Fingerprinting: [www.sunysb.edu/spd/career/fingerprinting.html](http://www.sunysb.edu/spd/career/fingerprinting.html)
- To access on-line evaluations: <https://pepprod.cc.stonybrook.edu:8443/pep4/PEP-1.jsp>

- For edTPA help: [www.passedtpa.com](http://www.passedtpa.com)
- edTPA support: <http://edtpa.aacte.org/>
- For math lessons: <https://immuminations.nctm.org/>

**Requirements, Assessment, and Grading:**

The grade you will receive for Seminar will be based as follows:

- Clinical Experience .....20%
- ENL Lesson Plan and Presentation.....10%
- Planning and Teaching a Learning Segment.....40%
- Evaluations from CTs. ....20%
- Class Participation .....10%

Letter grades will be assigned as follows:

A 95-100; A- 90-94; B+ 86-89; B 83-85; C+ 75-78; C 71-74; C- 67-70; D+ 62-66; D 58-61; F 0-57

**Clinical Experiences:** Students will spend a total of 88 classroom periods (each 44 minutes) each divided between a Middle/Junior High School and High School placement. Of these, 22 periods need to be in a special education setting. Students will be required to submit the PEP time sheet at the end of the semester and will keep a journal summarizing and reflecting on each class period they observe. The Journal should be submitted at the end of each placement and one point will be deducted daily for lateness.

**Lesson Plan for ENLs and Presentation:** Students will be required to write a full period lesson plan for ENL learners using the SIOP model. This lesson will then be taught to peers and critiqued for feedback, focusing on good public speaking, mathematical accuracy, and classroom management.

**Planning and Teaching a Learning Segment:** 1) Students will be required to video record a lesson while micro-teaching. 2) They will then analyze their teaching with respect to the four domains of the Danielson Framework for Teaching in a 2-3 page essay. 3) Students will be required to design a learning segment (3 consecutive mathematics lessons) in which students have the opportunities to develop conceptual understanding, procedural fluency, mathematical reasoning and/or problem-solving skills, and precise communication skills. One of the lessons in the learning segment must be the video recorded lesson. This assignment will be evaluated using the rubrics found on blackboard and it is due on November 9<sup>th</sup>. Four points will be deducted daily for lateness.

If students are not able to videotape a lesson during their placements, they may teach a lesson to their classmates.

**Evaluation from CTs:** An evaluation form regarding your field work will be completed by a cooperating teacher in both the high school and junior high school setting. Evaluations should be submitted at the end of each placement.

If an evaluation cannot be obtained from one of the cooperating teachers then this 10% will be distributed evenly among the five components as follows:

- Clinical Experience .....22%
- Lesson Plan and Presentation..... 12%
- Planning and Teaching a Learning Segment.....42%
- Evaluations from CTs. ....12%
- Class Participation .....12%

**Class Participation:** All students are expected to participate and contribute to classroom discussions. Absences and coming to class late or leaving class early will negatively impact your grade. For excused absences, a doctor’s note must be provided.

**Reciprocity Licensure Disclosure Statement:**

[https://www.stonybrook.edu/commcms/dtale/guide/looking\\_for\\_job.php#mandatorydisclosure](https://www.stonybrook.edu/commcms/dtale/guide/looking_for_job.php#mandatorydisclosure)

**Critical Incident Management:**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Student Conduct and Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.

**Student Accessibility Support Center**

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, Stony Brook Union Suite 107, (631) 632-6748, or at [sasc@stonybrook.edu](mailto:sasc@stonybrook.edu). They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

**Academic Integrity Statement**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at [http://www.stonybrook.edu/commcms/academic\\_integrity/index.html](http://www.stonybrook.edu/commcms/academic_integrity/index.html)

*Please note: This is a tentative syllabus and is subject to change based on evolving University or SUNY constraints.*