



A Supervised Math Tutoring Experience for Teacher Candidates

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Examples of High- Leverage Teaching Practices relevant to this course:

1.Explaining and modeling content, practices, and strategies

- Use the Gradual Release of Responsibility Model to help guide student learning

2.Diagnosing common patterns of student thinking in a subject-matter domain.

- Give and interpret formative assessments
- Use oral interview and observation during lessons to understand student thinking

3.Coordinating and adjusting instruction during a lesson.

- Explain content in different ways as needed
- Re-teach previously addressed skills as needed

4.Building respectful relationships with students

- Offer consistent support and encouragement
- Model and reinforce expected behaviors

5.Setting long- and short-term learning goals for students

- Identify the student's current skill levels
- Set and monitor objectives for each lesson
- Involve the student in this process

6.Designing single lessons and sequences of lessons

- Address a variety of math skills in each lesson
- Use objectives and lesson reflections from previous session to help plan upcoming lesson

7.Providing oral and written feedback to students

- Provide clear, targeted oral feedback

8. Analyzing instruction for the purpose of improving it

- Write reflections for each lesson focused on specific areas such as pacing, student engagement, objectives met/not met, possible ways to improve next lesson

This math tutoring experience is part of a 16-week course offered at SCSU for special education and collaborative teacher candidates:

Beginning 7-8 weeks of course:

- Pedagogical content knowledge focused on assessment and math
- Candidates learn about multiple types of assessment and their purposes, including formative, diagnostic, and CBM assessments
- Candidates also learn how to administer specific assessments, design their own informal assessments, and consider ethical implications of testing

Math content covers:

- Important components of math (e.g., facts, procedures, concepts, word problems)
- The role of automaticity in math achievement
- General education expectations aligned with the Common Core State Standards
- Common math difficulties
- The value of explicit and systematic instruction
- The value of manipulatives and visual representations especially when teaching concepts

Last 7-8 weeks of course (field work sessions):

- Completed at a local magnet school (K-8)
- One class session per week meets at the magnet school.
- One class session per week continues to meet at university and cover content
- All fieldwork sessions supervised on site by the course instructor
- Teacher candidates are paired with a student in grades 3-5 for tutoring

Field work:

- 8 fieldwork sessions in total: 1-2 for administering formative assessments and 6-7 tutoring sessions
- For tutoring sessions, candidates come prepared with a lesson plan as well as behavioral objectives
- Candidates carefully choose appropriate examples for lessons (e.g., avoid confusing examples with 0s when first introducing a new skill)
- Candidates prepare and/or find appropriate instructional materials, including some involving technology

Course assignments:

- Two exams testing pedagogical content knowledge
- A diagnostic report based on the administered assessments
- 6 to 7 lesson plans and reflections, with goals and objectives
- A comprehensive field work portfolio

Benefits and Challenges of the Course for Candidates

Benefits:

- Course content knowledge is directly and immediately applied in field work
- Course content learning is much more meaningful for candidates when there is field application
- Candidates learn many important teaching competencies (e.g., explicit teaching and modeling, unambiguous feedback to student errors, analyzing and adjusting instruction)
- Candidates can ask the instructor more meaningful questions as they relate to current teaching situations

Challenges:

- Amount of course content learning and preparation required are high in relatively short amount of time
- Occasional problems with consistent attendance of tutored students
- Once-a-week format for tutoring sessions not optimal for student learning

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