

**ELED/BED 4310 (CRN#: 12883/12882)**  
**Teaching Math in Primary Grades**  
**Parkland ES (Rm. 103), Tuesday; 8:30 – 11:20 AM**

---

Instructor : Joyce G. Asing-Cashman, PhD.  
Email : through Blackboard or gasingcashman2@utep.edu  
Telephone : 915.747.8420 (office)/915.525.8500 (cell)  
Office : Room 413-C, College of Education Building  
Office Hour : Room 413-C: Mon and Wed, 10:30 AM – 12:30 PM;  
Online through email: 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 classrooms. Students will also demonstrate mathematics content knowledge to plan and teach in EC-6 classrooms. Emphasis will be on diverse approaches, inquiry-based learning, 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, 2<sup>nd</sup> Ed.

**ALIGNMENT WITH TEACHING STANDARDS:**

1. State Board for Educator Certification: EC – Grade 6 Educator Standards
  - [TEA Classroom Teaching Certificate Standards](#)
2. Revised Texas Essential Knowledge and Skills (TEKS)
  - [TEKS Resource System](#) (Click the Parent/Guest link)
  - [TEKS for all subject areas](#)
  - [Revised TEKS for Mathematics](#)
3. 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.
4. 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 assignment completed in google doc and/or google slides with me: [jasingcashman@gmail.com](mailto:jasingcashman@gmail.com)

**Bring Your Own Device (BYOD):** Please bring your own electronic device to all classes –preferably, a laptop or tablet/iPad, but a smart phone will also be adaptable to the in-class assignments.

**Weebly:** You are going to create a Teaching E-Portfolio site for this class. You will upload your assignments (artifacts) into this website. Please refer to this document for tutorials on how to create your Weebly site: [Building your Teaching E-portfolio Site](#)

**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](http://www.internet4classrooms.com/math_elem.htm)
- Teacher Tube: [www.teachertube.com](http://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	Discussions; projects assessed through the use of a rubric; oral presentations assessed through the use of a rubric; lesson plans; final project; 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.
3. Develop varied formative assessment practices and assess mastery of the same essential math concepts in different ways	Teaching and learning theories activities, final project, oral presentations, leading facilitators and lesson plan, and online discussions.
5. Apply instructional strategies to promote mathematics learning among students of a wide range of academic diversity including ESL and special needs students.	Online activities and in-class discussions, final project; oral presentations, lesson presentation; lesson plans; field-based assignment.
6. 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.	Online activities and in-class discussions, final project; oral presentations, lesson presentation assessed through the use of a rubric; and lesson plans; field-based assignment.
7. Align math classroom environments with real world environments by infusing problem-solving strategies, and active learning; 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; oral presentations, lesson presentation assessed through the use of a rubric; lesson plans; field-based assignment.

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

**PROFESSIONAL RESPONSIBILITIES:**

<p><b>1. Mathematics Autobiography (15 points)</b></p>
<p>Take some time to reflect on your mathematical journey in life:</p> <ol style="list-style-type: none"> <li>a) Where have you been?</li> <li>b) How do you feel about math?</li> <li>c) How does this affect you as you come to be a teacher of mathematics?</li> </ol> <p>Write a 2-page paper (excluding title cover page). To submit your paper please share your document with me on Google Doc (Google Drive). Please make sure that your paper has a title cover page, use a 12-font size and double-space line spacing.</p>
<p><b>2. Teaching Philosophy (15 points)</b></p>
<p>Areas to consider for your teaching philosophy (describe and provide examples):</p> <ul style="list-style-type: none"> <li>• Why is teaching important for you? --- aspirations, goals, objectives</li> <li>• What beliefs, theories, and/or methods mark successful teaching? --- methods to use in achieving goals/objectives. For example, your beliefs regarding learning theory and specific strategies you could use such as case studies, debates, simulations, role playing, learning/reading circles, manipulative, learning by doing, active learning, cooperative learning, project work, investigations, etc.</li> <li>• How to assess student understanding? --- what are your beliefs about grading, test, types of assessment you will use: traditional – paper-pencil and/or alternative types projects, panels, debates, presentations, performances, etc.</li> <li>• How will you improve your teaching? ---how will you use your student input to improve your teaching? How might you learn new skills and teaching strategies or approaches? How do you know when you have taught effectively?</li> </ul>
<p><b>3. Online Activities (40 points) **</b></p>
<p>You will complete the following activities for the weeks that we don't meet face-to-face:</p> <ol style="list-style-type: none"> <li>I. <u>Interactive Multimedia Poster</u>        Topic: Differentiating Instruction (Van de Walle, Chapter 4)        You will create an interactive multimedia poster (combination of video, images and text) that reflects the main ideas presented in these readings:       <ol style="list-style-type: none"> <li>a. Van De Walle, Chapter 4</li> <li>b. <u>What is Differentiated Instruction?</u></li> </ol>       It might be smart to start with a creative title to organize your ideas before you begin the interactive multimedia poster. You will complete your interactive multimedia poster using either <a href="#">Smore</a> or <a href="#">GlogsterEDU</a>. Please be creative.        Your interactive multimedia poster must reflect:       <ol style="list-style-type: none"> <li>1. Why do we differentiate instruction?</li> <li>2. How do we differentiate instruction?</li> </ol> <p>Upload your Interactive Multimedia Poster to your Teaching E-Portfolio site.</p> </li> </ol>

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 or Microsoft Publisher (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.

Upload your newsletter or brochure to your Teaching E-Portfolio site.

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 using [bubbl.us](http://bubbl.us) or [mindomo](http://mindomo.com).

Upload your learning map to your Teaching E-Portfolio site.

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 on your Teaching E-portfolio site.

\*\* You will also use this day/time (where we don't meet face-to-face) to do your observations in 2<sup>nd</sup> – 5<sup>th</sup> grade classrooms with your assigned cooperating teacher.

**4. Class Participation and Discussion (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 consider 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.

#### 5. **Interactive Team Presentation (50 points)**

Students in a group will prepare interactive presentation of ideas and activities of the assigned topics to their peers. Group assignments will be determined in Week 1. I suggest that you use Google Slides as a collaborative tool to complete your presentation. You are not allowed to use MS Powerpoint. Your presentation must be less than 20 slides that present the main ideas of the assigned topic (> 20 slides will result in point deduction/1 point per additional slide. Make your presentation clear, succinct and less wordy. We will decide the duration of your interactive presentation on the first day of class.

Please submit to me in class:

1. A copy of your slides (print 4 slides per page)
2. 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 "Interactive Team Presentation Rubric to guide you to complete this assignment.

#### 6. **Mid-Term: Learning Center/Lesson Plan (50 points) to K-5th Graders**

A team of 4 or 5 will prepare a lesson plan based on agreed topic with assigned K-5th grade teacher (10 points – refer to rubric). Lesson plan template is in the Blackboard and please complete your team's lesson plan in Google Doc. Please add me to your document. My email is [jasingcashman@gmail.com](mailto:jasingcashman@gmail.com) (as "Can edit").

Each team will consult with their assigned teacher for this assignment to determine the topic of lesson plan. Each team will prepare an hour lesson and facilitate 3 – 4 learning centers described in team's lesson plan with K – 5th graders. Please manage your time wisely. Each team member 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.

#### 7. **Field-based Assignments**

##### **(a) Observation (30 points)**

- You are required to complete 9 hours observation in the classroom (7 hours of Math instruction, and 2 hours in other subject areas instruction and/or attending professional learning community meetings, tutoring, parent's teacher conference, ARD/IEP sessions), and 1½ hours teaching a Math lesson. At the beginning of the semester you will be assigned a cooperating teacher to accomplish this assignment. Please print and study this instruction: [Observations and Teaching Instruction](#). You will do your observation when we don't meet face-to-face (during online activity week).
- There will be a log-in sheet to record (print this out: [Observation Log](#)) your observation time that will be verified and signed by the cooperating teacher; and

observation notes form (Classroom Observation Notes) where you will take notes every time you do your observation, based on the observation guidelines stated in this form (must be verified and signed by the cooperating teacher) - 10 points

- You will also complete a 5-page field-based assignment reflective essay (please refer to this rubric: Reflective Observation Essay Rubric) - 20 points

## **(b) Final Project: Active Learning Lesson Plan & Implementation (140 points)**

### **Goals of the assignment**

Students will demonstrate understanding of the following:


1. How students learn and develop (provide learning opportunities that support a student's intellectual, social, and personal development)
2. How students differ in their approaches to learning (create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities)
3. How to use a variety of instructional strategies to encourage student development of critical thinking, problem solving, & performance skills, including integration of the English Language Proficiency (ELP) standards and strategies which address the needs of English Learners (EL), as well as differentiation for diverse learning styles and individual educational needs (Individual Education Plans- IEPs).
4. Individual & group motivation & behavior (create learning environments that encourage positive social interaction, active engagement in learning, & self-motivation)
5. How to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals
6. How to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. Utilization of language development data for English Language Learners to be integrated into evaluation and assessment, including EDL/DRA and/or Texas English Language Proficiency Assessment System (EDL/DRA, TELPAS) ratings and accommodations and modifications to evaluation strategies to reflect evaluation in native and emerging languages. Accommodations and modifications as defined for special needs integrated on an individual basis as defined in Individual Education Plans (IEPs).

### **Assignment directions**

**Part 1:** Develop a 90-minute lesson plan following the planned topic or TEKS of your cooperating teacher's curriculum. Additionally, if the classroom/cooperative teacher's focus is bilingual, dual language, or English as a Second Language, then the lesson plan should integrate the language(s) of focus in the classroom i.e. a bilingual approach to lesson planning. If special needs are being addressed in the classroom, those accommodations and modifications should also be reflected in the lesson planning

**Part 2:** Teach the lesson in your assigned cooperating teacher's classroom. Your lesson implementation must be video-taped.

**Part 3:** Reflect on the effectiveness of your plan and your implementation of the lesson.

 **Part 1: Write the Lesson Plan (40 points)**

1. On your own or working with a partner in ELED/BED 4310, develop a detailed lesson plan. As you do this you should meet with your cooperating teacher to identify a lesson that you will be able to plan and teach during your field-based assignment. Be sure to discuss with him/her the subject standards and English Language Proficiency Standards (ELPs), essential questions and goals s/he has set out for the unit from which this lesson comes. You will need these in order to plan your lesson.
2. Begin by identifying one or more TEKS standards. Identify the corresponding English Language Proficiency Standards, as well as, any required modification to standards as required in Individual Education Plans (IEPS). Write your plan incorporating all parts contained in the template. Be sure to include a detailed outline of the learning activities.
3. Include a variety of resources that you used in preparing the lesson (e.g., similar lesson plans that you found on the Internet, information from cooperating teacher, textbook, etc.). Attach these to your lesson plan.
4. Along with the lesson plan you should also attach all handouts you would provide students (this includes directions, worksheets, etc.).
5. Include a brief description of the performance task(s) and other evidence (formative and summative assessment of the task and related language criteria) that you plan to use for your lesson (e.g., at end of hour have students write down 1-2 things they learned, etc.).
6. Outline the learning plan (teaching & learning activities). This plan should be aligned clearly with the desired results (i.e., geared towards having students meet the objectives, answer the essential questions, and be able to complete the assessment activities). The plan should include all of the following components:
  1. List of instructional materials & resources
  2. Timeline: next to each step, indicate approximate length of time you expect each step to take.
  3. Introductory activities: hook/capture student interest, set the stage, relate to previous learning (review), how this fit into what is to follow (preview), tell students what they will learn and be expected to do as a result of the lesson.
  4. Developmental activities: outline the content and outline the instructional strategies & learning activities. Include details what you will do, how you will organize/prepare students for tasks, and what students will do. If you plan to involve students in discussion, list key/stem questions that you might ask to generate discussion.
  5. Closing activities: list activities that you & students will do to summarize the lesson, reinforce what was covered, and tie everything together so students see how the lesson fits into the context of the rest of the course (what they have already done and what is coming next).
  6. Within the framework given above, integration of Sheltered Instruction Observation Protocol (SIOP) strategies and approaches are reflected and specified.
  7. Within the framework given above, integration of accommodations and modifications appropriate to address all learning styles and needs (differentiation).



✚ **Part 2: Teach the lesson (60 points)**

1. Implement the lesson that will be videotaped in your assigned CT's classroom.
2. Ask your cooperating teacher to observe you teach the lesson, providing him/her with a typed copy of your lesson plan in advance along with the questions that you would like to discuss with him/her following the observation
3. Please upload your video on youtube and embed it into your Teaching E-Portfolio site.

Please refer to the *Rubric for Active Learning Lesson Implementation* for detailed expectations.

✚ **Part 3: Reflecting on the lesson plan and your implementation of the lesson (40 points)**

Analyze the effectiveness of your lesson plan and your implementation using the *active learning lesson plan rubric* and *active learning lesson implementation rubric* as a guide. Use the following to guide you in developing this analysis.

After teaching the lesson, watch the video of your lesson. Analyze and take notes on the following questions (**submit analysis and notes to me: 10 pts**)

1. How did I plan and teach the lesson so that the students were able to achieve the objectives of the lesson?
2. How did I assess my students' achievement of the task and language objectives in the lesson (these could be informal - such as "name two things we learned.")?
3. Were the steps to the lesson and instructions (a) clear in my plan (b) clear to the students when I explained these to them?
4. How did I integrate and address the needs of English Learners (EL) in the classroom?
5. How did I address the special student needs identified in Individual Education Plans (IEPs)?
6. How did I differentiate for individual learning styles?
7. How did I manage the students? How did the lesson plan motivate the students?
8. How did I do? How can I further improve my lesson/instruction?

Then write a 5-page reflection paper (**30 points**) (giving specific examples from your lesson plan and/or video analysis), reflecting in depth as you ask yourself the following more in-depth questions. Note: You do *not* have to have *succeeded* in achieving all of these areas in your planning and teaching. However, what is important for you to be successful in this assignment is for you to (a) recognize where you are in your progress towards mastery of these and (b) explain where and how you still need to improve. As you reflect, address the in-depth questions listed below. Your paper should respond to each of these questions.

1. How did I plan for and provide learning opportunities that supported the students' intellectual, social, and personal development?
2. How did I create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities?
3. How did I plan and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, & performance skills for all students, including EL, Special Needs and other identified student learning needs?

4. How did I plan and create a learning environment that encourage positive social interaction, active engagement in learning, & self-motivation?
5. How did I plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals?
6. To what extent did my plan and my teaching reflect by ability to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical, language development of the student.

**SUMMARY OF POINTS:**

<b>Assignment</b>	<b>Points</b>
Class Attendance and Participation	30
Online Activity - 4 @ 10 pts.	40
Mathematics Autobiography Paper	15
Teaching Philosophy	15
Interactive Team Presentation	50
Mid-term Assignment - Learning Center/Lesson Plan	60
Complete 9 hours of classroom observation and 90 minutes teaching Active Learning Math lesson (with log-in sheet and completed notes)	10
Observation Reflective Essay	20
CT's Evaluation - Observation	10
Final Project: Part I - Active Learning Lesson Plan	40
Final Project: Part II - Active Learning Lesson Implementation	60
Final Project: Part III- Reflections (Video Analysis Notes and Essay)	40
CT's Evaluation - Active Learning Lesson Implementation	10
<b>TOTAL</b>	<b>400</b>

**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.

**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. Inclusiveness and Equity**

Members of the university community are not to discriminate on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or eoaa@utep.edu<mailto:eoaa@utep.edu>.

#### **E. 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).

#### **F. 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 constructive feedback.

## RUBRICS

### Mathematics Autobiography – 15 points

Component	Topic	Target	Acceptable	Unacceptable
<b>Content</b>	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
<b>Mechanics</b>	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
<b>Formatting</b>	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

**Teaching Philosophy – 15 points**

<b>Criteria</b>	<b>Exceeds Standard 13-15 pts.</b>	<b>Meets Standard 10-12 pts.</b>	<b>Does Not Meet Standard, &lt; 10 pts</b>
<b>Professional Disposition</b>	Clear & in-depth reflection about learning theories and clearly explains how the learning theories will guide your teaching.	General reflection about learning theories and somewhat clearly explains how the learning theories will guide your teaching.	Lack of reflection about learning theories and does not explain how the learning theory will guide your teaching.
<b>Reflective Practice</b>	Clear & in-depth examination of how you will improve your knowledge to implement a respectful & inclusive learning environment.	Clear examination of how you will improve your knowledge to implement a respectful & inclusive learning environment.	An unclear examination of how you will improve your knowledge to implement a respectful & inclusive learning environment.
<b>Assessment</b>	Clear & in-depth description of how you will use assessment to (i) gauge student understanding and (ii) examine your teaching approaches.	Clear description of how you will use assessment to (i) gauge student understanding and (ii) examine your teaching approaches.	An unclear description of how you will use assessment to (i) gauge student understanding and (ii) examine your teaching approaches.
<b>Teaching Improvement</b>	Clear & in-depth description of how you will improve your teaching.	Clear description of how you will improve your teaching.	An unclear description of how improve your teaching.

### Class Attendance and Participation - 30 points

<b>Component</b>	<b>Target 25 - 30 points.</b>	<b>Acceptable 20 - 24 points</b>	<b>Fair 15 - 19 points</b>	<b>Poor &lt; 14 points</b>
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. Multimedia Poster

CATEGORY	8 -10	5 -7	1-4	0
<b>Content</b>	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.
<b>Creativity</b>	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.
<b>Design</b>	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.
<b>Number of Items</b>	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.	Newsletter or Brochure provides some important ideas presented in the assigned reading.	Newsletter or Brochure provides a few ideas presented in the assigned reading.	No submission

	Content was easy to understand, clear and organized well.	Content was somewhat easy to understand, somewhat clear and organized.	Content was difficult to understand, unclear and poorly organized.	
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
<b>Neatness and Presentation</b>		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
<b>Use of color</b>		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



<b>Content</b>	The learning map includes a central idea of the reading/topic surrounded by connected branches of associated topics (very detail)  The learning map includes the MAJOR ideas of the topic.	The learning map includes a central idea of the reading/topic surrounded by connected branches of associated topics (somewhat detail)  The mind map misses some major ideas of the topic.	The learning map includes a central idea of the reading/topic surrounded by connected branches of associated topics. (no associated topics)  The mind map misses most major ideas of the topic.	No submission
----------------	--	---	---	---------------

#### IV. Poem

<b>Category</b>	<b>10 - 8</b>	<b>7 - 5</b>	<b>4 - 1</b>	<b>0</b>
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 poet 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

#### Mid-Term: Learning Center/Lesson Plan - 60 points

<b>Category</b>	<b>Exceeds Standard 45-60 pts</b>	<b>Meets Standard 30-44 pts</b>	<b>Does Not Meet Standard &lt;30 pts</b>
Structure	Lesson Plan format is concise and includes Cross-Curricular/Real-world Connections. Tools address	Lesson Plan format is somewhat concise and includes most Cross-Curricular/ Real-world Connections. Tools address	Lesson Plan format is not concise and does not include Cross-Curricular/Real-world Connections. Tools do not address types of learners:

	types of learners: kinesthetic, visual and auditory.	types of learners: kinesthetic, visual and auditory.	kinesthetic, visual and auditory.
Content	Texas Essential Knowledge and Skills and Learning objective are stated and learning processes are clear and concise.	Texas Essential Knowledge and Skills and Learning objective are stated and learning processes are somewhat clear and concise.	Texas Essential Knowledge and Skills and Learning objective are not stated and learning processes are not clear and concise.
Delivery	Strategies for lesson delivery include interactive, hands-on approaches and differentiated instruction. Technology & Inquiry-Based/Active learning is embedded in lesson delivery.	Strategies for lesson delivery include some interactive, hands-on approaches and differentiated instruction. Technology & Inquiry-Based/Active learning is somewhat embedded in lesson delivery.	Strategies for lesson delivery does not include interactive, hands-on approaches and differentiated instruction. Technology & Inquiry-Based/Active learning is not embedded in lesson delivery.

**Peer Evaluations for Interactive Team Presentation and Team-Teaching Assignments**

Using the following rubric, you will be asked to evaluate your peer's contribution to the group assignment. This peer evaluation is worth 10 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

**Interactive Team Presentation - 50 points**

<b>Interpreting Assigned Topic(s) --35 pts</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Does Not Meet Standard</b>
Provide main ideas of the topic --5 pts			
Accurately explain the main concepts --10pts			
Accurately explain and demonstrate teaching strategies for concepts --15 pts			
Responds accurately and appropriately to audience questions --5 pts			
<b>Presentation Skills --10 pts</b>			
Material was presented in an engaging way (gets the audience involved) --4 pts			
Presentation flowed logically and was well organized --4 pts			
Clear and conversational presentation style --2pts			
<b>Individual Contribution --5 pts</b>			
Average of self-evaluation and peer evaluation scores			

**Reflective Observation Report - 20 points**

<b>Component</b>	<b>Meet Standard: 15 - 20 points</b>	<b>Acceptable: 10 - 14 points</b>	<b>Unacceptable: &lt;10 points or No score</b>
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.

### Active Learning Lesson Plan and Implementation - 100 points

Category	Exceeds Standard	Meets Standard	Does Not Meet Standard
Structure (T-TESS Dimensions 1.1, 1.3, 1.4) --20 pts	Lesson Plan format is concise addressing universal design and makes connections to student needs. Included are the elements of Active Learning, Inquiry-based, technology, with differentiation that addresses prior knowledge, real world connections, identified (data-driven) student strengths and knowledge gaps.	Lesson Plan format is somewhat concise addressing some of the following areas: universal design and makes connections to student needs. Included are some of the elements of Active Learning, Inquiry-based, technology, with differentiation that addresses prior knowledge, real world connections, identified (data driven) student strengths and knowledge gaps.	Lesson Plan format is disorganized and does not include components addressing: universal design and makes connections to student needs. The elements of Active Learning, Inquiry-based, technology, with differentiation that addresses prior knowledge, real world connections, identified (data driven) student strengths and knowledge gaps are not included.
Content (T-TESS Dimension 2.1) -- 40 pts	Texas Essential Knowledge and Skills and Learning objective are stated and addressed in the lesson structure. Active, constructive learning is promoted through discovery, critical-creative thinking and challenging expectations. Error Analysis and self-reflection are promoted resulting in student learning goal setting.	Texas Essential Knowledge and Skills and Learning objective are somewhat stated and addressed in the lesson structure. Active, constructive learning is primarily promoted through discovery, critical-creative thinking and challenging expectations. Error Analysis and self-reflection are somewhat promoted resulting in student learning goal setting.	Texas Essential Knowledge and Skills and Learning objective are not stated and addressed in the lesson structure. Active, constructive learning is not promoted through discovery, critical-creative thinking and challenging expectations. Error Analysis and self-reflection are not promoted and does not result in student learning goal setting.
Lesson Delivery (T-TESS Dimensions 2.3, 2.4) --40 pts	Strategies for lesson delivery include interactive, hands-on approaches and differentiated instruction to address individual student needs and learning styles. Formative evaluation is integrated to insure content mastery (evidence based). Lesson delivery is literacy-based and provides opportunities for engagement through cross-curricular connections, and integration of varied tools and technology.	Strategies for lesson delivery somewhat includes interactive, hands-on approaches and differentiated instruction to address individual student needs and learning styles. Formative evaluation is somewhat integrated to insure content mastery (evidence based). Lesson delivery is somewhat literacy-based and provides some opportunities for engagement through cross-curricular connections, and has some integration of varied tools and technology.	Strategies for lesson delivery does not include interactive, hands-on approaches and differentiated instruction to address individual student needs and learning styles. Formative evaluation is not integrated to insure content mastery (evidence based). Lesson delivery is not literacy-based and does not provide opportunities for engagement through cross-curricular connections, and does not have integration of varied tools and technology.

### Reflection Paper (Part III) - 30 points

Standard	Exceeds Standards 25 - 30 pts	Meets Standards 20 - 24 pts	Does Not Meet Standards <20 pts
<b>Depth of Reflection</b>	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the lesson plan and implementation.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the lesson plan and implementation.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the lesson plan and implementation.
<b>Viewpoints</b>	Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable	Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
<b>Evidence and Practice</b>	Essay shows strong evidence of synthesis of ideas presented and insights gained in this assignment. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed.	Essay shows evidence of synthesis of ideas presented and insights gained in this assignment. The implications of these insights for the respondent's overall teaching practice are presented.	Essay shows no evidence of synthesis of ideas presented and insights gained in this assignment. No implications for the respondent's overall teaching practice are presented.
<b>Self-Evaluations</b>	Self-evaluation shows personal development related to goals set for this assignment.	Self-evaluation shows assessment of progress connected goals set for this assignment.	Self-evaluation is generalized, superficial and not connected to goals set for this assignment.
<b>Mechanics</b>	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.

## 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.

## Tentative Schedule Fall 2018

**ELED/BED 4310 (CRN#: 12883/12882), Parkland ES (Rm. 103), Tuesday; 8:30 – 11:20 AM**

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









: Online - Students will complete Field Assignments (Observations) and Online Activities.







: Face-to-face – Collaborative work/Interactive Presentations/Team-teaching to K – 5<sup>th</sup> graders

	Date	Topics	Reading and Assignment	Field Experience
 <b>Meet at UTEP in ED308</b>	Week 1: Aug 28	<b>Topics:</b> <ul style="list-style-type: none"> <li>▪ Introduction: Expectations &amp; Format</li> <li>▪ Course Tools: Blackboard</li> <li>▪ Collaborative tool: Google Drive</li> <li>▪ Assign team to facilitate interactive presentation</li> <li>▪ Build your Teaching E-portfolio using Weebly</li> <li>▪ Share assigned cooperating teacher</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete Math Autobiography Assignment: <u>Due</u>: Sep 3 by 11:59 PM</li> <li>▪ Read for next week's class:                             <ul style="list-style-type: none"> <li>✓ "Scaffolding Instruction", "I do, You do, We do Model", "Essential Question" and "Bloom's Taxonomy"</li> <li>✓ Depth of Knowledge (DOK) (These readings are located in the "Readings" folder on Blackboard)</li> <li>✓ Van de Walles' chapters 1, 2 and 3; and <a href="#">Formative vs Summative Assessment</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss Field-based assignment: observation &amp; teaching active learning lesson plan</li> <li>▪ Contact assigned teacher to schedule observations</li> </ul>
	Week 2: Sept 4	<ul style="list-style-type: none"> <li>▪ Scaffolding instruction</li> <li>▪ "I do, We do, You do" Model</li> <li>▪ Essential Question</li> <li>▪ Depth of Knowledge &amp; Bloom's Taxonomy</li> <li>▪ Teaching Mathematics for Understanding</li> <li>▪ Teaching Mathematics Through Problem Solving</li> <li>▪ Assessment:                             <ul style="list-style-type: none"> <li>✓ Assessing for Learning</li> <li>✓ <a href="#">Formative vs Summative Assessment</a></li> </ul> </li> </ul>	Read Van de Walle's Chapter 1, Chapter 2 and Chapter 3.  Read <a href="#">Formative vs Summative Assessment</a>	
	Week 3: Sept 11	<b>Topics:</b> <ul style="list-style-type: none"> <li>▪ Exploring Number and Operation Sense</li> <li>▪ Helping Students Master the Basic Facts</li> <li>▪ Developing Whole Number Place Value Concepts</li> <li>▪ Building Strategies for Whole Number Computation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Van de Walle, Chapters 8, 9,10 &amp; 11</li> <li>▪ Assigned team to facilitate class learning activities</li> <li>▪ Presentation slides due Sept 9 shared with me (<a href="mailto:jasingcashman@gmail.com">jasingcashman@gmail.com</a>) in Google Slides</li> </ul>	
	Week 4: Sept 18	<b>Online Activity #1: Interactive multimedia poster</b> <ul style="list-style-type: none"> <li>▪ Differentiating Instruction</li> </ul>	<ul style="list-style-type: none"> <li>▪ Van de Walle, Chapter 4</li> <li>▪ Create an interactive multimedia poster using <a href="#">Smore</a> or <a href="#">GlogsterEDU</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation in the classroom</li> <li>▪ Complete log-in sheet</li> </ul>



	Date	Topics	Reading and Assignment	Field Experience
		<ul style="list-style-type: none"> <li>▪ <a href="#">What is Differentiated Instruction</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ Upload your completed interactive multimedia poster into your Weebly site</li> <li>▪ <u>Due</u>: Sept 24</li> </ul>	<ul style="list-style-type: none"> <li>▪ Take notes during observation</li> <li>▪ <b>Submit observation notes – Sept 25</b></li> </ul>
	Week 5: Sept 25	<p>Topic:</p> <ul style="list-style-type: none"> <li>▪ Exploring Fraction Concepts</li> <li>▪ Building Strategies for Fraction Computation</li> <li>▪ Developing Decimal and Percent Concepts and Decimal Computation</li> <li>▪ Promoting Algebraic Thinking</li> </ul>	<ul style="list-style-type: none"> <li>▪ Van de Walle, Chapters 12, 13, 14 &amp; 15</li> <li>▪ Assigned team facilitate class learning activities</li> <li>▪ Presentation slides due Sept 23 shared with me (<a href="mailto:jasingcashman@gmail.com">jasingcashman@gmail.com</a>) in Google Slides</li> </ul>	
	Week 6: Oct 2	<p>Online Activity #2: Newsletter or Brochure</p> <ul style="list-style-type: none"> <li>▪ Planning Teaching and Assessing Culturally and Linguistically Diverse Students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Van de Walle, Chapter 5</li> <li>▪ Create your newsletter or brochure using MSWord or MSPublisher;</li> <li>▪ Upload your Brochure/Newsletter on your Teaching E-portfolio site</li> <li>▪ <u>Due</u> – Oct 8</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation in the classroom</li> <li>▪ Complete log-in sheet</li> <li>▪ Take notes during observation</li> <li>▪ <b>Submit observation notes – Oct 9</b></li> </ul>
	Week 7: Oct 9	<ul style="list-style-type: none"> <li>▪ Building Measurement Concepts</li> <li>▪ Developing Geometric Thinking and Concepts</li> <li>▪ Helping Students Represent and Interpret Data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Van de Walle, Chapters 15, 16, 17 &amp; 18</li> <li>▪ Assigned team facilitate class learning activities</li> <li>▪ Presentation slides due Oct 7 shared with me (<a href="mailto:jasingcashman@gmail.com">jasingcashman@gmail.com</a>) in Google Slides</li> </ul>	
	Week 8 Oct 16	<ul style="list-style-type: none"> <li>▪ <b>Team #1 facilitate lesson activities to 2nd graders</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Consult with team's assigned 2<sup>nd</sup> grade teacher to determine the topic of your lesson plan</li> <li>▪ Share with me your lesson plan in Google Doc by <u>Oct 21</u></li> <li>▪ Team will implement lesson plan with 4 learning centers from _____AM in room 109</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>2nd graders will come to UTEP class where assigned team will teach their lesson.</b></li> </ul>
	Week 9: Oct 23	<p>Online Activity #3: Learning Map Planning, Teaching and Assessing Students with Exceptionalities</p>	<ul style="list-style-type: none"> <li>▪ Van de Walle, Chapter 6</li> <li>▪ Complete your Learning Map using <a href="http://bubbl.us">bubbl.us</a> or <a href="http://mindomo.com">mindomo</a>.</li> <li>▪ Upload your completed learning map into your Teaching E-portfolio site.</li> <li>▪ <u>Due</u>: Oct 22</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation in the classroom</li> <li>▪ Complete log-in sheet</li> <li>▪ Take notes during observation</li> <li>▪ <b>Submit observation notes – Oct 23</b></li> </ul>
	Week 10: Oct 30	<ul style="list-style-type: none"> <li>▪ <b>Team #2 facilitate lesson activities to 3rd graders</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Consult with team's assigned 3<sup>rd</sup> grade teacher to determine the topic of your lesson plan</li> <li>▪ Share with me your lesson plan in Google Doc by <u>Oct 28</u></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>3rd graders will come to UTEP class where assigned team will teach their lesson.</b></li> </ul>

	Date	Topics	Reading and Assignment	Field Experience
			<ul style="list-style-type: none"> <li>Team will implement lesson plan with 4 learning centers from _____ AM in room 109</li> </ul>	
	Week 11: Nov 6	Online Activity #4: Write a Poem <ul style="list-style-type: none"> <li>Collaborating with Families, Community and Principals</li> </ul>	<ul style="list-style-type: none"> <li>Van de Walle, Chapter 7</li> <li>Identify 10 keywords &amp; create a poem;</li> <li>Post your poem on your Teaching E-portfolio site</li> <li><u>Due</u>: Nov 12</li> </ul>	<ul style="list-style-type: none"> <li>Observation in the classroom</li> <li>Complete log-in sheet</li> <li>Take notes during observation</li> <li><b>Submit observation notes – Nov 13</b></li> </ul>
	Week 12: Nov 13	<ul style="list-style-type: none"> <li><b>Team #3 facilitate lesson activities to 4th graders</b></li> </ul>	<ul style="list-style-type: none"> <li>Consult with team’s assigned 4<sup>th</sup> grade teacher to determine the topic of your lesson plan</li> <li>Share with me your lesson plan in Google Doc by <u>Nov 11</u></li> <li>Team will implement lesson plan with 4 learning centers from _____AM in room 109</li> </ul>	<b>4th graders will come to UTEP class where assigned team will teach their lesson.</b>
<b>Thanksgiving</b>				
	Week 13: Nov 27	<ul style="list-style-type: none"> <li><b>Team #4 facilitate lesson activities to 5th graders</b></li> </ul>	<ul style="list-style-type: none"> <li>Consult with team’s assigned 5<sup>th</sup> grade teacher to determine the topic of your lesson plan</li> <li>Share with me your lesson plan in Google Doc by <u>Nov 25</u></li> <li>Team will implement lesson plan with 4 learning centers from _____AM in room 109</li> </ul>	<ul style="list-style-type: none"> <li><b>5th graders will come to UTEP class where assigned team will teach their lesson.</b></li> </ul>
	Week 14: Dec 4	<ul style="list-style-type: none"> <li>Active Learning Lesson Plan/Implementation – Sharing and Reflection</li> <li>Teaching E-Portfolio Presentation</li> </ul>	<u>Due</u> : <ul style="list-style-type: none"> <li>“Observation” manila folder must include:               <ul style="list-style-type: none"> <li>✓ Observations log</li> <li>✓ Observation notes</li> <li>✓ Reflective Essay</li> </ul> </li> <li>Video Analysis Notes</li> <li>Reflective essay for Active Learning Lesson/Implementation</li> </ul>	