

University of North Texas at Dallas
Spring 2015
SYLLABUS

EDEE 4350-021 Mathematics in Elementary Grades EC-8 3Hrs	
Instructor Name:	Mark Moss
Office Location:	No Office
Office Phone	Cell: 214-927-9350
Email Address:	John.Moss@untdallas.edu
Office Hours:	Appointments only. I am always available after class.
Class Location:	DAL 1 Room 348.2
Class Times:	Tuesdays 5:00 p.m. – 6:50 p.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.
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/
Course Goals or Overview:	
<ol style="list-style-type: none"> 1. The goal of this course is to prepare teachers to teach elementary-school mathematics. 2. Students will learn how to implement the recommendations of the National Council of Teachers of Mathematics (NCTM). 3. Students will learn how to use curriculum materials, manipulatives, and technology in math education. 4. Students will learn how to integrate literature, arts, music, and theater into mathematics instruction. 5. Students will examine the developmental milestone of how children learn mathematics and use this information to plan instruction for students in grades EC-8. 	

Learning Objectives: By the end of this course, the student will understand...
I Number Concepts Texas Mathematics Generalist EC-6 Standard I: Number Concepts InTASC Standard 4: Content Knowledge
II Patterns and Algebra Texas Mathematics Generalist EC-6 Standard II: Patterns and Algebra InTASC Standard 4: Content Knowledge
III Geometry and Measurement Texas Mathematics Generalist EC-6 Standard III: Geometry and Measurement InTASC Standard 4: Content Knowledge
IV Probability and Statistics Texas Mathematics Generalist EC-6 Standard IV: Probability and Statistics InTASC Standard 4: Content Knowledge
V Mathematical Processes Texas Mathematics Generalist EC-6 Standard V: Mathematical Processes InTASC Standard 4: Content Knowledge
VI Mathematical Perspectives Texas Mathematics Generalist EC-6 Standard VI: Mathematical Perspectives InTASC Standard 4: Content Knowledge
VII Mathematical Learning and Instruction Texas Mathematics Generalist EC-6 Standard VII: Mathematical Learning and Instruction InTASC Standard 1: Learner Development
VIII Mathematical Assessment Texas Mathematics Generalist EC-6 Standard VIII: Mathematical Assessment InTASC Standard 6: Assessment
IX Professional Development Texas Mathematics Generalist EC-6 Standard IX: Professional Development InTASC Standard 9: Professional Learning and Ethical Practice
English Language Arts and Reading Generalist EC-6 Standard IV Literacy Development and Practice: Teachers use a variety of contexts to support the development of young students' literacy.

Course Evaluation Methods

Instrument	Points	SLO	MGS
Class Introduction Assignment and Edmodo Sign-Up	50		Mathematics Generalist Standards I, II, III, IV, V, VI, VII, VIII
Math Interactions Project – TK20 Key Assignment	150	1, 3	Mathematics Generalist Standards VII, VIII, IX
Checkpoint 2 Section 4 Standards 9 and 10 TK20 Assignment	100	1,3,4	Mathematics Generalist Standard IX InTASC Standards 9 and 10
Discussions – Blackboard	100	1,2,3,4	Mathematics Generalist Standards I, II, III, IV, V, VI, VII, VIII
Math Quizzes – Blackboard (five quizzes at 20 points each)	100	1,2,4	Mathematics Generalist Standards I, II, III, IV, V, VI, VII, VIII
Teacher Interview and/or Campus Parent Night (Options for Standard Artifacts)	50	1	Mathematics Generalist Standard IX InTASC Standards 9 and 10
Mid Term Exam	100	1,2,4	Mathematics Generalist Standards I, II, III, IV, V, VI, VII, VIII
Article Quizzes – Blackboard (five quizzes at 10 points each)	50	2,3,4	Mathematics Generalist Standards I, II, III, IV, V, VI, VII, VIII
Grade level Intervention Activities Project	150	2,3	Mathematics Generalist Standards Mathematics Generalist Standards I, II, III, IV, V, VI, VII, VIII
Final Exam	100	1,2,3,4	Mathematics Generalist Standards I, II, III, IV, V, VI, VII, VIII
Attendance and Participation (Including turning in your Field Experience documentation)	50		
Total:	1,000		

Assignment Submission Guidelines

Students are responsible for ensuring that assignments are submitted to the correct place and in the correct format. Assignments that are submitted to the wrong place or in the wrong format will be considered late or will not be accepted.

All assignments must be submitted to Blackboard unless the instructor give other directions in the syllabus or in class.

The following assignments must be submitted to TK20:

- Math Interactions project (click on Courses tab). You need to SUBMIT the Key Assignment.
- Checkpoint 2 Section 4 Standard Artifacts and Reflections, including the Region 10 online math training

Students who need help with Blackboard should contact UNTD Distance Learning and Instructional Technologies at 972-338-1606. Students who need help with TK20 should contact Irene Frank at 940.369.5157 or Irene.Frank@unt.edu. Students who need assistance with the Region 10 math courses should contact the Region 10 Help Desk at helpdesk@region10.org or call 972.348.1234. **Difficulty with technology is not an excuse to turn an assignment in late.**

All assignments must be submitted as Microsoft Word documents. PDFs will not be accepted.

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.


Late Assignments

A late penalty of 5 points a day will apply to papers or assignments submitted after the due date.
Papers or assignments that are more than two weeks late will not receive points. Too many missing and late assignments will put you at risk of not passing the class.

No assignments will be accepted after the final exam or after the last day of class without prior permission from the instructor.






Course Outline






This schedule is subject to change by the instructor.







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






 **BLUE** indicates a **test or quiz.**







 **GREEN** indicates a **Module Discussion Assignment**








Module	Class and Online Activities	Class Assignments Due Dates	SLO's
<p>Module 1 January 21 – January 27</p>	<p>Math Standard 1: Numbers Counting and Number Sense</p> <p>ELAR Standard 4: Literature Related to Counting</p> <p>Face-to-Face</p> <ul style="list-style-type: none"> • Discuss course requirements and content and process standards • Video: The Ants Go Marching (Music and Theater) • Basic Number Concepts • Video: Ten Frames <p>Online Module 1:</p> <p>Videos</p> <ul style="list-style-type: none"> • Math Buddies <p>Required Articles</p> <ul style="list-style-type: none"> • Article 1 - Number Concepts and Special Needs Students • Article 2 - Experiences to Help Children Learn to Count On 	<p></p> <p>About Me/Us Assignment on Edmodo.com (Create your account as a Teacher) Due January 30th</p> <p></p> <p>Math Buddies Module 1 Discussion Assignment Due January 27</p> <p></p> <p>Standards 9 and 10 Make plans for which artifacts you choose to use. One is due February 17 One is due March 3</p>	<p>1,2,3,4</p>
<p>Module 2 January 28 – February 3</p>	<p>Math Standard 1: Numbers Understanding Operations and Mastering Basic Facts</p> <p>ELAR Standard 4: Literature Related to the Four Operations</p> <p>Face-to-Face</p> <ul style="list-style-type: none"> • Use ten frames and hundreds charts • Read <i>Children's Literature</i> <p>Online Module 2:</p> <p>Videos</p> <ul style="list-style-type: none"> • Amazing Equations <p>Required Articles</p> <ul style="list-style-type: none"> • Article 3 - Developing Thinking Strategies for Addition Facts • Article 4 - Sharing Beans with Friends • 	<p></p> <p>On-line Math Quiz 1 Modules 1-2 Due February 3</p> <p></p> <p>Dino Math Module 2 Discussion Due February 3</p>	<p>1,2,3</p>

<p>Module 3 February 4 – February 10</p>	<p>Math Standard 1: Numbers Place Value Face-to-Face Base-ten blocks Online Module 3: Videos</p> <ul style="list-style-type: none"> Place Value Centers <p>Required Articles</p> <ul style="list-style-type: none"> Article 5 - 10 Big Math Ideas by Marilyn Burns Article 6 - Disequilibrium & Questioning 	<p> Article Quiz 1 (Read all articles in Modules 1-3) Due February 10</p> <p> Math Interactions Activity 1 - Step 1 Post DRAFT lesson plan in Edmodo along with your video. Due February 10th. Peer comments should be posted by February 12th.</p> <p> Place Value Centers Discussion Due February 10</p>	<p>1,2,3,4</p>
<p>Module 4 February 11 – February 17</p>	<p>Math Standard 1: Numbers Addition and Subtraction with Large Numbers Face-to-Face</p> <ul style="list-style-type: none"> Use base-ten blocks to model addition and subtraction <p>Online Module 4: Web Quest Addition and Subtraction websites.</p>	<p> Math Quiz 2 Modules 3 – 4 Due February 17</p> <p> Web Quest Due February 17</p> <p>Standards 9 or 10 reflection and artifact posted in Blackboard Due February 17</p>	<p>1,2,3</p>

<p>Module 5 February 18 – February 24</p>	<p>Math Standard 1: Numbers Multiplication and Division with Large Numbers</p> <p>Face-to-Face</p> <ul style="list-style-type: none"> • Discuss and practice multiplication and division methods • Multiplication Strategies <p>Online Module 5:</p> <ul style="list-style-type: none"> • Multiplication Strategies Video 	<p></p> <p>Math Interactions Activity 1 - Step 2 Video linked to Blackboard and reflection posted in Blackboard Due February 24</p> <p></p> <p>Article Quiz 2 (Articles 4-6) Due February 24</p> <p></p> <p>Multiplication Strategies Discussion Due February 24</p>	<p>1,2,3</p>
<p>Module 6 February 25 – March 3</p>	<p>Math Standard 1: Numbers: Fractions & Decimals</p> <p>ELAR Standard 4: Literature Related to Fractions</p> <p>Face-to-Face</p> <ul style="list-style-type: none"> • Fractions – Developing Concepts • Using manipulatives <p>Online Module 6:</p> <ul style="list-style-type: none"> • Sharing Cookies • Meter Cords 	<p></p> <p>Math Quiz 3 Modules 5 – 6 Due March 3</p> <p></p> <p>Standards 9 or 10 reflection and artifact posted in Blackboard Due March 3</p> <p></p> <p>Sharing Cookies and Meter Cords Discussion Due March 3</p>	<p>1,2,3</p>

<p>Module 7 March 4 – March 10</p>	<p>Math Standard 1: Numbers Money, Time, Temperature ELAR Standard 4: Literature Related to Money Face-to-Face</p> <ul style="list-style-type: none"> • Discuss STAAR questions • Review Children’s Literature <p>Online Module 7:</p> <ul style="list-style-type: none"> • How Long is a Minute? <p>Required Article</p> <ul style="list-style-type: none"> • Article 7 - Making Sense of Cents 	<p> Math Interactions Activity 2 – Step 1 Post Lesson Plan No Video Required Discuss in class Due March 10</p> <p> How Long is a Minute Discussion Due March 10</p> <p> Mid Term Exam March 11</p>	
<p>March 11 – March 24</p>	<p>Mid Term Exam</p> <ul style="list-style-type: none"> • Mostly Multiple Choice • Proctor TBD • The test will be over Weeks 1 - 6 		<p>1,2,3,4</p>
<p>Module 8 March 25 – March 31</p>	<p>Math Standard 2: Patterns & Algebra ELAR Standard 4: Literature Related to Patterns Face-to-Face</p> <ul style="list-style-type: none"> • Make patterns with musical instruments • Read <p>Online Module 8:</p> <p>Video</p> <ul style="list-style-type: none"> • People Patterns <p>Required Articles</p> <ul style="list-style-type: none"> • Article 8 - Sorting and Patterning in Kindergarten • Article 9 - Matthew’s Thinking About Patterns 	<p> Article Quiz #3 (Read articles 7 - 9) Due March 31</p> <p> How Long is a Minute Discussion Due March 10</p>	<p>1,2,3,4</p>

<p>Module 9 April 1 – April 7</p>	<p>Math Standard 2: Number Theory Face-to-Face</p> <ul style="list-style-type: none"> Investigate factors, multiples, prime and composite numbers Form Groups for Intervention Activities Project <p>Online Module 9: Video</p> <ul style="list-style-type: none"> Prime and Composite 	<p> Math Interactions Activity 2 – Step 2 Video linked to Blackboard and reflection posted in Blackboard Due April 7</p> <p> Math Quiz 3 (Modules 7 – 9)</p> <p> Prime and Composite Discussion Due April 7</p>	<p>1,2,3</p>
<p>Module 10 April 8 – April 14</p>	<p>Math Standard 3: Geometry: two-dimensional and three dimensional shapes</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: Required Articles</p> <ul style="list-style-type: none"> Article 10 - Developing Geometric Thinking Article 11 - Through Activities that Begin with Play Shape Up! <p>Videos</p> <ul style="list-style-type: none"> Shapes from Squares A Rocket Shape 	<p> Math Interactions Step 3 Post your summary. lesson plan 1 and reflection, and lesson plan 2 and Reflection all in one file. Postto Blackboard Due April 14</p> <p> Shapes from Squares and A Rocket Shape Discussion Due April 14</p> <p> Article Quiz #4 (Read articles 10 -11) Due April 21</p>	<p>1,2,3,4</p>

<p>Module 11 April 15 – April 21</p>	<p>Math Standard 3: Measurement ELA Standard 4: Literature Related to Measurement</p> <p>Math Standard 3: Measurement Face-to-Face</p> <ul style="list-style-type: none"> • Use manipulatives to measure • Read <i>Measuring Penny</i> <p>Online Module 11:</p> <ul style="list-style-type: none"> • Gallon Man and King G <p>Required Article</p> <ul style="list-style-type: none"> • Article 12 - A Case of Units 	<p></p> <p>Intervention Activity #1 Video, Procedures, and manipulatives posted in Edmodo.com Due April 21</p> <p></p> <p>Gallon Man and King G Discussion Due April 21</p>	<p>1,2,3,4</p>
<p>Module 12 April 22 – April 28</p>	<p>Math Standard 3: Measurement: Area and Perimeter</p> <p>Face-to-Face</p> <ul style="list-style-type: none"> • Use square tiles to investigate area and perimeter <p>Online Module 12:</p> <p>Required Article</p> <ul style="list-style-type: none"> • Article 13 - I Scream, You Scream: Data Analysis with Kindergarteners 	<p></p> <p>Article Quiz #5 (Read articles 12 and 13) Due April 28</p> <p></p> <p>No Discussion</p> <p></p> <p>Intervention Activity #2 video, procedures, and manipulatives posted in Edmodo.com Due April 28</p>	<p>1,2,3</p>
<p>Module 13 April 29 – May 5</p>	<p>Math Standard 4: Data Analysis, Probability and Statistics</p> <p>Face-to-Face</p> <ul style="list-style-type: none"> • Build a graph <p>Online Module 13:</p> <p>Videos</p> <ul style="list-style-type: none"> • Ladybugs • Marshmallows • Dice Toss 	<p></p> <p>Math Quiz 5 (Modules 10 – 12) Due May 5</p> <p></p> <p>Ladybugs, Marshmallows, and Dice Toss Discussion Due May 5</p>	<p>1,2,3</p>

Module 15 May 6 – May 12	Math Intervention Games Extravaganza or Make up Day	No Discussion	
Finals Week May 13	Final Exam (Comprehensive) Watch for class announcements about specific dates, locations, and times of final exams.		

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 too. 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 teacher 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. 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 between 100 and 200 words long and answer the following questions:

Write a little about yourself.

- i. Where you were raised?
- ii. How old are you?
- iii. What language are you most comfortable with?
- iv. Do you feel like your ethnicity may have affected your education experience?
- 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.

The image displays two screenshots of the Edmodo 'Note' creation interface. The top screenshot shows the empty form with a title field and a text area. The bottom screenshot shows a completed post with the title 'Feelings Towards Math' and the text 'Math is where I thrived at an early age in Elementary School. It was...'. Both screenshots show a navigation bar with options like Note, Alert, Assignment, Quiz, Poll, and Snapshot, and a 'Send' button.

After 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 either 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.

All posts 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 if needed.

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 bellow 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)
- **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 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. **It would be better for you to pick a student you can video. If this is not possible, you can still film your activity without filming the child.**

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).

Steps 1 and 2 of this assignment will be repeated twice. Step 3 is the final part to the assignment. Each step will be posted to either Edmodo or Blackboard as directed in the syllabus on specific dates. 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 two separate lessons with your students.

Step: 1 Write lesson plans that includes:

- 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 achievement

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).

Video Post – This will only be done on the first activity. Post your lesson plan via Edmodo as directed by your instructor. Post a 2-3 minute video explaining the procedures, manipulatives, technology, and assessments you plan to use in your lesson. You will need to watch at least two other lessons presented by your peers and make a post on each of them. This portion of the Math Interactions Assignment is worth 20 points.

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

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.
- Why learning did or did not occur. Be very specific.
- What you learned about teaching

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

Step 3) Write a summary of the entire project and what you learned. This summary should be used as an introduction when you assemble the five parts. Your summary should be one – two paragraphs, followed by one paragraph telling what you learned. 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. You will need to:

- Obtain at least one document (**artifact**) to represent Standard 9 (Professional Learning and Ethical Practice). **You may use the Teacher Interview Paper, Campus Parent Night for Math, or a Math workshop you were able to attend.**
- Write a paragraph 200 – 300 explaining what Standard 9 means to you and why you chose this document.
- Obtain at least one document (**artifact**) to represent Standard 10 (Leadership and Collaboration).
- Write a paragraph explaining what Standard 10 means to you and why you chose this document. **You may use the Teacher Interview Paper, Campus Parent Night for Math, or the Grade Level Intervention Activities Project for this standard.**
- Instead of answering the reflection question for section 4, please answer this question 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 in your field experience. How has your understanding of standards 9 and 10 changed 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, reflection) need to be submitted to TK20 in TWO places. Type all three parts into ONE Word document and upload to Blackboard. Also, copy and paste the parts into Section 4 of Checkpoint 2 in TK20.

You need a 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.

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 for 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 of time. 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 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:

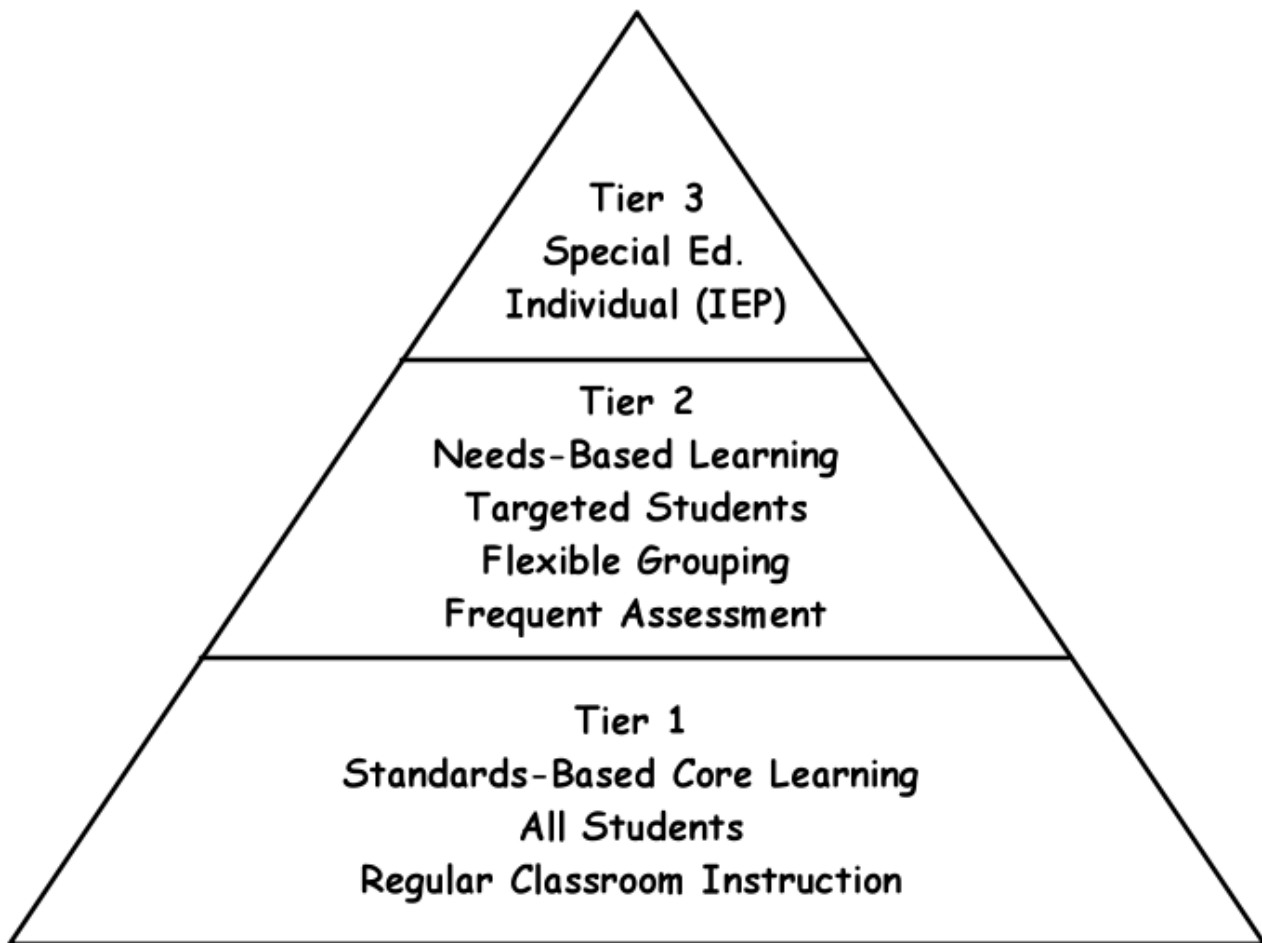
I have 5 in a small group at a table with me. I have five students doing computer activities such as Think Through Math or Coolmath.com. I have 2-3 other groups doing center activities. This is our focus. Some of these groups are Tier 1 students and some will be Tier 2. You must provide them with engaging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

Find a small group of classmates (two to four people including yourself) who are interested in the same grade level. Each one of you will research and demonstrate two intervention activities for your grade level. 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 group or individually.

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 activity. The activity should be used with both purchased manipulatives or created manipulatives. Please provide a copy of the game board, activity, and template for teacher made materials. Each student in the class should be able to create your activity. To save money, you may post template materials on EDMODO along with your video.	20
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.	40
Present 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 adapt it for their needs. 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.	20
Reflection – Write a one-page reflection explaining what your learned from this project and how you will use it in your class.	30
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	10

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. You will need about 20-30 minutes.

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 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?

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.

Campus Parent Night for Math

Many elementary campuses have parent night workshops to prepare students and families for the 3rd – 5th grade STAAR exams. You can attend one at the campus of your field experience or the one for your own children and use that experience for your Standard 9 or Standard 10 Checkpoint 2 portfolio. The artifact could be the school program or information sheet given to parents. Be sure that your involvement with the event pertains to math as much as possible.

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.

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, dialogue, 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.)

Module 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 another classmate. Your initial post that answers the Discussion Board question is due two days after your class meet 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

Feel free to 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 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.

Article Quizzes - Blackboard

The purpose 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.

Attendance and 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. All students will be asked to commit to arriving at 8:30 a.m. at least one time in the semester to help set up materials for the day.

“Participation” includes paying attention, participating in group math activities and discussion (staying on topic), not working on assignments for other classes, and listening to your peers. This course is designed for active participation, not just for you to sit and hear a lecture.

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):

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Teacher Education is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. 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.

Assignment Policy:

*Papers must be typed and submitted through Blackboard. Students should use APA format when writing papers. Late papers are accepted only with the instructor's prior approval. Generally, a late penalty will apply. In some circumstances, a student may be allowed to re-submit an assignment on which a low grade was achieved. However, **the student MUST obtain the instructor's approval to re-submit an assignment. Assignments must be re-submitted within two weeks of receiving feedback from the instructor.***

Exam Policy:

Students must notify the instructor prior to a test, quiz, or exam if they are unable to take the exam at the time scheduled. The availability of make-up exams will be determined on a case-by-case basis. Make-up exams may contain different questions than the original exam.

Academic Integrity:

Students are expected to abide by the University's code of conduct and Academic Dishonesty 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 Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas.

Attendance and Participation Policy:

Class attendance is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Students are also responsible to make up any work covered in class.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. 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 Center for Student Rights and Responsibilities as the instructor deems appropriate.