

University of North Texas at Dallas
Fall 2016
SYLLABUS for Distance Learning

EDEE 4350-020		Mathematics in Elementary Grades EC-8		3Hrs	
Department of		Human Services		School of	
				Education	
Instructor Name:		Yolanda Graham			
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Office Hours:		Mondays 1:30 p.m. – 4:00 p.m. Tuesdays 3:00 p.m. – 5:00 p.m. Wednesdays 2:30 p.m. – 4:30 p.m. Thursdays 10:00 a.m. – 1:00 p.m. by appointment or email Fridays by appointment only			
Classroom Location:		DAL 1 Room 304			
Class Meeting Days & Times:		Tuesdays 9:00 a.m. – 10:50 a.m.			
Course Catalog Description:		Principles in mathematics teaching and learning based on national curriculum and assessment standards. The learning process in the development of mathematical thinking and skills in children.			
Prerequisites:		Elementary Education majors must be admitted to Clinical I. Math 4-8 majors must have completed EDEE 3320.			
Required Text:		None			
Access to Learning Resources:		UNT Dallas Library http://www.unt.edu/unt-dallas/library.htm UNT Dallas Writing Center 972-338-1645 Building 1, 3 rd r National Council of Teachers of Mathematics www.nctm.org http://illuminations.nctm.org/ Texas Education Agency http://www.tea.state.tx.us/ e-mail: untdallas@bkstr.com			
Course Goals or Overview: The goals of this course are as follows: Student teacher candidates will					
1	prepare to teach elementary or middle school mathematics.				
2	observe, review, and demonstrate pedagogical content knowledge for mathematics instruction.				
3	demonstrate an understanding of the Teacher Advancement Program (TAP) Instruction rubric criteria through course activities according to National Institute for Excellence in Teaching performance standards.				
Learning Objectives/Outcomes: At the end of this course, students will be able to:					
1	Students will learn how to implement the recommendations of the National Council of Teachers of Mathematics (NCTM).				
2	Students will learn how to use curriculum materials, manipulatives, and technology in math education.				
3	Students will learn how to integrate literature, arts, music, and theater into mathematics instruction.				
4	Students will examine the developmental milestone of how children learn mathematics and use this information to plan instruction for students in grades EC-8.				

Online/Hybrid Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

RED indicates that there is an **assignment to turn in or complete**.

BLUE indicates a **test or quiz**.

***The TAP Instruction Performance Big 6 Indicators are modeled, examined and reviewed weekly and continuously through class activities and online module examples.**

Schedule	Topic	Activities	Due Date(s)
<p>Week 1 August 23 – August 29</p>	<p>Math Standard 1: Numbers Counting and Number Sense ELAR Standard 4: Literature Related to Counting SLO'S: 1, 2, 3, 4, 5</p>	<p>Face-to-Face</p> <ul style="list-style-type: none"> Discuss course requirements and content and process standards Basic Number Concepts Video: Ten Frames <p>On-line Module 1 Activity or Discussion:</p> <ul style="list-style-type: none"> Math Buddies Video Discussion Response <p>Required Articles</p> <ol style="list-style-type: none"> Number Concepts and Special Needs Students Experiences to Help Children Learn to Count On 	<p>Class Introduction Assignment on Edmodo.com (Create your account as a Teacher) Due August 26 (Friday)</p> <p>Discussion Responses Math Buddies Due August 29 (Monday)</p>
<p>Week 2 August 30 – September 5</p>	<p>Math Standard 1: Numbers Understanding Operations and Mastering Basic Facts ELAR Standard 4: Literature Related to the Four Operations SLO'S: 1, 2, 3</p>	<p>Face-to-Face</p> <ul style="list-style-type: none"> Use ten frames and hundreds charts Choose teams for the Collaborative Lesson Plan Read <i>Children's Literature</i> <p>On-line Module 2 Activity or Discussion:</p> <ul style="list-style-type: none"> Amazing Equations Video Discussion Response <p>Required Articles</p> <ol style="list-style-type: none"> Developing Thinking Strategies for Addition Facts 	<p>Collaborative Lesson Plan Due September 3rd</p> <p>Discussion Responses Amazing Equations Due September 6 (Tuesday due to the Holiday)</p> <p>Math Quiz 1 Weeks 1-2 Due September 6 (Tuesday due to the Holiday)</p>
<p>Week 3 September 6 - September 12</p>	<p>Math Standard 1: Numbers Place Value SLO'S: 1, 2, 3, 4</p>	<p>Face-to-Face</p> <ul style="list-style-type: none"> Base-ten blocks Place Value Importance and Strategies Discuss Partner Activity <p>Online Module 3 Activity or Discussion:</p> <ul style="list-style-type: none"> Place Value Centers 	<p>Discussion Responses Place Value Centers Due September 12 (Monday)</p> <p>Article Quiz 1 Due September 12</p>

		Discussion Response Required Articles Articles 1-3 Quiz	(Monday)
Week 4 September 13 – September 19	Math Standard 1: Numbers Addition and Subtraction with Large Numbers SLO's: 1,2,3,5	Face-to-Face <ul style="list-style-type: none"> • Use base-ten blocks to model addition and subtraction • Examining strategies with larger numbers Online Module 4 Activity or Discussion: None Required Articles <ol style="list-style-type: none"> 4. Nothing Basic about Basic Facts 5. Strategies for Basic-Facts Instruction 	Math Interactions Project - Lesson Plan 1 Due September 19 (Monday) Post DRAFT lesson plan in Edmodo for early feedback Due September 22 (Thursday) Math Quiz 2 Weeks 3 – 4 Due September 19 (Monday)
Week 5 September 20 – September 26	Math Standard 1: Numbers Multiplication and Division with Large Numbers SLO'S: 1, 2, 3	Face-to-Face <ul style="list-style-type: none"> • Discuss and practice multiplication and division methods • Multiplication Strategies • Strategies Video Examples Online Module 5 Activity or Required Article <ol style="list-style-type: none"> 6. Choosing the Right Tool Articles 4 – 5 Quiz	Teacher Interview and Standard 9 or 10 Reflection and Artifact Article Quiz 2 (Articles 4 – 5) Due September 26 (Monday)
Week 6 September 27 – October 3	Math Standard 1: Numbers: Fractions & Decimals ELAR Standard 4: Literature Related to Fractions SLO'S: 1, 2, 3	Face-to-Face <ul style="list-style-type: none"> • Fractions – Developing Concepts • Using manipulatives Online Module 6: Video <ul style="list-style-type: none"> • Sharing Cookies 	Math Interactions Project - Lesson Plan 1 Video and Reflection Due October 3 Monday Discussion Responses for Sharing Cookies Due October 3 Monday Math Quiz 3 Weeks 5 – 6 Due October 3 (Monday)
Week 7 October 4 –	Mid Term Exam Mostly Multiple Choice Comprehensive test over Weeks 1 – 7	See next column	Turn in Standard 9 or Standard 10 Reflection and Artifact Due October 10 (Monday)

October 10			
<p align="center">Week 8 October 11 – October 17</p>	<p>Math Standard 1: Numbers Financial Literacy, Time, Temperature ELAR Standard 4: Literature Related to Money SLO’S: 1, 2, 3, 4, 5</p>	<p>Face-to-Face</p> <ul style="list-style-type: none"> • Discuss STAAR questions • Review Children’s Literature • Form Groups for the Intervention Activities Project <p>Online Module 7 Activity or Discussion</p> <ul style="list-style-type: none"> • How Long is a Minute? Video <p>Required Article</p> <ul style="list-style-type: none"> • Making Sense of Cents 	<p align="center">Section 4 Cover Sheet Complete all TK20 Uploads for Checkpoint 2 Section 4 by October 11 (Thursday)</p> <p align="center">Discussion Response How Long is a Minute? Due October 17 (Monday)</p>
<p align="center">Week 9 October 18– October 24</p>	<p>Math Standard 2: Patterns & Algebra ELAR Standard 4: Literature Related to Patterns SLO’S: 1, 2, 3, 4</p>	<p>Face-to-Face</p> <ul style="list-style-type: none"> • Make patterns with musical instruments • Review <i>Children’s Literature</i> • Investigate factors, multiples, prime and composite numbers <p>Online Module 9 Activity or Discussion</p> <ul style="list-style-type: none"> • People Patterns Video <p>Required Articles</p> <ol style="list-style-type: none"> 10. Sorting and Patterning in Kindergarten 11. Matthew’s Thinking About Patterns <p>Articles 9 – 11 Quiz</p>	<p align="center">Math Interactions Project - Lesson Plan 2 Due October 24 (Monday)</p> <p align="center">Discussion Response People Patterns Due October 24 (Monday)</p> <p align="center">Article Quiz #3 (Read articles 9-11) Due October 24 (Monday)</p>
<p align="center">Week 10 October 25 – October 31</p>	<p>Math Standard 3: Geometry and Measurement: Geometry - Polygons and three dimensional shapes SLO’S: 1, 2, 3</p>	<p>Face-to-Face</p> <ul style="list-style-type: none"> • Quadrilaterals on the Geoboard • Read <i>Children’s Literature</i> • Pattern Blocks <p>Online Module 10 Activity or Discussion</p> <ul style="list-style-type: none"> • Shapes from Squares Video <p>Required Articles</p> <ol style="list-style-type: none"> 12. Developing Geometric Thinking Through Activities that Begin with Play 13. Shape Up! 	<p align="center">Math Interactions Project - Lesson Plan 2 Video and Reflection Due October 31 (Monday)</p> <p align="center">Math Quiz 4 Weeks 8 - 9 October 31 (Monday)</p>

<p>Week 11 November 1 – November 7</p>	<p>Math Standard 3: Geometry and Measurement Measurement ELA Standard 4: Literature Related to Measurement SLO'S: 1, 2, 3, 4</p>	<p>Face-to-Face</p> <ul style="list-style-type: none"> • Use manipulatives to measure • Standard and Non-Standard measuring <p>Online Module 11 Required Article 14. A Case of Units Online Module 11 Activity or Discussion Meter Cords Articles 12, 13, and 14 Quiz</p>	<p>Math Interactions Project – Introduction Summary Due November 7 (Monday)</p> <p>Game #1 and Video due on Edmodo.com Due November 7 (Monday)</p> <p>Bring Game #1 for the Intervention Activities Project to show the class next week</p> <p>Discussion Responses Meter Cords Due November 7 (Monday)</p> <p>Article Quiz #4 (Read articles 12 - 14) Due November 7 (Monday)</p>
<p>Week 12 November 8 – November 14</p>	<p>Math Standard 3: Geometry and Measurement Concepts SLO'S: 1, 2, 3, 4</p>	<p>Face-to-Face</p> <ul style="list-style-type: none"> • Understanding Polygons • Exploring Perimeter, Area, and Angles • Capacity and Volume <p>Online Module 12 Activity or Discussion: 1. Ladybugs Video</p> <p>Required Article 15. A Case of Units</p>	<p>Discussion Responses Ladybugs Due November 14 (Monday)</p>
<p>Week 13 November 15 – November 21</p>	<p>Field Trip to Waterford Oaks Elementary Bring Intervention Games to use with students</p>	<p>Online Module 13 Activity or Discussion: Required Article 16. I Scream, You Scream: Data Analysis with Kindergarteners Video</p> <ul style="list-style-type: none"> • Ladybugs 	<p>Article Quiz #5 (Read articles 15 - 16) Due November 29</p>
<p>Week 14 November 22 – November 28</p>	<p>Thanksgiving Break</p>		<p>Math Quiz 5 Weeks 10 - 13 Due November 29 (Tuesday due to the Holiday)</p>

Week 15 November 29 – December 5	Math Standard 4: Probability and Statistics Data Analysis, Probability and Statistics SLO'S: 1, 2, 3	Face-to-Face <ul style="list-style-type: none"> • Graphs for all ages • Probability activities Online Module 15 Activity or Discussion: 17. Dice Toss Video	
Week 16 December 6 – December 12	Math Standards 1-5	Review for the Final	
Final Exam Week December 7 - 13	Final Exam (Comprehensive) Watch for class announcements about specific dates, locations, and times of final exams.		

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Discussion Posts

Quizzes

Exams

Grading Matrix:

Activities/Assignments	Value (percentages)
Class Introduction Assignment and Edmodo Sign-Up	50 pts (5%)
Collaborative Lesson	50 (5%)
Math Interactions Project – TK20 Key Assignment	150 pts (15%)
Checkpoint 2 Section 4 Standards 9 and 10 - Artifact and Reflection for each standard (40 points each) Section Cover Reflection (20 points) TK20 Assignment	100 pts (10%)
Discussion Assignments – Blackboard	100 pts (10%)
Math Quizzes – Blackboard (five quizzes at 20 points each)	100 pts (10%)
Teacher Interview – Possible Standard Artifact	50 (5%)
Mid Term Exam	100 pts (10%)
Article Quizzes – Blackboard (five quizzes at 10 points each)	50 pts (5%)
Grade level Tier II Intervention Activities Project	100 (10%)
Final Exam	100 pts (10%)
Attendance and Participation (Including turning in your Field Experience documentation)	50 pts (5%)
Total:	1,000

Grade Determination

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %
F = less than 60%

Course Evaluation Methods

EDMODO – About Me/Us

Technology in the classroom is increasing across the country so rapidly it is difficult to keep up with the changes. Apps, Facebook, Twitter, and a multitude of other technologies are entering our classrooms daily. It can't be stopped! When you join the classroom as a teacher, you will be expected to perform on the same level as seasoned teachers. They are way ahead of you when it comes to district curriculum, campus expectations, and simply knowing where the bathroom is located. It's simply not fair!

However, new teachers who are equipped with technology skills can quickly make an impression on the faculty and their administrator. They want to invest in you, so give them a reason to do so. Edmodo is the Facebook for educators. It's free, user-friendly, and safe. You can create an online community for students to post their assignments, work with groups outside the classroom, and assess their knowledge.

Rubric

5 Points: Go to www.edmodo.com to create your account. **(Make sure you register as a teacher)**. You will be prompted to join a group. The group code for our class. After creating your account, complete your profile section. Upload a professional photo by clicking on the pen inside the picture frame. Make sure you identify yourself as a Pre-Service Teacher at UNT Dallas.

10 Points: Write a thorough description of yourself in the About Me section of Edmodo. I would type it in Microsoft Word to use grammar and spell check, and then copy it into your Edmodo account **on your Profile page**. The following is a rubric for what I expect to see on your account. Whoever you network with on Edmodo will be able to see this section. It should be professional and concise.

The purposes of the About Me section is to a) help your instructor and other teachers get to know you and b) give you a chance to reflect on your feelings about teaching mathematics. The About Me section should be at least 100 - 200 words long and answer the following questions:

Write a little about yourself.

- i. How old are you?
- ii. Where were you raised?
- iii. Do you feel like your ethnicity may have affected your education experience?
- iv. What language are you most comfortable with?
- v. What experience do you have working with children?
- vi. Why are you an education major?
- vii. What else should other educational professionals know about you?

30 points: This section will consist of three parts. You will need to answer the three questions listed below in Edmodo. First, click on the note section in Edmodo. It should already be up when you log in, but go ahead and click on it. Type the title provided with each question. Then type your response. The picture below is an example of what the note looks like when you click on it. The second picture shows how I want your post to look.

Note
 Alert
 Assignment
 Quiz
 Poll
 Snapshot

Type your note here...

Type the name of a group, student, or teacher...

|
Cancel or **Send**

After

Note
 Alert
 Assignment
 Quiz
 Poll
 Snapshot

Feelings Towards Math
Math is where I thrived at an early age in Elementary School. It was...

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|
Cancel or **Send**

typing your first post, press send. This is very similar to a discussion board in Blackboard. Everyone in our class, but only people in our class, will be able to see your post. **Answer all three questions in the same way by making separate posts for each question.**

Question 1: How did you feel about math when you were in school? Easy? Hard? Like it? Not like it? Why? **Title: Feeling Towards Math**

Question 2: Describe a math experience you had where you were inspired, or you were discouraged. Explain how your feelings towards math changed with that experience. **Title: Change of Feelings Towards Math**

Question 3: **If you did not enjoy math in school**, how will you improve your math instruction so that your students will have a better experience than you did? **If you did enjoy math in school**, how will you reach those students who did not enjoy math? **Title: Personal Growth Plan**

5 Points: Find two separate posts from two different people that you identify with and simply explain why you connect with them. Each post should only be 3 to 5 sentences long.

Collaborative Lesson

Identify a group of three teachers, including you, that has a student in the same grade level or grade level range. **You will create a TEAM NAME.**

Identify a child or small group of children that can participate in a short math lesson. It is fine to use your own child, a neighbor, a friend's child, or a child you know from church, etc. As a last resort, you can use children from your field

experience. Children from Waterford Oaks Elementary in Cedar Hill ISD are also a possible option for this assignment. More details will be available about Waterford Oaks in Class. **Try to find students you can video for this assignment. However, if this is not possible, you can still film your activity without filming the child or children.**

Identify a math concept and **Texas Essential Knowledge and Skills (TEKS)** that would be appropriate for the age or grade level of identified students. Next, work together to complete the following steps.

Step 1: Lesson Plan (15 points)

In a group of three teachers, plan a math activity or game as a lesson. (15-20 minutes).

Frame the lesson. See the following video resource for ideas: <https://www.youtube.com/watch?v=3IMoGc9Vluc>

Write a lesson plan that includes:

0. Objective
1. We Will and I Will statements
2. Engagement (Hook)
3. Materials
4. Technology
5. Procedures
6. Assessment

Step 2: Activity Interaction (15 Points)

Each partner will teach the lesson with a separate student or separate group of students. Film yourself using your phone, computer, or tablet for 10 minutes delivering the instruction and interacting with your student or group of students. Be sure to reference you team name and submit the assignment to Blackboard for individual credit and create an online discussion in Edmodo.

Example: The Crazy Teachers: www.youtube.com/blabla.com

Step 3: Video Reflection (10 Points) Each group member will watch the other lessons. The purpose of this is to reflect on your own experience teaching the lesson and compare it with the experiences of your partners. You need to have an on-line discussion in Edmodo. Make sure you title your posts with your team name, so I can follow the discussion.

Step 4: Reflection (10 points)

Together, with your partners, collaborate and submit a reflection that **COMPARES** your experiences. After discussion, you must each pick one question and write a reflection **comparing** your experiences. You must **reference** each other in your reflection. Put all three questions together in one document and each of you submit the same reflection to Blackboard. Make sure to identify your partners at the top of the document.

- How you modified your instruction as you went through the lesson
- What your student learned and how you know that they learned. Be very specific.
- Why learning did or did not occur. Be very specific.
- What you learned about teaching
- At least one insight you gained from watching the other videos in your group

Math Interactions Project – TK20 Key Assignment

The Math Interactions project consists of five parts:

(Each part will be posted in Blackboard at separate times. Upon completion of all 5 parts, they should be organized as detailed below and posted in TK20).

- **Introduction:** Summary of the project and what you learned
 - Write the summary last but use it as the first page.
- **Lesson plan #1** (must include manipulatives)
- **Reflection on activity #1**
- **Lesson plan #2** (must include technology, and internet resources are encouraged)
- **Reflection on activity #2**



Identify a child or small group of children that you will be able to do a short math lesson. It is fine to use your own children, a neighbor, a friend's child, or a child you know from church, etc. As a last resort, you can use children from your field experience if the district and classroom can allow it. **It would be better for you to pick students you can video. It is ideal for you to pick children whom you can video, but if this is not possible you can still film your activity without taping the children.**

Next, identify a math concept and **Texas Essential Knowledge and Skills (TEKS)** that would be appropriate for the age or grade level.

Plan a short math activity or game (10-15 minutes).

There are three steps to this activity as detailed below. Each step has to be posted to Blackboard at separate dates. Posting to Edmodo will be optional, but beneficial for feedback. It is extremely important to be timely in your submissions. Remember, all three of these steps will be repeated twice because you will be doing to lessons with your students.

Step 1: Write lesson plans that include:

- The **TEKS** that match your activity as your objectives. (Use the content standards, not just process standards)
- The procedure that explains how the manipulatives and/or technology will be used
- The assessment that you will use to check the children's understanding. Make sure your assessment activity matches your objectives and clearly measures and shows evidence of student learning.

The lesson plans can follow any format you like as long as it is clear and complete. The lesson plan should be one to two full pages double-spaced (at least 200 words).

Share your lesson plan with your group in class or as directed by your instructor. Ask if you have any questions.

Step 2: Conduct your activities with the child or children. Videotape yourself delivering the instruction and leading the activities for each lesson. You will do **2 videos, one for each lesson.** **Do not include children in your video unless you have parental permission in writing to do so.**

Step 3: Write a reflection that includes:

- A description of the child or children (number of children, grade level, etc.)
- How you modified your instruction as you went through the lesson
- What students learned and how you know that they learned. Be very specific about learning evidence
- Why learning did or did not occur. Be very specific about learning evidence
- What you learned about teaching

The reflection should be one to two full pages double-spaced (between 200 and 300 words). You will turn in the link to your video tape of your lesson with your written reflection in Blackboard.

Write a summary of the entire project and what you learned. Your summary should be one – two paragraphs, followed by one paragraph telling what you learned. This summary should be used as an introduction when you assemble the five parts. Specifically, you will assemble the 5 parts into one document, and the one document will be uploaded. One page in length is sufficient.

The Math Interactions project must be submitted to TK20 in the Courses tab. (It is a Key Assignment.) You must click **SUBMIT**. **Do not upload the videos to TK20.**

Section 4 of TK20

Students will need to complete Section 4 of Checkpoint 2. **Be sure to review carefully Standards 9 and 10 of the INTASC standards. Your writing must show evidence of thorough understanding of the performances, essential knowledge, and critical dispositions of each standard.** Please be sure to review the rubric in Blackboard before you submit the assignment. After your assignment is graded in Blackboard, make any corrections or additions needed and upload it to TK20. You will need to do the following to complete this section of the portfolio:

- Obtain at least one document (**artifact**) to represent Standard 9 (Professional Learning and Ethical Practice).
- Write an evaluative **reflection** of about 200 – 300 words explaining what Standard 9 means to you and why you are using this artifact.
- Obtain at least one document (**artifact**) to represent Standard 10 (Leadership and Collaboration).
- Write an evaluative **reflection** of about explaining what Standard 10 means to you and why you chose the artifact selected.
- Instead of answering the reflection question for the **section 4 cover sheet**, please answer these questions instead:

What have you learned about Professional Responsibility (standards 9 and 10) this semester? Think about what you have learned in your university courses and your field experience. **How has your understanding of standards 9 and 10 changed or deepened since you completed Checkpoint 1?**

Remember to discuss the following:

- Ongoing professional learning
- The effects of teachers' choices on learners, families, other professionals, and the community
- Leadership roles for teachers
- Collaborating with learners, families, colleagues, and other school professionals.

Give specific examples of experiences that you have had this semester that have changed your thinking in these areas.

The three parts above (standard 9, standard 10, section reflection) need to be submitted to TK20 with the artifacts uploaded as attachments. Copy and paste the parts into Section 4 of Checkpoint 2 in TK20.

You need a cumulative score of 3 or 4 to “pass” Section 4. Your responses to the three parts should total AT LEAST 600 words. Writing 600 words does not guarantee a score of 3. You will need to write significantly more than 600 words to score a 4. Remember that your writing needs to be specific with meaningful and thorough substance and without spelling and grammar errors.

Discussion Assignments

Discussion assignments in this course are designed for you to observe math instruction in a classroom setting and critically evaluate the delivery of the content and instructional methods. Your assignments will consist of viewing the

assigned link in the module for the week, answering the question provided on the Discussion Board, and responding to a post from two other classmates. Your initial post that answers the Discussion Board question is due two days after your class meets each week. Responses to classmates are due before the start of the next module. (For example, if your class meets every Tuesday, your first post is due Thursday before midnight, and your response is due the following Monday before midnight). Here are a few ideas for responding to classmates:

- Sharing an insight gained from the post
- Validating someone's point of view
- Making a suggestion

Be sure to respond to at least two classmates, and respond in ways that evidence a deep reflection of the assignment and conversation. Please avoid surface level responses such as "I like the way," or "My favorite part."

Math Quizzes – Blackboard

The math quizzes are designed to give you individualized practice with the content and strategies presented in class and throughout the course. Keep in mind that the quizzes are timed. After you submit your answers, you will receive immediate feedback **after the due date** that will help you prepare for the mid-term and final exam. Math quizzes must be taken on or before the due date determined by the instructor. **Since feedback is made available after the quiz due date, you may not get points for quizzes after the due date.**

Article Quizzes - Blackboard

The purposes of the article quizzes are for students to examine research and use this information to demonstrate an understanding of how young children learn math concepts. Article quizzes are multiple-choice and timed. Article quizzes must be taken on or before the due date determined by the instructor.

Teacher Interview Paper

The purpose of the Teacher Interview paper is to learn how practicing teachers implement InTASC Standard #9 (Professional Learning and Ethical Practice) and Standard #10 (Leadership and Collaboration). First, read InTASC standards 9 and 10 (pages 18 and 19). Then, contact a practicing teacher and set up an interview. The interview must be a face-to-face meeting, and you will include the date of the interview, time, and email contact for the teacher you interview. Phone conversations are not acceptable, and please do not email copies of the questions for the teacher to prepare ahead or send answers. You will need about 20-30 minutes during the day, before, or afterschool. Before the interview, read the questions below and think about which ones you want to make sure you ask. Think about whether there are any other questions related to Standards 9 and 10 that you would like to ask. Plan how you will record the answers (tape record or take notes?) During the interview, feel free to ask any follow-up questions that occur to you. Make sure you THANK the teacher for taking the time to help you. Sample Questions for the Teacher Interview for 4350 Mathematics in Grades EC - 8:

Math Specific (You must pick at least 2 of these questions):

1. What type of math professional development activities have you participated in? Which were most helpful to you?
2. How would you describe your overall experiences learning math?
3. How do you keep up with the latest changes in math instruction? Can you give a specific example?
4. How does the way you were taught math compare to the way you teach math to your students today?
5. What are some strategies you have used with your students who struggle to learn math?
6. How do you communicate with parents concerning the latest strategies for math instruction?

General:

1. What other types of professional development activities have you participated in? Which were most helpful to you?
2. How do you use self-assessment to continue to improve your teaching? Can you give a specific example?
3. How do you think your personal identity (gender, race, background) and prior experience affect your perceptions and expectations?
4. What legal and ethical requirements exist for teachers? (For example, can you talk about confidentiality?)
5. Do you belong to an instructional team? If so, how do you take an active role on that team?
6. In addition to the instructional team, what other school professionals do you work with? How do you establish and maintain good relationships with other teachers and with school administrators?
7. How do you establish communication with families? Is it difficult when families come from a different culture or speak a different language?
8. Do you ever find it necessary to advocate for students? If so, can you give a specific example?

Write a three-page paper that summarizes the interview. USE MICROSOFT WORD; please do NOT submit a PDF. The paper should be double-spaced. Use Times New Roman 12-point font and 1-inch margins. The paper should be at least 900 words long.

Papers are expected to have minimal spelling and grammar mistakes. Students are encouraged to take advantage of the services offered in the UNT Dallas Writing Center.

A late penalty will apply to papers submitted after the due date. Papers that are more than two weeks late will not be accepted.

The Teacher Interview paper should be submitted to TK20 as one of the artifacts (documents) for Section 4. The Teacher Interview is NOT a Key Assignment, so it does NOT go in the Courses tab.

Grade Level Intervention Activities Project

Response to Intervention (RTI) is a comprehensive way of offering differentiated instruction to all students based on assessment results. The general intentions are to:

1. Provide a systematic approach to intervention with documentation as an important step before students are referred for special education.
2. Show that steps were taken to ensure a fair and thorough intervention process so that students are not referred to Special Education unnecessarily. See **Wrights Law** online for more detailed information.

Teachers are required to use research-based methods of instruction for intervention over a predefined period timeframe. These intervention activities are in addition to your regular lessons, and they are for students who are not showing evidence of mastering the content. You will keep documentation of each student's progress, and this will be added to other information to submit to the Special Education staff if a referral for special education is made.

The state requires 30 minutes of additional intervention for students who have failed a tested subject. Your school district will give you information about the specific procedures followed to implement RTI intervention. A common practice for all district RTI implementation is that **you decide** specific activities for each tier of students. You will have to provide this intervention along with your team at your school. **Your focus will be on Tier 2 students.** Depending on the model adopted in your school, you may also be providing services to Tier 3 students. The idea that you will have every student on a Tier 1 level of instruction is an extremely idealistic point of view. That won't ever happen. You are being trained to provide instruction for each Tier level. The purpose of this assignment is to help prepare you for math intervention in your classroom.

An example of an effective intervention time may look like this:

I have 5 in a small group at a table with me. I have five students doing computer activities such as Think Through Math or Coolmath.com. I have 2-3 other groups doing center activities. This is our focus. Some of these groups are Tier 1 students, and some will be Tier 2. You must provide them with engaging activities to help support their Tier 1 instruction.

Your assignment:

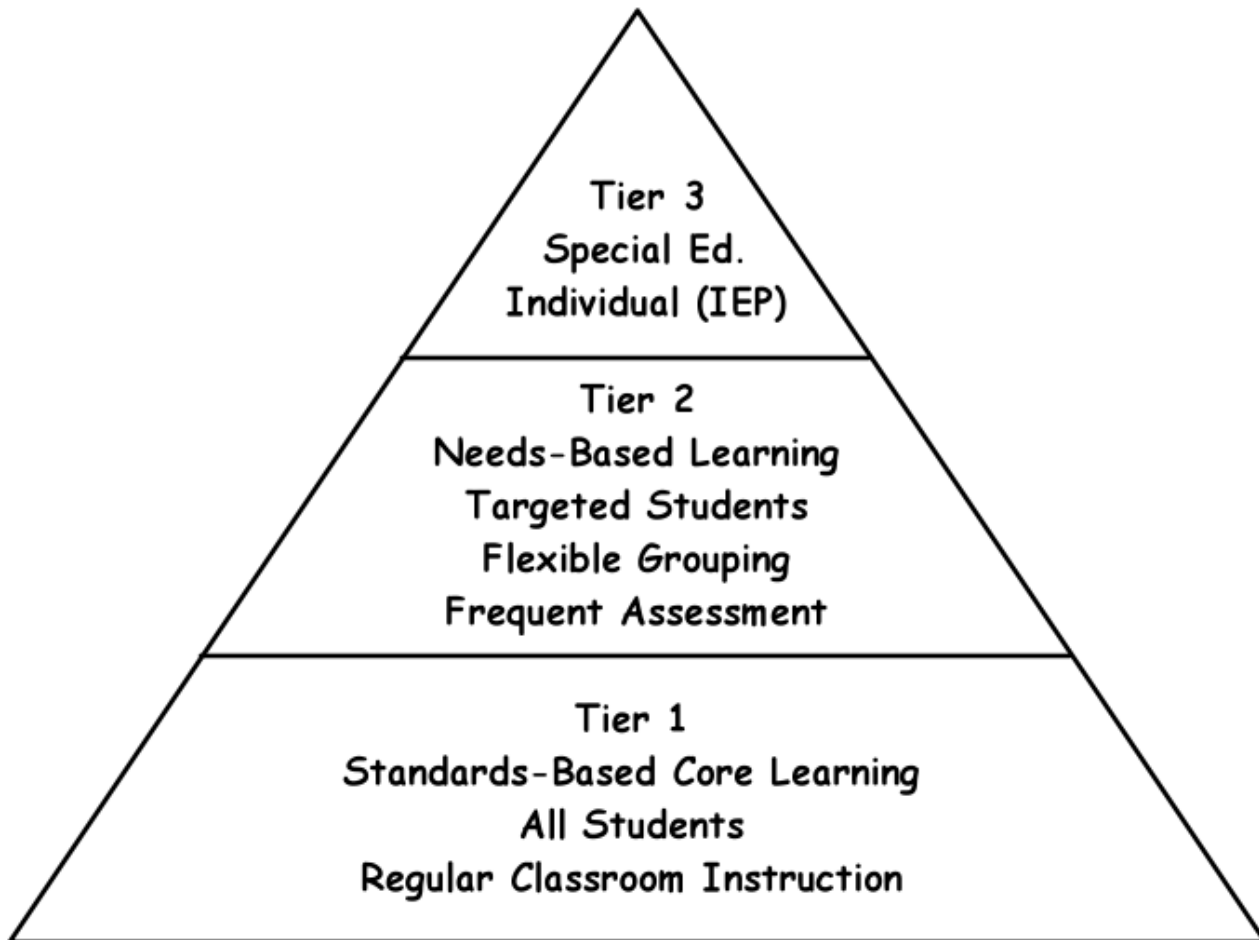
Choose a grade level kindergarten – sixth and research intervention activities that can be done with Tier 1, Tier 2, and Tier 3 students.

In class, students will be assigned to groups based on whether you are interested in working with upper or lower grade students. Each one of you will research and demonstrate two intervention activities for your assigned grade level(s). That means a group of 3 pre-service teachers will research or create 6 center activities. Each activity will have to be from a separate TEK. You will research or create an activity that can be done in small groups or individually. (Group configurations may vary depending on class enrollment and options for student and community involvement).

Create a short videotape of yourself showing other teachers your game and how to play it with students.

RTI - Response to Intervention

Rubric



Activities	Points
Instructions – Provide clear and understandable instructions for the teacher and student.	10
Materials – List or provide materials for your game. I expect your activity to be used with both purchased manipulatives or created manipulatives. Please provide a copy of the game board, activity, and template for teacher made materials for each person on your team and an extra set	20

to give to the teachers of students with whom you will use the games. Each student in the class should be able to create your activity. You may post template materials on EDMODO along with your video.	
Video – Create a video explaining how to do your activities. Demonstrate it with your peers and post it on YouTube. Create a link in Edmodo.	20
Presentation of your activities in class at our Math Intervention Extravaganza. You and your partners will have a table set up with your activities. You will take turns demonstrating your activities while your peers rotate from table to table. This means you must be familiar with your team’s activities.	20
Provide a bibliography for the activities you found. You may NOT use copyrighted work unless you give the credit to the source. Good teachers research what other teachers do and then change it to make it their own. As long as you give credit to the person who made it, you can use it for educational purposes unless it is a copyrighted work that specifically puts limitations on how you can use it. Be sure to focus on how we can use the activity to help students on a specific objective.	10
Reflection – Write a one to two-page reflection explaining what you learned from this project and how you will use what you learned from it in your class.	50
Timely Submission – Upload everything to Edmodo.com according to class directions. After everything is on Edmodo, turn in your Reflection to Blackboard for your final grade	20

Field Experience Requirements

All students enrolled in EDEE 4350 are required to complete 20 hours of field experience in an elementary or middle school. This requirement applies to students seeking EC-6 certification and to those seeking Math 4-8 certification. Students must observe math classes for a significant portion of the 20 hours. Field experience logs must be kept and turned in to the instructor by the end of the semester before final grades.

The following is a list of suggested activities for the teacher candidate to engage in during the field experience.

1. Sit with a teacher as he or she plans a math lesson. Ask the teacher to explain the parts of the lesson plan. For example, what is the objective of the lesson? What assessment will be used?
2. Attend a joint-planning meeting in which several teachers meet to discuss upcoming lessons.
3. Observe a math lesson from beginning to end. Take notes on assessment, classroom management, dialog, and student engagement.
4. Help a single student or a small group of students with a math activity or assignment. For example, this can be done at a learning center or in a tutoring situation.
5. Write a lesson plan for a short math activity, game, or lesson that could be conducted with a small group of students. Review your plans with the teacher. Conduct your activity with students. **(This could be part of the Math Interactions project.)**

Attendance and Participation

Since this course is hybrid, your class attendance and participation grade include coming to class and online participation. **Students who are absent from class for any reason will not receive attendance points for that day.** If you are late to class by more than 10 minutes, it will affect your attendance grade. **In the day section of this course, all students will be asked to commit to arriving 30 minutes before class starts at least one time in the semester to help set up materials for the day.** Please arrive to class on time and ready to participate in discussions and class activities each week. The course is designed for everyone to be very interactive. Discussions, group sharing, and presentations are included with each class session. Your input is valued and sought after each class period.

“Participation” includes paying attention and participating in group math activities and discussion (staying on topic). Please use technology for note-taking and other activities related to the class. **This course is designed for active participation, not for you just to sit and hear a lecture or just do math problems the entire time.**

Participation also includes the activities you complete during your Field Experience and making sure you turn in that documentation to your instructor on the assigned date.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDisability@untDallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at

http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette":

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>.

Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untdallas.edu/dlit/ecampus/requirements>
- <https://blackboard.secure.force.com/publickbarticleview?id=kAB700000008Oom>
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html