

**Spring 2017, ELED 4310 (CRN#: 27188)**  
**Teaching Math in Primary Grades**  
**Thursday 12:00 PM – 2:50 PM; Mesita Elementary (Rm. 109)**

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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 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. 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 assignment completed in google doc and/or google slides with me: [jasingcashman@gmail.com](mailto: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](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.
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**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). 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.

**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.

\*\* 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.

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. **Interactive Presentations (30 points)**

Students in a group of two or three will do an interactive presentation of ideas and activities of the assigned topics to their peers. Group assignments will be determined in Week 2:

Each group will prepare a presentation slides using google slides on google drive. Please add me to your document. My email is [jasingcashman@gmail.com](mailto:jasingcashman@gmail.com) (as "Can edit"). 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 "Grading Rubric for Lesson's Presentation" and "Chapter's Presentation Guideline" to guide you to complete this assignment.

5. **Mid-Term Exam: Team Teaching (50 points) to 2<sup>nd</sup>-5<sup>th</sup> Graders**

A team of 4 or 5 will prepare a lesson plan based on agreed topic with assigned 2<sup>nd</sup>-5<sup>th</sup> 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 activities (learning centers) described in team's lesson plan with 2<sup>nd</sup> – 5<sup>th</sup> 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.

6. **Field-based Assignment: Observation and Teaching a Math Lesson (25 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, parents teacher conference, ARD/IEP sessions), and 1 hour 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
- At the end of your 9 hours observation, you will write a 2-page summative reflections of your observations in the classroom (please refer to the rubric) - 15 points



7. **Final Project: Integrated Unit Plan and Teaching a Math Lesson (120 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 (the same team that was assigned for assignments #4 & #5).

For this project, plan an integrated unit that integrates teaching mathematics with two 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: 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. You will also **teach** the mathematics lesson of your unit plan. Plan with your cooperating teacher to teach the mathematics lesson in the classroom from your unit plan. These lessons must fit or aligned with your cooperating teacher’s planned curriculum. 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 3 lesson plans including all handouts, rubrics, etc., and a completed and signed-teaching verification/evaluation form by your cooperating teacher – 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 (integrated 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
3. Video clips and pictures of you teaching the Math lesson (saved in a folder that I will share with the class). – 5 points

**SUMMARY OF POINTS:**

<b>Assignment</b>	<b>Points</b>
Class Attendance and Participation	30
Pre and Post Test	20
Pre and Post Survey	20
Online Activity – 4 @ 10 pts.	40
Mathematics Autobiography Paper	15
Interactive Presentations	30
Mid-term Assignment – Team Teaching	50
Complete 9 hours of classroom observation and 1 hour teaching a Math lesson (with log-in sheet and completed notes)	10
Reflective Observation Report	15
Final Project: Thematic Unit, Lesson Plans, Materials, completed Evaluation Form	100
Final Project: Reflective Paper	15
Final Project: Video Clips/pictures of teaching mathematics	5
<b>TOTAL</b>	<b>350</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. 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 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

### 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. Collage

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.  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
<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>	<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 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

**Peer Evaluations for Interactive Presentation and Team Teaching Assignments -10 points**

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



### Lesson Plan for Team Teaching – 10 points

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

## Grading Rubric for Interactive Presentation – 30 points

Students' Names: \_\_\_\_\_

Topic: \_\_\_\_\_

TRAIT	4	3	2	1
<b>NONVERBALSKILLS</b>				
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.

<b>VERBAL SKILLS</b>				
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.

<b>CONTENT</b>				
<b>SUBJECT KNOWLEDGE</b>	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.
<b>ACTIVITIES</b>	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.
<b>ORGANIZATION</b>	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.
<b>MECHANICS</b>	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.
<b>AUDIENCE ADAPTATION</b>	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.

### 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

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### 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 Spring 2017**  
**ELED 4310 (CRN#: 27188), Mesita ES (Rm. 109), Thursday; 12:00 – 2:50 PM**

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 2<sup>nd</sup> – 5<sup>th</sup> graders

	Date	Topics	Reading and Assignment	Field Experience
	Week 1: Jan 19	Topics: <ul style="list-style-type: none"> <li>▪ Introduction: Expectations &amp; Format</li> <li>▪ Course Tools: Blackboard</li> <li>▪ Collaborative tool: Google Drive</li> <li>▪ Complete pre-test</li> <li>▪ Complete pre-survey</li> <li>▪ Assign team to facilitate interactive presentation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete Math Autobiography Assignment - <u>Due</u>: Jan 25 by 11:59 PM</li> <li>▪ Complete pre-survey (link send via email)</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" (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> <li>▪ Please get the required textbook by Jan 20.</li> </ul>	Please indicate grade level (2 <sup>nd</sup> – 5 <sup>th</sup> ) you want to observe/teach for the field-based assignment in the Google Doc that I have shared with you (via email)
	Week 2: Jan 26	<ul style="list-style-type: none"> <li>▪ Scaffolding instruction</li> <li>▪ "I do, We do, You do" Model</li> <li>▪ Essential Question</li> <li>▪ Bloom's Taxonomy</li> <li>▪ Assign student with cooperating teacher for field assignment</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>	<ul style="list-style-type: none"> <li>▪ Students in-pair assigned with cooperating teacher</li> <li>▪ Contact assigned teacher to schedule observations</li> </ul>
	Week 3: Feb 2	Topics: <ul style="list-style-type: none"> <li>▪ Exploring Number and Operation Sense</li> <li>▪ Helping Students Master the Basic Facts</li> <li>▪ Whole Number Concepts</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 Feb 1 shared with me (<a href="mailto:jasingcashman@gmail.com">jasingcashman@gmail.com</a>) in Google Slides</li> </ul>	
	Week 4: Feb 9	Topic: <ul style="list-style-type: none"> <li>▪ Exploring Fraction Concepts</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 &amp; 14</li> <li>▪ Assigned team facilitate class learning activities</li> <li>▪ Presentation slides due Feb 8 shared with me (<a href="mailto:jasingcashman@gmail.com">jasingcashman@gmail.com</a>) in Google Slides</li> </ul>	



	Date	Topics	Reading and Assignment	Field Experience
	Week 5: Feb 16	Online Activity #1: Collage <ul style="list-style-type: none"> <li>Differentiating Instruction</li> <li><a href="#">What is Differentiated Instruction</a></li> </ul>	<ul style="list-style-type: none"> <li>Van de Walle, Chapter 4</li> <li>Create your collage; Bring your completed collage in the next class meeting – <u>Due</u>: Feb 23</li> </ul>	<ul style="list-style-type: none"> <li>Do observation in the classroom</li> <li>Complete log-in sheet</li> <li>Take notes during observation</li> <li><b>Submit observation notes – Feb 23</b></li> </ul>
	Week 6: Feb 23	<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 Feb 22 shared with me (<a href="mailto:jasingcashman@gmail.com">jasingcashman@gmail.com</a>) in Google Slides</li> </ul>	
	Week 7: Mar 2	Online Activity #2: Newsletter or Brochure <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; Bring your printed newsletter or brochure in the next class meeting: <u>Due</u> – Mar 9</li> </ul>	<ul style="list-style-type: none"> <li>Do observation in the classroom</li> <li>Complete log-in sheet</li> <li>Take notes during observation</li> <li><b>Submit observation notes – Mar 9</b></li> </ul>
	Week 8: Mar 9	<ul style="list-style-type: none"> <li>Team #1 facilitate lesson activities to 2<sup>nd</sup> graders</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>Mar 8</u></li> <li>Team will implement lesson plan with 4 learning centers from 12:30 – 1:30 PM in room 109</li> </ul>	2 <sup>nd</sup> graders will come to our class (room 109) where assigned team will teach their lesson.
Mar 13 –17 Spring Break				
	Week 9: Mar 23	<ul style="list-style-type: none"> <li>Team #2 facilitate lesson activities to 3<sup>rd</sup> graders</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>Mar 22</u></li> <li>Team will implement lesson plan with 4 learning centers from 12:30 – 1:30 PM in room 109</li> </ul>	3 <sup>rd</sup> graders will come to our class (room 109) where assigned team will teach their lesson.
	Week 10: Mar 30	Online Activity #3: Learning Map Planning, Teaching and Assessing Students with Exceptionalities	<ul style="list-style-type: none"> <li>Van de Walle, Chapter 6</li> <li>Complete your Learning Map; Bring your completed learning map in the next class meeting – <u>Due</u>: Apr 06</li> </ul>	<ul style="list-style-type: none"> <li>Do observation in the classroom</li> <li>Complete log-in sheet</li> <li>Take notes during observation</li> <li><b>Submit observation notes – Apr 6</b></li> </ul>

	Date	Topics	Reading and Assignment	Field Experience
	Week 11: Apr 6	<ul style="list-style-type: none"> <li>Team #3 facilitate lesson activities to 4<sup>th</sup> graders</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>Apr 5</u></li> <li>Team will implement lesson plan with 4 learning centers from 12:30 – 1:30 PM in room 109</li> </ul>	4 <sup>th</sup> graders will come to our class (room 109) where assigned team will teach their lesson.
	Week 12: Apr 13	<p>Online Activity #4: Write a Poem</p> <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; Submit in the Discussion Board on course Blackboard</li> <li><u>Due:</u> Apr 19</li> </ul>	<ul style="list-style-type: none"> <li>Do observation in the classroom</li> <li>Complete log-in sheet</li> <li>Take notes during observation</li> <li><b>Submit observation notes – Apr 20</b></li> </ul>
	Week 13: Apr 20	<ul style="list-style-type: none"> <li>Team #4 facilitate lesson activities to 5<sup>th</sup> graders</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>Apr 19</u></li> <li>Team will implement lesson plan with 4 learning centers from 12:30 – 1:30 PM in room 109</li> </ul>	5 <sup>th</sup> graders will come to our class (room 109) where assigned team will teach their lesson.
	Week 14: Apr 27	<ul style="list-style-type: none"> <li>No face-to-face meeting</li> </ul>	<ul style="list-style-type: none"> <li>Work with your team to complete team's final project</li> <li>Make sure observation log and notes are complete with cooperating teacher's signature.</li> <li>Complete <u>Individual</u> Final Project Reflection Paper</li> <li>Complete <u>Individual</u> Observation Reflection Paper</li> </ul>	
	Week 15: May 4	<ul style="list-style-type: none"> <li>Integrated Unit Sharing</li> <li>Post-test</li> </ul>	<p><u>Due</u> (hardcopy- submit in class):</p> <ul style="list-style-type: none"> <li>"Final Project" manila folder must include: <ul style="list-style-type: none"> <li>✓ Integrated curriculum unit</li> <li>✓ 3 lesson plans</li> <li>✓ Completed evaluation form by your cooperating teacher</li> <li>✓ Students' artifacts (from the math lesson taught in the classroom)</li> <li>✓ Other related materials</li> <li>✓ Final project individual reflection paper</li> </ul> </li> </ul> <p><u>Due:</u></p> <ul style="list-style-type: none"> <li>"Observation" manila folder must include: <ul style="list-style-type: none"> <li>✓ Observations log</li> </ul> </li> </ul>	

	<b>Date</b>	<b>Topics</b>	<b>Reading and Assignment</b>	<b>Field Experience</b>
			<ul style="list-style-type: none"> <li>✓ Observation notes</li> <li>✓ Reflective individual observation report</li> </ul>	
	Week 16: May 11	<ul style="list-style-type: none"> <li>▪ Integrated Unit Sharing</li> </ul>		