

Spring 2017
BED 4310 (CRN#: 21387)
Teaching Math in Dual Language Classroom/Primary Grades
Tuesday 8:30 AM – 11:20 AM in EDUC402

Instructor : Joyce G. Asing-Cashman, PhD.
Email : through Blackboard or gasingcashman2@utep.edu
Telephone : 915.747.8420 (office)/915.525.8500 (cell)
Office : Room 802, College of Education Building
Office Hour : Room 802: Mon and Wed, 10:30 AM – 12:30 PM;
Online through email & skype (username: jgacashman): Mon and Wed, 8:30 – 9:30 AM;
30 minutes before and after class or By-appointment.

COURSE DESCRIPTION:

Based on a vision articulated by the National Council of Teachers of Mathematics (NCTM) and Texas Education Agency (TEA), this course introduces pre-service teachers to pedagogy methods, strategies, and materials for teaching mathematics in elementary dual language classrooms. Emphasis on dual language learners, the equity principle (mathematics for all) and development of conceptual understanding on topics such as: number sense, patterns and basic algebra, geometry and measurement, data analysis and probability.

This course will be an integrated minds-on/hands-on activities and discussions in which you will have the opportunity to:

1. Combine theory with experience in creating and implementing culturally inclusive curriculum and teaching strategies
2. Plan and participate in hands-on exploration
3. Practice reflective teaching using theoretical and practical implications of these experiences
4. Demonstrate knowledge and skill in TExES Elementary Comprehensive (EC) Competencies (Mathematics, Domain II) and Pedagogy and Professional Responsibility (PPR) Competencies. The TExES standards and competencies will be integrated in this course and all related assignments.
5. Understand the role that technology holds in the profession of teaching.

REQUIRED TEXTS/RESOURCES/SOFTWARE:

Van de Walle, J. A., Lovin, L. A. H, & Bay-Williams, J. M. (2013). *Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades 3-5*, Vol. II, 2nd Ed.

ALIGNMENT WITH TEACHING STANDARDS:

1. State Board for Educator Certification: EC – Grade 6 Educator Standards
 - [TEA Classroom Teaching Certificate Standards](#)
2. Comprehensive Testing Information and Preparation Manuals
 - <http://www.texas.ets.org/>
3. Revised Texas Essential Knowledge and Skills (TEKS)
 - [TEKS for all subject areas](#)
 - [Revised TEKS for Mathematics](#)
4. English Language Proficiency Standards: [English Language Proficiency Standards](#)
 - English Language Proficiency Standards for English Language Learners (ELLs) in order to provide strategies for language acquisition and academic success in all content areas for

students at different levels (beginning, intermediate, advanced, and advanced high) in the domains of listening, speaking, reading and writing.

5. Texas Essential Knowledge and Skills for Technology Applications

- Subchapter A Elementary: <http://ritter.tea.state.tx.us/rules/tac/chapter126/ch126a.html>

TECHNOLOGY PROFICIENCY:

Gmail: You are required to have a gmail account to access Google Drive. Google drive is a great collaboration tool. You will utilize google doc and google slides to accomplish individual and group assignments. Please share your google doc and/or google slides with me: jasingcashman@gmail.com

Blackboard: Make sure your Blackboard is activated and you can see this course and its content. Any log in problems should be taken care on the first week of the class. **Plan to visit Blackboard regularly. Check the course homepage regularly for announcements. Please also check your email regularly (at least twice a day). Remember to log out when finished.**

SUGGESTED RESOURCES WEBSITE:

- National Council of Teachers of Mathematics: Illuminations. Resources for Teaching Mathematics: <http://illuminations.nctm.org/>
- Teaching and Learning Elementary Mathematics: <http://facultystaff.richmond.edu/~pstohrhu/urclasses/math/math.html>
- McGraw Hill Mathematics: <http://www.mhschool.com/math/2003/student/index.html>
- Internet Resources for Use in Mathematics Classroom: http://www.internet4classrooms.com/math_elem.htm
- Teacher Tube: www.teachertube.com
- NSA Elementary Math Units: <http://www.nsa.gov/teachers/teach00007.cfm>
- PBS Teachers: Math: <http://www.pbs.org/teachers/math/>
- Standard for TEXES (Test Framework):
 - Generalist EC-6 (191): [Link](#)
 - Generalist Bilingual EC-6: [Link](#)
- Educational Technology Standards for Teachers, (ISTE/NETS-T)
 - Defined the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings.
 - <http://www.iste.org/standards/nets-for-teachers.aspx>

LEARNING AND TEACHING PHILOSOPHY:

Constructivist approach along with the development of **learning community** is the foundation for our learning in this class. Together, we are active participants in this class. As the student your role is to be an active learner, i.e., to facilitate as well as learn. As the instructor my role is to facilitate, lead, learn, and teach. Instructor and students are co-investigators in our learning process. A personalized approach to constructivist/situated learning theory encourages participants to co-design learning experiences so that individual interests, talents, and needs related to the course outcomes/goals are better addressed.

Students will frequently work in teams for reflective and learning experiences. In collaborative learning environments, students are responsible for their own learning, as well as the learning of their colleagues. **Individuals are responsible for all course assignments, however.** Self- and peer-assessment are as important as assessment of progress by the instructor. Responsible and respectful interactions are expected. Respectful sharing of diverse points of view may enhance learning of the participants. Students will focus on establishing the groundwork of principles, essential skills, and habits of mind. The use of

inquiry, community building, collaboration, curiosity, information literacy, dialogue, and technology skills are important tools for learning and professional development. Students are expected to come with the dispositions to examine, use, and improve their knowledge and skills, with a commitment to seeking excellence. Expectations for performance are high. Students and the course instructor will work together to support each other with the expectations.

Take time to think reflectively about the readings and discussions. You all have a lot of experience as learners that you can use to help you make sense of the ideas, techniques, and standards covered in this class. In fact, I will often specifically ask you think back over your experiences. So, take time to go beyond just reading the text. Explore, discover, and look for connections that are important to you, and that will help you in your future teaching. If you find yourself getting lost and confused, take some time to reflect, and ask for help if necessary.

STUDENT LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Analyze research-based practices for improving mathematics instruction	Online activities; projects assessed through the use of a rubric; oral presentations assessed through the use of a rubric; lesson plans; integrated unit; and review questions.
2. Design effective standards-based classroom activities for EC-6 students and reflect on student outcomes.	Discussions; leading facilitators, lesson plans; and final project (integrated unit/lesson plans).
3. Develop varied formative assessment practices and assess mastery of the same essential math concepts in different ways	Online activities, in-class discussions, integrated unit, oral presentations, leading facilitators and lesson plan.
4. Apply instructional strategies to promote mathematics learning among students of a wide range of academic diversity including ESL and special needs students.	Learning/Instruction theories activities; online activities and in-class discussions, final project; integrated unit, oral presentations, lesson presentation; lesson plans; teaching a math lesson in the classroom.
5. Differentiate math instruction based on students' learning styles, interests, and readiness levels; and modify lessons based on the synthesis of the relationship between problem solving and communication.	Learning/Instruction theories activities; online activities and in-class discussions, final project; integrated unit, oral presentations, lesson presentation assessed through the use of a rubric; and lesson plans; teaching a math lesson in the classroom.
6. Align math classroom environments with real world environments by infusing problem-solving strategies; and apply technology tools in classroom instruction and connect math activities to everyday experiences and the real world.	Online activities and in-class discussions, final project; integrated unit, oral presentations, lesson presentation assessed through the use of a rubric; lesson plans.

7. Modify lessons based on the synthesis of the relationship between problem solving and communication.	Online activities and in-class discussions, final project; integrated unit, oral presentations, lesson presentation assessed through the use of a rubric; lesson plans.
---	---

PROFESSIONAL RESPONSIBILITIES:

1. Mathematics Autobiography (15 points)

Take some time to reflect on your mathematical journey in life:

- a) Where have you been?
- b) How do you feel about math?
- c) How does this affect you as you come to be a teacher of mathematics?

Write a 2-page paper (excluding title cover page) on google doc. Share your paper with me on Google Doc (set as "Can Edit"): jasingcashman@gmail.com. Please make sure that your paper has a title cover page, use a 12-font size and double-space line spacing.

2. Online Activities (40 points)

You will complete the following activities for the weeks that we don't meet face-to-face:

I. Collage

Topic: Differentiating Instruction (Van de Walle, Chapter 4)

You will create a "collage" of images and/or words (10 or more items, each different) that reflects the main ideas presented in these readings:

- a. Van De Walle, Chapter 4
- b. [What is Differentiated Instruction?](#)

It might be smart to start with a creative title to organize your ideas before you begin the collage. Your collage must be on a poster board, 22" x 28". Please be creative.

Your collage must reflect:

1. Why do we differentiate instruction?
2. How do we differentiate instruction?

Submit your completed collage in the next class meeting.

II. Newsletter or Brochure

Topic: Planning Teaching and Assessing Culturally and Linguistically Diverse Students (Van de Walle, Chapter 5)

You will create a 2-pages newsletter or tri-fold brochure using Microsoft Word (there are several templates to choose from) based on Van de Walle's chapter 5 topic: Planning Teaching and Assessing Culturally and Linguistically Diverse Students. The purpose of your newsletter/brochure is to educate readers about the assigned topic. Therefore, in your newsletter/brochure, please include all important ideas covered in the reading. You might also want to add some graphics to make your newsletter or brochure appealing. Please be creative.

Print your newsletter/brochure and submit it in the next class meeting.

III. Learning Map

Topic: Planning, Teaching and Assessing Students with Exceptionalities (Van de Walle, Chapter 6)

You will create a learning map based on Van de Walle's chapter 6 topic: Planning, Teaching and Assessing Students with Exceptionalities. Your learning map is a visual representation of hierarchical information that includes a central idea of the reading/topic surrounded by connected branches of associated topics.

Please create your learning map on a piece of paper (that is big enough to represent the main ideas learned or understood from the assigned reading).

Submit your completed learning map in the next class meeting.

IV. Poem

Topic: Collaborating with Families, Community, and Principals (Van de Walle, chapter 7)

You will identify 10 key words that best describe the assigned reading. You will then write a free verse poem using the identified keywords.

You must post your 10 key words and your free verse poem in the "Poem Activity" thread on the Discussion Board. Please also underline/highlight the 10 key words in your poem.

3. **Class Participation/Discussion/Attendance (30 points)**

Advanced preparation for class meetings is particularly important for participation so that you can engage the content and ideas in the readings. Points are not earned by simply coming to class. Full credit for attendance requires arriving to each class session on time, active participation in all class activities, and staying until the session ends. If you arrive 30 minutes or more it will be considered an absence rather than a tardy. The expectations are (please also refer to the provided rubric):

- Come to class prepared and ready to contribute to the educational experience and the learning community.
- Engage in public dialogue with course concepts and materials, not just opinion and individual experience.
- Engage in reading and discussion.
- Collaborate with diverse students throughout the course of the semester.

If you will be missing or miss a class, immediately contact a classmate to find out what you missed. Excused and unexcused absences will both result in deduction of your per class points. We will begin on time. Being tardy disrupts the flow of the class. **Two tardies will equal one absence**. The Department considers that missing two weeks of class is excessive. The student may be dropped for lack of attendance. If you miss two-weeks of class, contact your professor immediately.

4. **Leading Facilitators (40 points)**

Students in a group of two or three will present ideas and facilitate activities of assigned topics in the textbook with fellow classmates. Group assignments will be determined in Week 1. There are two parts of this assignment that you have to prepare:

- I. Prepare a presentation slides using google slides on google drive. Please add me to your document. My email is jasingcashman@gmail.com (as "Can edit"). You are not allowed to use MS Powerpoint. Your presentation must be less than 10 slides that present the main ideas of the assigned topic (> 10 slides will result in point deduction/1 point per additional slide. Make your presentation clear, succinct and less wordy. You will only have 10 minutes to present your slides to the class.
- II. Prepare a lesson plan based on your group's assigned topic (10 points – refer to rubric). Please add me to your document. My email is jasingcashman@gmail.com (as "Can edit"). Please use the lesson plan template provided in the Blackboard (Module 3 folder). Facilitate 4 – 5 activities (learning centers) described in the group's lesson plan with your peers. Each group will prepare an hour lesson plan. Make sure that you manage your time wisely.

This lesson plan will be executed on the day your group are leading the presentation and activities. Please submit to me in class:

1. A copy of your slides (print 4 slides per page)
2. Your lesson plan including all handouts/materials use in your lesson presentation.
3. Each group members must print and complete the "Group Members Evaluation Form" located in the "Module 3" folder in the Blackboard. If you want your evaluation to be confidential, place it in an envelope. You must also evaluate your contribution in completing this assignment.

Please refer to the attached "Grading Rubric for Lesson's Presentation" and "Chapter's Presentation Guideline" to guide you to complete this assignment.

5. **Review Questions (RQs) (80 points)**

There will be 8 review questions worth 10 points each that I will give throughout the semester. The goal of this assignment is to make sure that you acquire the knowledge or ideas presented in the chapters' readings and you actually did your readings when other groups do their presentation on the assigned chapters. This will also assess your content knowledge of the concepts covered in this class. The due date for this assignment is indicated in the column 3 of the course schedule. Your responses should be elaborate and supported by concrete examples.

6. **Final Project: Integrated Unit Plan and Teaching a Math Lesson (115 points)**

Since this is a teacher preparation course, one of the most important skills to practice is the art of planning. Planning lessons, activities, and student assessments that increase student mastery of the content taught while attending to the myriad other issues teachers in the classroom face is difficult. This assignment will increase that planning experience and confidence level. This is a team project.

For this project, plan an integrated unit that integrates teaching mathematics with four other subject areas. Your mathematics lesson will be your "Primary Content Area" and the other two lessons will be the "Integrated Content Areas". You can choose your integrated content areas from these content areas: Math (other concepts), Language Arts, Science, Social Studies, Art, Physical Education, Health, etc. Please refer to the rubric to help you complete this project. Both

the unit and three lesson plans have to be described extensively and concisely. You are strongly encouraged to use teaching strategies learned from this class and other educational courses, and utilize other special strategies developed for teaching mathematics (constructivist, problem-solving, seeking multiple solutions, etc.). Please refer to the rubric to help you complete this project. Please use the provided templates (Unit plan and lesson plan) to accomplish this assignment.

At the end of the semester, turn in the following (in a manila folder, please):

1. One (1) set of hard copy of your integrated unit and the respective 5 lesson plans including all handouts, rubrics, etc., – 100 points
2. Final project reflection paper: A 2- page paper of knowledge insights, change of perspectives, etc. gained from this final project. Explain how the planning (thematic unit and lesson plans), implementation in the classroom (teaching your math lesson), and reflection would perhaps change (or not) future instruction (refer to the rubric) – 15 points

SUMMARY OF POINTS:

Assignment	Points
Class Attendance and Participation	30
Pre and Post Test	10
Online Activities – 4 @ 10 pts.	40
Mathematics Autobiography Paper	15
Review Questions – 8 x 10 pts	80
Leading/Facilitating Activities	40
Final Project: Thematic Unit, Lesson Plans, and related Materials	100
Final Project: Reflective Paper	15
TOTAL	330

POLICIES:

A. Grading Scale

90 - 100: A; 80 - 89: B; 70 - 79: C; 60 - 69: D; Below 59: F

B. Penalties

Assignments are to be submitted through Blackboard on the date indicated by midnight. If assignments are submitted late, 20% of the grade value will be deducted. Assignments will not be accepted one week after the due date. Any student submitting work completed by someone else (or willingly supplying their work to someone else) will receive zero for that assignment and might receive a more severe penalty depending on the circumstances.

C. Standards of Academic Integrity

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office

of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

D. Students with Disabilities

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

E. Professionalism

- Consistent attendance, punctuality, collegiality, supportive critique and professionalism will be expected
- Course expectations:
 - Attend meetings when you are scheduled to attend meetings (meetings with peers, instructor, whole class, etc./ Face-to-face (F2F) or on-line);
 - Come to the class and stay for the entire class
 - Do not be distracted during scheduled meeting (you need to be present and focused; F2F and on-line);
 - Be prepared to raise, share, discuss and attempt to solve any individual or collective problems you may have with your colleagues and/or your instructor in constructive ways that allows us all to maintain our dignity and continue to function effectively as a community.
 - Demonstrate an understanding that while we can, and will probably, disagree, we need to do so within a community of respect; and
 - Provide your classmates with supportive critique and feedback.

RUBRICS

Mathematics Autobiography – 15 points

Component	Topic	Target	Acceptable	Unacceptable
Content	Where have you been?	Your significant experiences with mathematics are noticeably documented with supporting details and specific examples from your own life. (2 - 3 points)	Your significant experiences with mathematics are noticeably documented with supporting details from your own life. (1 point)	No submission
	How do you feel about math?	Your feeling and/or perspectives about mathematics is noticeably documented with supporting details and specific examples from your own life. (2 - 3 points)	Your feeling and/or perspectives about mathematics is noticeably documented with supporting details from your own life. (1 point)	No submission
	How does this affect you as you come to be a teacher of mathematics?	Well-articulated responses. (2 - 3 points)	Great responses. (1 point)	No submission
Mechanics	Cogent, concise description	Your mathematics autobiography is cogent and concise, with particular care given to word use. (2 points)	Your mathematics autobiography is concise. (1 point)	No submission
	Grammar and spelling	Your mathematics autobiography is free from grammar and spelling errors. (2 points)	Your mathematics autobiography includes one spelling error. (1 point)	No submission
Formatting	APA style and length of Paper	Your mathematics autobiography is 2-full pages long and has a title page, use a 12 font size, and 1" margin on all sides. (2 points)	Your mathematics autobiography is 1 1/2 pages long and is missing one of this: title page; 12 font size; and 1" margin on all sides. (1 point)	No submission

Class Attendance and Participation - 30 points

Component	Target 25 - 30 points	Acceptable 20 - 24 points	Fair 15 - 19 points	Poor < 14 points
Attendance	Student was present for every class	Student was absent for 1 class but provided instructor with a reasonable excuse.	Student was absent for 2 classes but provided instructor with reasonable excuses.	Student was absent for more than 2 classes and/or did not provide instructor with reasonable excuses.
Punctuality	Student was always on time for class and often arrived early.	Student was usually on time or early for class (was tardy to class only 1 or 2 times).	Student was sometimes on time (was tardy to class 3 times), but rarely arrived early.	Student was rarely on time or early (was tardy to class 4 or more times).
Level of Engagement and Behavior	Student brought original thought and perspective to class discussions. Student was fully engaged and actively involved during every class. They also worked cooperatively and well with all of their peers.	Student often participated freely in class, asked questions, and participated in discussions/work with peers cooperatively.	Student sometimes participated in class without being prompted but was reluctant to join in discussions/work with peers.	Student rarely participated in class discussions or asked questions. Interaction with peers was minimal.
Preparation	Student is always prepared for class with completed assignments and necessary materials. Student has also sought additional help between classes if necessary.	Student is usually prepared for class with completed assignments and necessary materials.	Student is sometimes prepared with most of the assignment completed and with the required materials.	Student is almost always unprepared for class. Assignments/quizzes are not fully completed and/or they do not have other required materials.

Online Activities – 40 points

I. Collage

CATEGORY	8 -10	5 -7	1-4	0
Content	The representation of main ideas was clear (4 points)	The representation of main ideas was somewhat clear (3 points)	The representation of main ideas was limited.	No submission.
Creativity	All of the graphics or objects used in the collage reflect a degree of student creativity in their display. (3 points)	Most of the graphics or objects used in the collage reflect student creativity in their display. (2 points)	Only a few graphics or objects reflect student creativity, but the ideas were typical rather than creative. (1 point)	No submission.
Design	Graphics are cut to an appropriate size, shape and are arranged neatly. Care has been taken to balance the pictures across the area. Items are glued neatly and securely. (2 points)	1-2 graphics are lacking in design or placement. There may be a few smudges or glue marks. (1 point)	3-4 graphics are lacking in design or placement. Too much background is showing. There are noticeable smudges or glue marks. (0.5 points)	No submission.
Number of Items	The collage includes 10 or more items, each different. (1 point)	The collage includes 7 different items. (1 point)	The collage includes 5 different items. (0.5 points)	No submission.

II. Newsletter/Brochure

Component	8-10	5-7	1-4	0
Content	Newsletter or Brochure provides most important ideas presented in the assigned reading. Content was easy to understand, clear and organized well.	Newsletter or Brochure provides some important ideas presented in the assigned reading. Content was somewhat easy to understand, somewhat clear and organized.	Newsletter or Brochure provides a few ideas presented in the assigned reading. Content was difficult to understand, unclear and poorly organized.	No submission

Creativity	<p>Newsletter or brochure design is appealing to the eye, i.e. easy to read and view.</p> <p>Newsletter or brochure uses a significant number of relevant images, photos, clipart appropriately.</p>	<p>Most of the newsletter or brochure is designed in an appealing fashion.</p> <p>Newsletter or brochure uses some relevant images, photos, clipart appropriately.</p>	<p>Newsletter is unappealing to the eye and is hard to read and view.</p> <p>Newsletter or brochure uses few relevant images, photos, clipart appropriately.</p>	No submission
Grammar	No grammatical errors.	1-2 grammatical errors	3-4 grammatical errors	No submission

III. Learning Map

Topic	8 - 10	5 - 7	1-4	0
Neatness and Presentation		The learning map was well presented and text is legible	<p>The learning map was well presented.</p> <p>Lettering was sometimes hard to read.</p>	No submission
Use of color		Has included color to clarify all connections and/or to categorize topics throughout the learning map	Has included some color in the learning map but has not used color to categorize throughout the learning map	No submission
Content	<p>The learning map includes a central idea of the reading/topic surrounded by connected branches of associated topics (very detail)</p> <p>The learning map includes the MAJOR ideas of the topic.</p>	<p>The learning map includes a central idea of the reading/topic surrounded by connected branches of associated topics (somewhat detail)</p> <p>The mind map misses some major ideas of the topic.</p>	<p>The learning map includes a central idea of the reading/topic surrounded by connected branches of associated topics. (no associated topics)</p> <p>The mind map misses most major ideas of the topic.</p>	No submission

IV. Poem

Category	10 - 8	7 - 5	4 - 1	0
Key Word	10 keywords identified and highlighted	8-9 keyword identified and highlighted	< 8 keywords identified and not highlighted	No submission
Meaning and Originality	Poem is creative and original. It is evident that the student put thought into their words and used the identified keywords innovatively to convey their ideas.	Poem is thoughtful and creative. A couple of phrases or ideas may be revisited, but the overall product is carefully written.	The poem is creative, but appears to be rushed. This is evident in the poet's redundancy or use of clichés.	No submission
Grammar	Proper use of modern English spelling and grammar is employed consistently throughout the poem.	A couple of spelling or grammar mistakes are evident, but do not diminish the meaning of the poem.	The poet's intended meaning is muddled by several spelling or grammar errors.	No submission

Leading Facilitators

I. Peer Evaluations:

Using the following rubric, you will be asked to evaluate your peer's contribution to the group assignment. This peer evaluation is worth 20 points. Your score will be calculated by averaging the scores provided by the members of your group.

Rubric for Assessing Group Members' Ability to Participate Effectively as Part of a Team

Group Topic: _____

Rater: _____ Date: _____

(Circle the appropriate score for each criterion for each member of your group.)

Member Rated (Be sure to rate yourself, too!)	Listening Skills	Openness to others' ideas	Preparation	Contribution	Leadership
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

Criterion	Excellent (4)	Good (3)	Needs Improvement (2)	Unacceptable (1)
Listening Skills	Routinely restates what others say before responding; rarely interrupts; frequently solicits others' contributions; sustains eye contact	Often restates what others say before responding; usually does not interrupt; often solicits others' contributions; makes eye contact	Rarely restates what others say before responding; often interrupts; rarely solicits others' contributions; does not make eye contact; at times converses with others when another team member is speaking	Does not restate what others say before responding; frequently interrupts; does not solicit contributions from others; is readily distracted; often converses with others when another team member is speaking
Openness to others' ideas	Listens to others' ideas without interrupting; responds positively to the ideas even if rejects; asks questions about the ideas	Listens to others' ideas without interrupting; responds positively to the ideas even if rejects	Interrupts others' articulation of their ideas; does not comment on the ideas	Interrupts others' articulation of their ideas; makes deprecatory comments and/or gestures
Preparation	Always completes assignments; always comes to team sessions with necessary documents and materials; does additional research, reading, writing, designing, implementing	Typically completes assignments; typically comes to team sessions with necessary documents and materials	Sometimes completes assignments; sometimes comes to team sessions with necessary documents and materials	Typically does not complete assignments; typically comes to team sessions without necessary documents and materials
Contribution	Always contributes; quality of contributions is exceptional	Usually contributes; quality of contributions is solid	Sometimes contributes; quality of contribution is inconsistent	Rarely contributes; contributions are often peripheral or irrelevant; frequently misses team sessions
Leadership	Seeks opportunities to lead; in leading is attentive to each member of the team, articulates outcomes for each session and each project, keeps team on schedule, foregrounds collaboration and integration of individual efforts	Is willing to lead; in leading is attentive to each member of the team, articulates general direction for each session and each project, attempts to keep team on schedule	Resists taking on leadership role; in leading allows uneven contributions from team members, is unclear about outcomes or direction, does not make plans for sessions or projects	May volunteer to lead but does not follow through; misses team sessions, does not address outcomes or direction for sessions or projects, team members become anarchical

II(a): Grading Rubric for Leading Facilitators – Lesson Plan – 10 points

Component	Accomplished: 9 – 10 pts.	Acceptable: 7 – 8.9 pts.	Unacceptable: 1 – 6.9 pts.
<ul style="list-style-type: none"> • TEKS Standards • Learning Objectives • Essential Questions • Key Vocabulary 	<ul style="list-style-type: none"> ✓ Complete with number and fully stated ✓ Appropriate for grade level and content ✓ Matches objective ✓ Contains both subject- specific and technology TEKS when appropriate ✓ Integration of two or more subject areas when appropriate ✓ Objective is stated in specific, measurable terms ✓ Aligned to lesson assessment ✓ Developmentally appropriate ✓ Appropriate for content and time ✓ Student use of technology to promote mastery of the lesson objective or to create a product that will be used to assess mastery when appropriate ✓ Essential questions are identified ✓ Key vocabularies are listed 	<ul style="list-style-type: none"> ✓ Complete with number and fully stated ✓ Appropriate for grade level and content ✓ Matches objective ✓ Appropriate for content and time ✓ Developmentally appropriate ✓ Stated in specific, measurable and observable terms ✓ Aligned to lesson assessment ✓ Teacher use of technology to promote mastery of the lesson objective or to assess mastery when appropriate 	<ul style="list-style-type: none"> ✓ Not identified or incomplete ✓ Not appropriate for grade level or content ✓ Does not contain number or fully stated ✓ Does not match objective ✓ Not appropriate for content or time ✓ Not developmentally appropriate ✓ Not stated in specific, measurable terms ✓ Technology not appropriately used to promote mastery of the lesson objective or to assess mastery
<p>Instructional Procedures</p> <ul style="list-style-type: none"> • Introduction • Body of the Lesson • Closure (Conclusion) 	<ul style="list-style-type: none"> ✓ Introduction is clear ✓ Introduction of lesson is connected to previous prior knowledge ✓ Description of activities is clear and concise; procedures are described with clarity and easy to follow. ✓ Activities are engaging ✓ Activities are appropriate for grade level ✓ Clear review of lesson’s important information or concepts 	<ul style="list-style-type: none"> ✓ Description of activities is adequate and relates to the lesson topic. ✓ Procedures are somewhat clear and easy to follow ✓ Activities are somewhat engaging ✓ Activities are appropriate for the grade level 	<ul style="list-style-type: none"> ✓ Description of activities is not clear. ✓ Procedures are vague. ✓ Activities did not relate to lesson topic. ✓ Activities are not appropriate for the grade level.
<p>Assessment</p>	<ul style="list-style-type: none"> ✓ Lesson plan demonstrates the ability to assess student achievement and is able to articulate clear and concise criteria from the TEKS 	<ul style="list-style-type: none"> ✓ Lesson demonstrates the ability to assess student achievement 	<ul style="list-style-type: none"> ✓ Assessments not well thought-out; assessments poorly written
<p>Closure</p>	<ul style="list-style-type: none"> ✓ Identified ✓ Provides a fitting conclusion and context for the student learning that has taken place ✓ Help students organize the information into a meaningful context in their minds. 	<ul style="list-style-type: none"> ✓ Identified ✓ Provides a fitting conclusion and context for the student learning that has taken place 	<ul style="list-style-type: none"> ✓ Not identified ✓ Did not provide a fitting conclusion and context for the student learning that has taken place

II (b): Grading Rubric for Leading Facilitators – Oral Presentations and Facilitation – 40 points

Students' Names: _____

Title of Lesson: _____

TRAIT	4	3	2	1
NONVERBALSKILLS				
EYE CONTACT	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
BODY LANGUAGE	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhances articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
POISE	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.

VERBAL SKILLS				
ENTHUSIASM	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
ELOCUTION	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.

CONTENT				
SUBJECT KNOWLEDGE	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, without elaboration.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
ACTIVITIES	Activities are very well-thought, executed very effectively, very interesting and relevant for the target grade level	Activities are well-thought, executed effectively, interesting and relevant for the target grade level	Activities are somewhat well-thought, executed somewhat effectively, somewhat interesting and relevant for target grade level	Activities are not planned effectively and are not relevant for the target grade level.
ORGANIZATION	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
MECHANICS	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling and/or grammatical errors.
AUDIENCE ADAPTATION	The student is able to effectively keep the audience engaged.	The student is able to keep the audience engaged most of time.	The student is somewhat able to keep the audience engaged.	The student is not able to keep the audience engaged.

Review Question – 10 points

Component	- 4 points -	- 3 points -	- 2 points -	- 1 point-
General approach		<ul style="list-style-type: none"> ✓ Addresses the question; ✓ States a relevant, justifiable answer. 	<ul style="list-style-type: none"> ✓ Does not address the question explicitly, although does so tangentially; ✓ States a relevant and justifiable answer. 	<ul style="list-style-type: none"> ✓ Does not address the question; ✓ States no relevant answers; ✓ Indicates misconceptions.
Comprehension	<ul style="list-style-type: none"> ✓ Demonstrates an accurate and complete understanding of the question; ✓ Backs answers with readings; ✓ Uses 2 or more ideas, examples and/or arguments from the reading/s that support the answer. 	<ul style="list-style-type: none"> ✓ Presents arguments in a logical order; ✓ Demonstrates accurate but only adequate understanding of question because does answers with the readings; ✓ Uses only one idea to support the answer; ✓ Less thorough. 		<ul style="list-style-type: none"> ✓ Does not demonstrate accurate understanding of the question; ✓ Does not provide evidence to support their answer to the question.
Organization and Mechanics		<ul style="list-style-type: none"> ✓ Presents arguments in a logical order; Uses acceptable style and grammar (no errors). 	<ul style="list-style-type: none"> ✓ Is not clearly or logically organized; ✓ Fails to use acceptable style and grammar (2-3 errors). 	<ul style="list-style-type: none"> ✓ Is not clearly or logically organized; ✓ Fails to use acceptable style and grammar (more than 3 errors).

Reflective Observation Report - 15 points

Component	Target: 14 - 15 points	Acceptable: 10 - 13 points	Unacceptable: <10 points or No score
Description	✓ Description of the observation is thorough and comprehensive.	✓ Description of observation is adequate.	✓ Description of the observation is minimal and somewhat sketchy.
Analysis/Synthesis	✓ Analysis demonstrates an advanced understanding of the observation with keen insight.	✓ Analysis demonstrates an adequate understanding of the observation with basic insight.	✓ Analysis demonstrates minimal understanding of the observation with little insight.
Reflection	✓ Work includes insightful and evaluative reflection about contributions to your growth as a teacher <u>and</u> implications for your future classroom.	✓ Work includes adequate and basic reflection about contributions to your growth as a teacher <u>and</u> implications for your future classroom.	✓ Work includes minimal and somewhat superficial reflection about contributions to your growth as a teacher <u>and</u> implications for your future classroom.
Mechanic Spelling Grammar	✓ Contains no grammar or spelling errors.	✓ Contains less than three spelling/grammar errors.	✓ Contains more than three spelling/grammar errors.

Final Project Reflection Paper - 15 points

Component	Target: 14 - 15 points	Acceptable: 10 - 13 points	Unacceptable: < 10 points or No score
Description	✓ Description of knowledge insights, change of perspectives, etc. gained from this final project is thorough and comprehensive.	✓ Description of knowledge insights, change of perspectives, etc. gained from this final project is adequate.	✓ Description of knowledge insights, change of perspectives, etc. gained from this final project is minimal and somewhat sketchy.
Reflection	✓ Paper includes insightful and evaluative reflection about the planning of the thematic unit and lesson plans, teaching the math lesson and its contributions to your growth as a teacher <u>and</u> implications for your future classroom.	✓ Paper includes adequate and basic reflection about the planning of the thematic unit and lesson plans, teaching the math lesson and its contributions to your growth as a teacher <u>and</u> implications for your future classroom.	✓ Paper includes minimal and somewhat superficial reflection about the planning of the thematic unit and lesson plans, teaching the math lesson and its contributions to your growth as a teacher <u>and</u> implications for your future classroom.
Mechanic Spelling Grammar	✓ Contains no grammar or spelling errors.	✓ Contains less than three spelling/grammar errors.	✓ Contains more than three spelling/grammar errors.

Mathematics Generalist EC-6 Standards

MATHEMATICS STANDARD I:

Number Concepts: The mathematics teacher understands and uses numbers, number systems & their structure, operations and algorithms, quantitative reasoning and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

MATHEMATICS STANDARD II:

Patterns and Algebra: The mathematics teacher understands and uses patterns, relations, functions, algebraic reasoning, analysis and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

MATHEMATICS STANDARD III:

Geometry and Measurement: The mathematics teacher understands and uses geometry, Spatial reasoning, measurement concepts and principles and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

MATHEMATICS STANDARD IV:

Probability and Statistics: The mathematics teacher understands and uses probability and statistics, their applications and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

MATHEMATICS STANDARD V:

Mathematical Processes: The mathematics teacher understands and uses mathematical processes to reason mathematically, to solve mathematical problems, to make mathematical connections within and outside of mathematics and to communicate mathematically.

MATHEMATICS STANDARD VI:

Mathematical Perspectives: The mathematics teacher understands the historical development of mathematical ideas, the interrelationship between society and mathematics, the structure of mathematics and the evolving nature of mathematics and mathematical knowledge.

MATHEMATICS STANDARD VII:

Mathematical Learning and Instruction: The mathematics teacher understands how children learn and develop mathematical skills, procedures and concepts; knows typical errors students make; and uses this knowledge to plan, organize and implement instruction; to meet curriculum goals; and to teach all students to understand and use mathematics.

MATHEMATICS STANDARD VIII:

Mathematical Assessment: The mathematics teacher understands assessment and uses a variety of formal and informal assessment techniques appropriate to the learner on an ongoing basis to monitor and guide instruction and to evaluate and report student progress.

MATHEMATICS STANDARD IX:

Professional Development: The mathematics teacher understands mathematics teaching as a profession, knows the value and rewards of being a reflective practitioner and realizes the importance of making a lifelong commitment to professional growth and development.

BED 4310 (CRN#: 21387)
Teaching Math in Dual Language Classroom/Primary Grades








Note: All topics, assignments and due dates are subject to change at the instructor's discretion.












: Online - Students will complete Online Activities.



: Face-to-face – Collaborative work and leading facilitators lead classroom activities

	Date	Topics	Reading and Assignment
	Week 1: Jan 17	<ul style="list-style-type: none"> ▪ Introduction: Expectations & Format ▪ Course Tools: Blackboard ▪ Collaborative tool: Google Drive ▪ Complete pre-test ▪ Assign team to facilitate learning activities ▪ Scaffolding instruction ▪ "I do, We do, You do" Model ▪ Essential Question ▪ Bloom's Taxonomy 	<ul style="list-style-type: none"> ▪ Read: Scaffolding Instruction; "I do, You do, We do" Model; Essential Question and Bloom's Taxonomy. These readings are located in the "Readings" folder on Blackboard. ▪ Complete Math Autobiography assignment - <u>Due</u>: Jan 23 by 11:59 PM
	Week 2: Jan 24	Topics: <ul style="list-style-type: none"> ▪ Teaching Mathematics for Understanding ▪ Teaching Mathematics Through Problem Solving Assessment: <ul style="list-style-type: none"> ▪ Assessing for Learning ▪ Formative vs Summative Assessment 	Read: Van de Walles' chapters 1, 2 and 3; and Formative vs Summative Assessment
	Week 3: Jan 31	Topics: <ul style="list-style-type: none"> ▪ Exploring Number and Operation Sense ▪ Helping Students Master the Basic Facts 	<ul style="list-style-type: none"> ▪ Van de Walle, Chapters 8 & 9 ▪ Assigned team facilitate class learning activities ▪ Review Question #1 – <u>Due</u>: Feb 6
	Week 4: Feb 7	Topic: <ul style="list-style-type: none"> ▪ Developing Whole-Number Place-Value Concepts ▪ Building Strategies for Whole-Number Computation 	<ul style="list-style-type: none"> ▪ Van de Walle, Chapters 10 and 11 ▪ Assigned team facilitating class learning activities ▪ Review Question #2 – <u>Due</u>: Feb 13
	Week 5: Feb 14	Online Activity #1: Collage <ul style="list-style-type: none"> ▪ Differentiating Instruction ▪ What is Differentiated Instruction 	<ul style="list-style-type: none"> ▪ Van de Walle, Chapter 4 ▪ Create your collage; Submit collage in the next class meeting – <u>Due</u>: Feb 21
	Week 6: Feb 21	Topic: <ul style="list-style-type: none"> ▪ Exploring Fraction Concepts ▪ Building Strategies for Fraction Computation 	<ul style="list-style-type: none"> ▪ Van de Walle, Chapters 12 and 13 ▪ Assigned team facilitate class learning activities ▪ Review Question #3 – <u>Due</u>: Feb 27
	Week 7: Feb 28	Online Activity #2: Newsletter or Brochure <ul style="list-style-type: none"> ▪ Planning Teaching and Assessing Culturally and Linguistically Diverse Students Online 	<ul style="list-style-type: none"> ▪ Van de Walle, Chapter 5 ▪ Create your newsletter or brochure; Submit your printed newsletter or brochure in the next class meeting: <u>Due</u> – Mar 7

	Date	Topics	Reading and Assignment
	Week 8: Mar 7	Topic: ▪ Developing Decimal and Percent Concepts and Decimal Computation	<ul style="list-style-type: none"> ▪ Van de Walle, Chapter 14 ▪ Assigned team facilitate class learning activities ▪ Review Question #4 – <u>Due</u>: Mar 20
Mar 13 – Mar 17 Spring Break			
	Week 9: Mar 21	Topic: ▪ Promoting Algebraic Thinking	<ul style="list-style-type: none"> ▪ Van de Walle, Chapter 15 ▪ Assigned team facilitate class learning activities ▪ Review Question #5 – <u>Due</u>: Mar 27
	Week 10: Mar 28	Online Activity #3: Learning Map ▪ Planning, Teaching and Assessing Students with Exceptionalities	<ul style="list-style-type: none"> ▪ Van de Walle, Chapter 6 ▪ Complete your Learning Map; Submit in the next class meeting - <u>Due</u>: Apr 4
	Week 11 Apr 4	Topics: ▪ Building Measurement Concepts	<ul style="list-style-type: none"> ▪ Van de Walle, Chapter 16 ▪ Assigned team facilitate class learning activities ▪ Review Question #6 – <u>Due</u>: Apr 10
	Week 12: Apr 11	Online Activity #4: Write a Poem Collaborating with Families, Community and Principals	<ul style="list-style-type: none"> ▪ Van de Walle, Chapter 7 ▪ Identify 10 keywords & create a poem; Submit in the Discussion Board on course Blackboard – ▪ <u>Due</u>: Apr 17
	Week 13 Apr 18	Topics: ▪ Developing Geometric Thinking and Concepts ▪ Helping Students represent and Interpret Data	<ul style="list-style-type: none"> ▪ Van de Walle, Chapters 17 &18 ▪ Assigned team facilitate class learning activities ▪ Review Question #7 – <u>Due</u>: Apr 24 ▪ Review Question #8 – <u>Due</u>: Apr 24
	Week 14: Apr 25	▪ Work on your final project	<ul style="list-style-type: none"> ▪ Work with your team to complete team’s final project ▪ Complete <u>Individual</u> Final Project Reflection Paper
	Week 15: May 2	<ul style="list-style-type: none"> ▪ Integrated Unit Sharing ▪ Post-test 	<u>Due</u> (hardcopy- submit in class): <ul style="list-style-type: none"> ▪ “Final Project” manila folder must include: <ul style="list-style-type: none"> ✓ Integrated curriculum unit ✓ 5 lesson plans ✓ Related materials Final project individual reflection paper
	Week 16: May 9	▪ Integrated Unit Sharing	