

MATH 606: Noyce - Transitioning to First-Year Teaching in a High-Needs School District

Millersville University, Summer I 2018, 3 credits

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Course Description

MATH 606 is intended to address topics and concerns relevant to recently-certified secondary mathematics teachers as they transition to their first year of teaching in a high-needs school district. Through readings, class discussions, individual presentations, and written assignments, participants reflect on their student teaching experiences, further explore challenges of working with diverse groups of students, and develop strategies to increase their effectiveness as a teacher in the context of a high-needs district.

Course Objectives

Students will

- Reflect on their experiences during student teaching;
- Create a professional growth/development plan that utilizes the SMART framework;
- Complete tasks designed to assist with the first days of school;
- Examine ways to facilitate high-level mathematical tasks;
- Evaluate the manner in which technology is implemented in a lesson;
- Connect ideas to relevant literature and research; and
- Explore issues of equity in mathematics education and their implications for teaching.

Required Materials

- Wong, H. & Wong, R. (2012). How to be an effective teacher: The first days of school. 4th Ed. Harry K. Wong Publications: Mountain View, CA.
- Smith, M. & Stein, M. (2018). Five practices to orchestrating productive mathematical discussions. 2nd Ed. National Council of Teachers of Mathematics: Reston, VA.

Assignments

Daily assignments (research, readings, exploration or technology practice) will be given in order to supplement class work and extend your learning. Effective class discussion will rely on your fulfillment of these assignments. You will also have some reaction/reflection papers to write and turn in as announced.

Assignment Name	Percentage of Final Grade
Professional Growth Plan	5
Discipline Plan	5
Privilege Paper	5
Reading Journal Entries (5)	20
Article Presentation	10
Task Presentation	15
Technology Presentation	10
Wong Presentation	5
Participation	25
TOTAL	100

Grading:

For all assignments, the highest grade is a 92. Grades above 92 will be earned by those whose material is deemed to be superior. This is not a ranking assessment; multiple students may earn grades above 92.

	A 100-93	A- 92-90
B+ 89-87	B 86-83	B- 82-80
C+ 79-77	C 76-73	C- 72-70
D+ 69-67	D 66-63	D- 62-60
	F 59-0	

Attendance

Regular class attendance is expected (see University Policy). All assignments, projects and presentations are announced and late work (except in rare circumstances) will **not** be accepted without penalty. Students are expected to participate in class discussion and are responsible for contacting the instructor **prior** to class by phone or email if an absence is unavoidable.

Academic Honesty

The policies of Millersville University regarding academic honesty can be found at <http://muweb.millersville.edu/~govern/sect3/acaddis.html>. **Violating the policy will result in a score of 0 for the assignment and be reported to the Associate Provost for Academic Administration.** The sanctions are scary, but it is not difficult to be academically honest—just conduct yourself with integrity and do your own work.

Special Accommodations

It is Millersville University policy to provide reasonable accommodations to students with disabilities. Please contact Learning Services to discuss your needs: 348 Lyle Hall, 717-872-3178.

Dr. Moss is a Safe Zone Mentor

The Safe Zone program trains University employees to provide support and resources for MU lesbian, gay, bisexual, transgender/transsexual, queer/questioning, intersex, allies/androgynous/asexual (LGBTQIA) students and employees. This program has been developed to provide easily recognizable staff and faculty who will be available to students or colleagues for support, mentoring and information regarding helpful resources related to LGBTQIA issues.



Title IX Faculty Responsibilities

Millersville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq., and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University's Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.

Information regarding the reporting of sexual violence, and the resources that are available to victims of sexual violence, is available at <http://www.millersville.edu/sexualviolence/index.php>.

This syllabus subject to change without notice.