



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

EDEE 4350-021		Mathematics in Elementary EC-8		3 Credit Hours	
Department of	Teacher Education and Administration	School of	Education and Human Services		
Instructor Name:		Mark Moss			
Office Location:		No Office			
Office Phone:		No Phone: Contact through e-mail			
Email Address:		John.Moss@untdallas.edu			
Office Hours:		I am available before and after class, but appointment only.			
Classroom Location:		Dal. 1 Room 304			
Class Meeting Days & Times:		Wednesday 5:00 – 6:20			
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: phone: (972) 780-1616 web: http://www.untdallas.edu/library email: library@untdallas.edu UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com			
Course Goals or Overview: The goals of this course are as follows -					
Learning Objectives/Outcomes: At the end of this course, students will be able to:					
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.				






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**.








 **GREEN** indicates an **Online Activity or Discussion**




Schedule	Topic	Activities	Due Date
Module 1 August 24 - 30	Math Standard 1: Numbers Counting and Number Sense ELAR Standard 4: Literature Related to Counting SLO'S: 1, 2, 3, 4, 5	Face-to-Face <ul style="list-style-type: none"> Discuss course requirements and content and process standards Basic Number Concepts Video: Ten Frames On-line Module 1 Activity or Discussion: <ul style="list-style-type: none"> Math Buddies Video Discussion Response Required Articles <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 30</p>  <p>Discussion Response Math Buddies Due August 30</p>
Module 2 August 31 – September 6	Math Standard 1: Numbers Understanding Operations and Mastering Basic Facts ELAR Standard 4: Literature Related to the Four Operations SLO'S: 1, 2, 3	Face-to-Face <ul style="list-style-type: none"> Use ten frames and hundreds charts Read <i>Children's Literature</i> <i>Discuss Lesson Planning (Pick Partners)</i> On-line Module 2 Activity or Discussion: <ul style="list-style-type: none"> Amazing Equations Video Discussion Response Required Articles <ol style="list-style-type: none"> Developing Thinking Strategies for Addition Facts 	 <p>Collaborative Lesson Plan Due September 5th</p>  <p>On-line Math Quiz 1 Modules 1-2 Due September 6</p>  <p>Discussion Response Amazing Equations Due September 6</p>

<p style="text-align: center;">Module 3 September 7 – 13</p>	<p>Math Standard 1: Numbers Place Value</p> <p>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 Discussion Response <p>Required Articles</p> <ul style="list-style-type: none"> • Article 1-3 Quiz 	<p style="text-align: center;"> Article Quiz 1 (Quiz is over articles 1-6) Due September 13</p> <p style="text-align: center;"> Collaborative Lesson Post Video link in Edmodo Due September 12 Reflection Due September 16</p> <p style="text-align: center;"> Discussion Response Place Value Centers Due September 13</p>
<p style="text-align: center;">Module 4 September 14 – 20</p>	<p>Math Standard 1: Numbers Addition and Subtraction</p> <p>SLO'S: 1, 2, 3</p>	<p>Face-to-Face</p> <ul style="list-style-type: none"> • Use base-ten blocks to model addition and subtraction <p>Online Module 4 Activity or Discussion: None</p> <p>Required Articles</p> <ol style="list-style-type: none"> 4. Nothing Basic about Basic Facts 5. Strategies for Basic-Facts Instruction 	<p style="text-align: center;"> Math Interactions Activity 1 - Step 1 Post DRAFT lesson plan in Edmodo along with your video. Due Friday September 24</p> <p style="text-align: center;"> Math Quiz 2 Modules 3 – 4 Due September 20</p>
<p style="text-align: center;">Module 5 September 21 – 27</p>	<p>Math Standard 1: Numbers Multiplication and Division with Large Numbers</p> <p>SLO'S: 1, 2, 3</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 Activity or Discussion:</p> <ul style="list-style-type: none"> • Strategies Video <p>Required Articles</p> <ol style="list-style-type: none"> 6. Choosing the Right Tool 	<p style="text-align: center;"> Math Interactions Activity 1 - Step 2 Video linked to Blackboard and reflection posted in Blackboard Due September 30</p> <p style="text-align: center;"> Article Quiz 2 (Articles 7-8) Due September 27</p> <p style="text-align: center;"> Discussion Response Strategies Video Due September 27</p>

<p style="text-align: center;">Module 6 September 28 – October 4</p>	<p>Math Standard 1: Numbers: Fractions & Decimals ELAR Standard 4: Literature Related to Fractions</p> <p>SLO'S: 1, 2, 3</p>	<p>Face-to-Face</p> <ul style="list-style-type: none"> Fractions – Developing Concepts Using manipulatives <p>Online Module 6 Activity or Discussion:</p> <ol style="list-style-type: none"> 10 Big Math Ideas by Marilyn Burns (Group Discussion) Disequilibrium & Questioning (Group Discussion) 	<p style="text-align: center;"> Teacher Interview Due October 7</p> <p style="text-align: center;"> Math Quiz 3 Modules 5 – 6 Due October 4</p>
<p style="text-align: center;">Module 7 October 5 - 11</p>	<p>Math Standard 1: Numbers Financial Literacy, Time, Temperature ELAR Standard 4: Literature Related to Money</p> <p>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 – Penny Pot <p>Online Module 7 Activity or Discussion</p> <ul style="list-style-type: none"> How Long is a Minute? Video <p>Required Article</p> <ol style="list-style-type: none"> Making Sense of Cents 	<p style="text-align: center;"> Math Interactions Activity 2 – Step 1 Post Lesson Plan 2 in Edmodo Due October 14 Peer comments due October 17.</p> <p style="text-align: center;"> Discussion Response How Long is a Minute Due October 11</p>
<p style="text-align: center;">Module 8 October 12 - 18</p>	<p>Mid Term Exam</p> <ol style="list-style-type: none"> Mostly Multiple Choice Comprehensive test over Modules 1 - 7 	<p>Online Module 8 Activity or Discussion</p> <ul style="list-style-type: none"> None 	<p style="text-align: center;"> Section 4 Standard 9 or 10 Reflection on the Teacher Interview, Collaborative Lesson, or Online Training Due October 21 Post in Blackboard.</p> <p style="text-align: center;"> Mid Term Exam October 12</p>

<p style="text-align: center;">Module 9 October 19 - 25</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 • Form Groups for the Intervention Activities Project <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 <ul style="list-style-type: none"> • Article Quiz 3 (9, 10, and 11) 	<p style="text-align: center;"> Math Interactions Activity 2 – Step 2 Video linked to Blackboard and reflection posted in Blackboard Due October 28</p> <p style="text-align: center;"> Article Quiz #3 (Read articles 9-11) Due October 25</p> <p style="text-align: center;"> Discussion Response People Patterns Due October 25</p>
<p style="text-align: center;">Module 10 October 26 – November 1</p>	<p>Math Standard 3: 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 style="text-align: center;"> Math Quiz #4 Due November 1</p> <p style="text-align: center;"> Math Interactions Step 3 Post your summary, lesson plan 1 and reflection, and lesson plan 2 and Reflection all in one file. Post to Blackboard Due November 4</p>

<p style="text-align: center;">Module 11 November 2 – November 8</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</p> <ul style="list-style-type: none"> • A Case of Units <p>Online Module 11 Activity or Discussion</p> <p>14. Meter Cords</p> <ul style="list-style-type: none"> • Article Quiz #4 (12, 13, and 14) 	<p style="text-align: center;"> K-3rd Intervention Activity, Video, Procedures, and manipulative posted in Edmodo.com Due November 11</p> <p style="text-align: center;"> Discussion Response Meter Cords Due November 8</p> <p style="text-align: center;"> Article Quiz #4 (Read articles 12 - 14) Due November 8</p>
<p style="text-align: center;">Module 12 November 9 – 15</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:</p> <ul style="list-style-type: none"> • Gallon Man and King G Activity <p>Required Article</p> <p>15. A Case of Units</p>	<p style="text-align: center;"> 4th Grade Intervention Activity, Video, Procedures, and manipulative posted in Edmodo.com Due November 11</p> <p style="text-align: center;"> Discussion Response Gallon Man and King G Due November 15</p>
<p style="text-align: center;">Module 13 November 16 – 22</p>	<p>Intervention Night at Henrie Elementary SLO'S: 1, 2, 3, 4, 5</p>	<p>Meet at Henrie Elementary School in Balch Springs, TX. Present 4th Grade Intervention Activities to our Students.</p> <p>Online Module 13 Activity or Discussion</p> <p>16. I Scream, You Scream: Data Analysis with Kindergarteners</p>	
<p style="text-align: center;">Module 14 November 23 – 29</p>	<p>Thanksgiving Break- We will not meet for class. You will have an online training you can complete.</p>	<p>Article Quiz # 5 (15 – 16)</p>	<p style="text-align: center;"> Complete Online Workshop Section 4 Cover Sheet Due November 28</p> <p style="text-align: center;"> Article Quiz #5 (Read articles 15 - 16) Due November 29</p>

<p style="text-align: center;">Module 15 November 30 – December 6</p>	<p>Math Standard 4: Probability and Statistics Data Analysis, Probability and Statistics</p> <p>SLO'S: 1, 2, 3</p>	<p>Face-to-Face</p> <ul style="list-style-type: none"> • Graphs for all ages • Probability activities <p>Online Module 15 Activity or Discussion:</p> <ul style="list-style-type: none"> • Ladybugs Video • Dice Toss Video 	<p style="text-align: center;"> Discussion Responses for Ladybugs and Dice Toss Due December 6</p> <p style="text-align: center;"> Math Quiz #5 Due December 3rd</p> <p style="text-align: center;"> Section 4 Standard 9 or 10 Reflection on the Teacher Interview, Collaborative Lesson, or Online Training Due December 2nd Post in Blackboard.</p>
<p style="text-align: center;">Final Exam – December 7</p>	<p>Final Exam</p>		

EDMODO – About Me/Us

Technology in the classroom is rapidly increasing and 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.

Google Classroom 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 is **ydgwfs**.

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. 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.

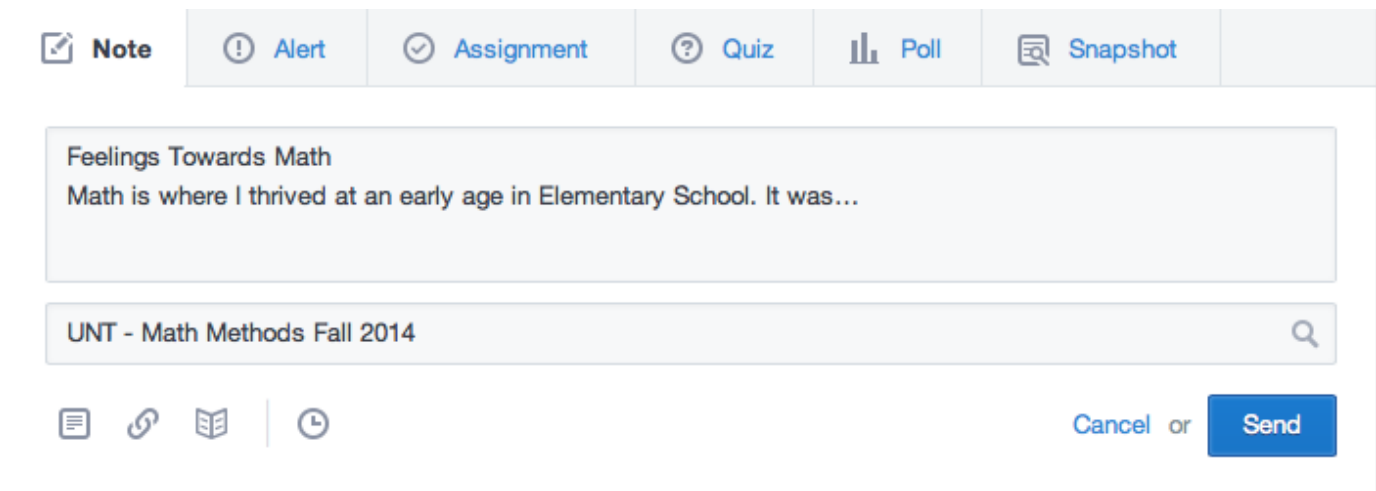
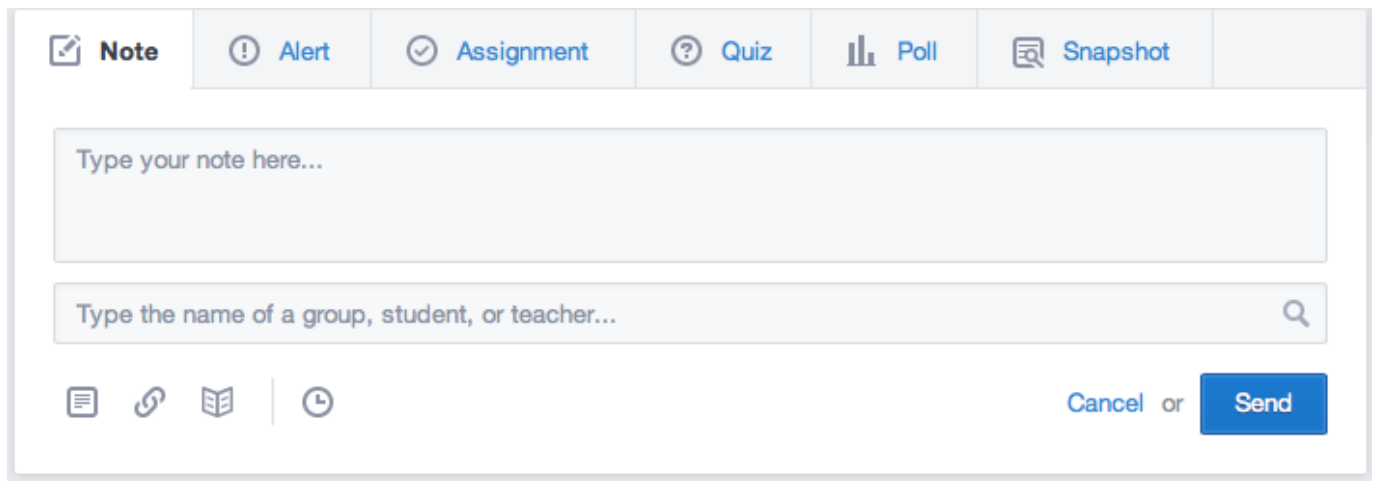
The purposes of the About Me section is to a) help your instructor and other teachers get to know you and give you a chance to reflect on your feelings about teaching mathematics. The About Me section should be between 100 and 200 words long and answer the following questions:

Continued on the next page.

Please use the following questions as a reference for what I am looking for, **not as subtitles**.

- 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?

10 points: This section is intended to teach you how to post in Edmodo. You will need to post a response to one of 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.



Each question has a title. Write the title to the question you chose and then your response as modeled above in the screenshot. After typing your 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.

Continued on the next page.

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

Question 2: Title: Change of Feelings Towards Math 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.

Question 3: Title: Personal Growth Plan 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?

5 Points: Find a post you identify with and 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.

5 Points: Comment on one other students post. Your comments should be constructive and make a connection.

Collaborative Lesson

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. **It is important 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. It must be a TEK you have not used on any prior assignments in this class.

Identify a group of three teachers, including you, that has a student in the same grade level. You will work together to complete the following steps. **YOU MUST COME UP WITH A COOL TEAM NAME!**

Step 1: Lesson Plan (15 points) **Due September 5th**

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

Frame the lesson: <https://www.youtube.com/watch?v=3IMoGc9Vluc>

Write a lesson plan that includes:

- Objective
- We Will and I Will statements
- Engagement (Hook)
- Materials
- Technology
- Procedures
- Assessment

Step 2: Activity Interaction (15 Points) **Should be completed between September 5 and September 12**

Each partner will teach the lesson with a separate student. Film yourself using your phone, computer, or tablet for 10 minutes delivering the instruction and interacting with your student. Be sure to reference your team name and post the link to Edmodo.

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

Step 3: Video Reflection (10 Points) **Due September 12** Each group member will watch another member's lesson. The purpose of this is to reflect on your own lesson and compare it with 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.

Continued on the next page.

Step 4: Reflection (10 points) **Due September 16th**

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

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)
- **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.

Each lesson must have a different objective, and it cannot be an objective used in a different assignment. In other words, you may not use the objective or lesson from the collaborative lesson assignment or intervention activities. They all need to be different objectives. Furthermore, it is unacceptable to use the same objective for different grade levels. Example: If you teach area to a 4th grader in your first activity, you cannot teach area to a second grader in your second activity. The objective has to be something different.

Plan a short math activity or game (15-20 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.

Continued on the next page.

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 for 10 minutes delivering the instruction and interacting with your student. 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.**

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 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.”

Section 4 of TK20

Students will need to complete Section 4 of Checkpoint 2. **Be sure to carefully review 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). **You may use the Teacher Interview Paper, Campus Parent Night for Math, or a Math workshop you were able to attend.**
- Write an evaluative reflection of about 200 – 300 words 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 an evaluative reflection of about 200 – 300 words explaining what Standard 10 means to you and why you chose this document. **You may use the Teacher Interview Paper, a math training offered at your campus, a parent night at your campus, the Online Math Workshop, or the Grade Level Intervention Activities Project for this standard.** If you use an event offered at your campus, you need prior approval via e-mail. You must have a certificate and the e-mail from the administrator at that campus.
- Instead of answering the reflection question for section 4, 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 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 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.

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 and Discussion - Blackboard

Quizzes: 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.

Continued on the next page.

Discussion: Articles 7 and 8 in Module 6 are a discussion. The class will be split into two groups, each group reading only one article. Separate discussion boards are set up on Module 6. You will make two or more post discussing the key aspects of the

articles. When you come to class you will partner three other students, one having read the same article and the others reading a different article. At this point you will use the Bow-Tie-Strategy to share the key aspects of both articles.

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

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

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 two-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 600 words long. **SUBMITTING A TRANSCRIBED DOCUMENT OF YOUR INTERVIEW IS NOT A SUMMARY AND DOES NOT SHOW ANY REFLECTION.**

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 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:

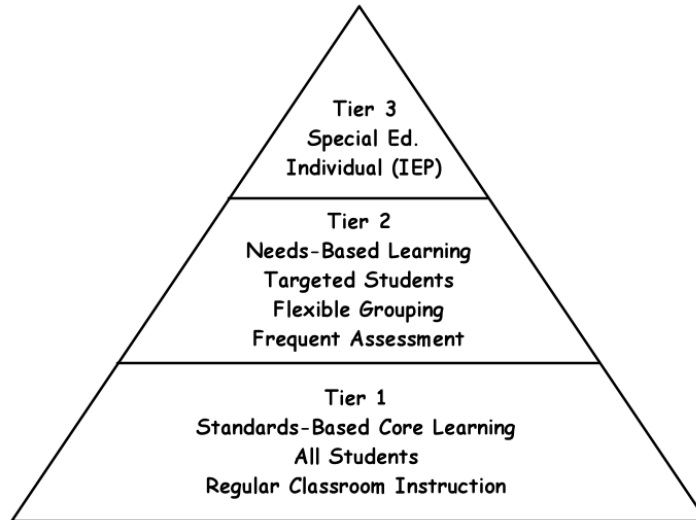
You will create two intervention activities. They should be self-guided activities that can also be led by a teacher for Tier 1, Tier 2, and Tier 3 students. One activity needs to be for k-3rd. The second activity must be a 4th grade objective.

This is an independent assignment, but you are expected to bounce ideas off those individuals doing the same grade level. Each of you will communicate with each other to make sure no one duplicates the same objective. Your grade level will need to turn in a list of chosen objectives before you can begin your assignment.

Each intervention activity must have a different objective, and it cannot be an objective used in a different assignment. In other words, you may not use the objective or lesson from the collaborative lesson assignment or math interactions activities. They all need to be different objectives. Furthermore, it is unacceptable to use the same objective for different grade levels. Example: If you create an intervention activity on area in 4th grade, your second intervention activity cannot be on area with a second grader. The objective has to be something different.

The 4th grade activity will be demonstrated at Henrie Elementary School in Mesquite ISD. Last semester we did this and it turned out to be the best experience from the whole semester. We will meet on November 11th at 5:00 at Henrie Elementary School in the cafeteria. There will be about 50 students come to participate in the activities. They will rotate freely as they try to complete as many as possible. Students will rotate from 5:15 – 6:15. You will be free to go at 6:15. However, for those who want to hang around, I will give you a tour of our brand new campus. This was extremely successful last year, so please do your part to make this year a success, too.

RTI - Response to Intervention



Rubric – One Activity 50 Points (You have to do two)

Activity Expectations	Activity 1	Activity 2
Instructions – Provide clear and understandable instructions for the teacher and student. One set of instructions is for the teacher. Another set is in kid friendly language for the student.	5 pts	5 pts
Materials – List or provide materials for your activity. The activity can be used with both purchased and created manipulatives. Please provide a copy of the game board, activity, and template for teacher made materials for each person on your team and one extra set to turn into me. Post template materials on EDMODO along with your video.	5 pts	5 pts
Video – Both activities needs to have a video posted of you demonstrating how to do the activity. Post a link in Edmodo. All you need to do is show me what your vision is for the activity using the materials you have prepared. The video should be no more than 2 -3 minutes long.	10 pts	10 pts
Present one activity at Henrie Elementary School – I am grading how you present the activity to the students. Are you engaging them? Are you modifying and adjusting based on your experience?	20 pts	
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.	5 pts	5 pts
Reflection – Write a one-page reflection: What did you learn about RTI? How will intervention activities be used in your class? How can intervention activities benefit students?	20 pts	
Timely Submission – Videos must be posted to Edmodo.com. Your reflection will be posted in Blackboard.	10 pts	

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.)**

Online Professional Development

Each student will complete an online professional development in partial fulfillment of the TK20 Section 4 portfolio requirement. Additional directions for the training will be found in Blackboard under Course Resources. You can plan for approximately 3 hours total to complete the course. The entire assignment, including the time frame and due date will be discussed in class.

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

Assignments

Grading Matrix

Activities/Assignments	Value (percentages)
Class Introduction Assignment and Edmodo Sign-Up	30pts (3%)
Collaborative Lesson – Possible Standard Artifact	50pts (5%)
Math Interactions Project – TK20 Key Assignment Lesson Plan 1 – 20 Activity/Video – 20 Reflection - 15 Lesson Plan 2 - 20 Activity/Video - 20 Reflection - 15 Summary – 30 TK20 Upload on Time - 10	150pts (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	100pts (10%)
Module Discussion Assignments – 10 in Blackboard	100pts (12%)
Math Quizzes – Blackboard (five quizzes at 20 points each)	100pts (10%)
Teacher Interview - Possible Standard Artifact	25pts (2.5%)
Mid Term Exam	100pts (10%)
Online Professional Development – Possible Standard Artifact	25pts (2.5%)
Article Quizzes and Discussion – Blackboard (five quizzes at 10 points each) (One discussion at 20 points)	70pts (7%)
Grade level Tier II Intervention Activities Project	100pts (10%)
Final Exam	100pts (10%)
Attendance and Participation (Including turning in your Field Experience documentation)	50pts (5%)
Total:	1000 pts 100%

Grade Determination

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = less than 60%

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

Students who are absent for any reason will not receive attendance points for that day. There are no exceptions. There are only 15 sessions that you are required to attend and they are only for 80 minutes. My expectation is that you attend every class.

- One Absence: No Points deducted (This is your one free day, but you are still responsible for everything discussed or clarified about assignments and expectations discussed in class. I will not discuss them a second time. It is your responsibility to find out from another student. Saying "I didn't know" or "I was confused" is unacceptable when it was explained in class and you could have asked for clarity at that moment.)
- Two Absences: 25 point deduction
- Three Absences: 125 point deduction
- Four Absences: 225 point deduction
- Five Absences: 325 point deduction

If you are late to class, even one minute, there will be a 5-point deduction from your grade. It doesn't matter what the reason is. **All students will be asked to commit to arriving 15 minutes before class starts at least one time in the semester to help set up materials for the day.**

"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. There will be a 5-point deduction for students who are doing something other than our class activities. You will be informed if points are deducted for not participating.** In my first job as a teacher, my team

went to a workshop without a pen or paper. My boss made it very clear what she expected, and that was the last time I ever showed up unprepared or late. Please come ready to participate.

Participation also includes completing all discussion questions, quizzes, activities, and assignments. You will receive an incomplete if they are not completed. Your final grade for assignments that are not submitted on the due date will reflect late points.

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.

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/publickbarcodeview?id=kAB700000008Oom>
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html