

**College of Education, Teacher Education
University of Texas at El Paso**

ELED 4310: CRN 19099
Teaching Math in the Elementary Classroom
Fall 2021

Instructor: Jessica Pussman

E-mail: jpussman@utep.edu

Cell number: 915-867-7832

COURSE DELIVERY

We will be meeting in room 405 on Tuesday mornings from 8:30am-11:20am. Our course will meet face to face the majority of the semester along with a few asynchronous sessions throughout the semester. Calendar will be discussed weekly.

COURSE DESCRIPTION (3 credit hours)

This course covers the methods and resources for teaching mathematics in elementary classrooms. Emphasis is placed on the equity principle (mathematics for all) and the development of conceptual understanding on topics such as number sense, patterns, and basic algebra, geometry and measurement, data analysis and probability. Students will design, implement, assess and critique mathematics instruction, with an emphasis on effectively engaging dual language learners. 6 hours of field experience is required.

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

- Combine theory with experience in creating and implementing culturally inclusive curriculum and teaching strategies
- Plan and participate in hands-on exploration
- Practice reflective teaching using theoretical and practical implications of these experiences
- 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.
- Understand the role that technology holds in the profession of teaching.

PREREQUISITE

Pre-Req: Program requires acceptance into EPP/Student Teaching Residency 1 Program; Departmental Approval

CO-REQ

RED4338

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COURSE ALIGNMENT WITH COLLEGE MISSION AND VISION

This course aligns with the University’s and College of Education’s mission and vision in addressing the preparation of educators with a special emphasis on and support for student learning and development within linguistically and culturally diverse border region settings. It provides students with opportunities to apply knowledge of EC-6 education as they develop and deliver presentations and teaching activities that are aligned to the state standards for educators. Students will engage in work that addresses equity and access in education for all students.

COURSE LEARNING OBJECTIVES & STUDENT LEARNING OUTCOMES

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.
Design effective standards-based classroom activities for EC-6 students and reflect on student outcomes.	Discussions; leading facilitators, lesson plans; and final project.
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.
Apply instructional strategies to promote mathematics learning among students of a wide range of academic diversity including ESL and special needs students.	Activities and in-class discussions, final project; oral presentations, lesson presentation; lesson plans; field-based assignment.
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.	Activities and in-class discussions, final project; oral presentations, lesson presentation assessed through the use of a rubric; and lesson plans; field-based assignment.
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.	Activities and in-class discussions, final project; oral presentations, lesson presentation assessed through the use of a rubric; lesson plans; field-based assignment.
Modify lessons based on the synthesis of the relationship between problem solving and communication.	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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REQUIRED READINGS

- Van de Walle, J., Karp, A., Bay-Williams, J. (2020). *Elementary and Middle school mathematics: Teaching developmentally (10th ed.) Texas Edition*. Boston, MA: Pearson.
- Math TEKS
- Articles/Supplemental readings provided by instructor

ATTENDANCE POLICY

Students are expected to attend all classes and actively participate in working on projects and class discussions. Students are expected to prepare for each class session. All teaching candidates are expected to demonstrate the ethical and professional values associated with Elementary Level Education. It is critical that teacher candidates adopt and exhibit a professional demeanor at each point in their teacher preparation. Evidence of professional dedication will be expected through all work during classes and practicum, seminar, internship, and clinical experiences. Credit for participation and professionalism will be part of the evaluation. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers in class
- Completing all weekly class activities (assignments, quizzes, etc.)
- Completing all assignments

INCLUSIVENESS & EQUITY

Learning happens only when we feel respected as a whole human being. My top priority in our classroom is to cultivate relationships of trust and respect and a sense that we see each other as whole, complex human beings. That you experience this in our classroom is important for the sake of your learning in our course *and* for the sake of your future students' learning, so that you feel able to cultivate such relationships with them. To that end, I want you to know that all of you are welcome in our classroom space—all the parts of you as a person are welcome in our discussions, our activities, our assignments, and in our assessments. We are all complex people with a variety of perspectives, experiences, challenges, assets, and resources—our gender identities, our sexual orientations, our religions, our races, our ethnicities, our economic statuses, our immigration statuses, our parenthoods, our veteran statuses, our ages, our languages, our abilities and disabilities. All the parts of you are welcome in our learning community to the extent that you feel comfortable bringing them in. I strive to show respect for the variety and wholeness in each of you, and I expect that each of you shows respect for each other as well. If you feel marginalized in our class, and you feel comfortable discussing it, I would like to know so that I can support you, protect you, and make changes that feel more inclusive and equitable. You can also talk with our Department Chair and/or you can report a complaint of discrimination to the University's Equal Opportunity Office, Kelly Hall, Third Floor, 915-747-5662 or eoaa@utep.edu.

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TECHNOLOGY REQUIREMENTS

You will be required to submit assignments through one drive, google forms and flip grid. Please have your device weekly as we will be using some class time to work on assignments.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [Help Desk as they are trained specifically in assisting with technological needs of students.](#)

NETIQUETTE

- o Always consider the audience in discussions. Remember that members of the class and the instructor will be reading any postings.
- o Respect and courtesy must be provided to classmates and to instructors at all times. No harassment or inappropriate postings will be tolerated.
- o When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a F2F situation.

COURSE COMMUNICATION

There are a number of ways we can keep the communication channels open:

Office Hours:

Tuesdays: 8:00am -8:30am Room 405 and 11:30am-12:30pm Room 410C

Appointments available by email/text as well

Email: UTEP email is the best way to contact me. I will make every attempt to respond to your email within 24-48 hours of receipt. In the body of your email, clearly state your question. At the end of your email, be sure to put your first and last name, and your university identification number.

Announcements/Reflections: I will be sending a weekly reflection/email to you each week in lieu of blackboard discussion boards on blackboard. This is so important because your feedback drives my instruction.

LATE WORK POLICY

Assignments are discussed ahead of time to give you enough time to plan and prepare. Know the expectations and deadlines for each assignment. Familiarize yourself with the syllabus to help you meet all the deadlines. If an emergency occurs please let me know as soon as possible.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities. This allows for equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services.](#)

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COVID-19 INFORMATION AND ACCOMMODATIONS

COVID-19 PRECAUTION STATEMENT

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

If you feel you may need accommodations as you deal with COVID-19, please let me know by emailing me at jpussman@utep.edu. My main focus is to assist and be a resource for you to ensure your overall well-being and the successful completion of this course.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more [HOOP: Student Conduct and Discipline](#).

STUDENT RESOURCES

UTEP provides a variety of student services and support:

Technology Resources

Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.

University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.

Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.

History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.

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RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.

Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.

Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

POLICIES AND PROCEDURES

Food insecurity, mental health, and access to support services

Learning happens only when our bodies and minds are well—and all of us occasionally face challenges to wellness that interfere with our learning. I want you to be aware of a variety of support services on campus that can help you navigate these challenges and obstacles. **The UTEP Food Pantry** is available to help address students' basic food needs, as well as needs for personal hygiene items and access to additional support programs for students and their families. It is located at Memorial Gym Room 105, hours and more information posted online at <https://www.utep.edu/student-affairs/foodpantry/>. The office of **Counseling and Psychological Services** offers mental health counseling, crisis counseling, and many workshops on wellness topics—all of which are free to UTEP students. Their hours and services are posted online at <https://www.utep.edu/student-affairs/counsel/resources/services-students.html>. Additional support services and resources are listed at <https://www.utep.edu/student-affairs/resources/index.html>. If you are facing an obstacle to your learning, I encourage you to check out these resources, or let me know, and I will be happy to help you find the support you need. You are not alone.

CHANGES TO THE SYLLABUS

I strive to respond in my teaching to the shifting conditions of our class community: current events, our discussions, our interests, our extant experiences, and needs for growth. Some changes may be made to the syllabus along the way. I will always notify you or ask you to participate in the decision to make changes. If there are significant changes, the updated syllabus will be made available on Blackboard.

COURSE STRUCTURE

This course runs on a weekly schedule, Monday through Sunday.

The following is a summary overview of the required coursework for the entire semester and related points possible. The assignments are subject to change

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COURSE ASSIGNMENTS/REQUIREMENTS

Interactive Notebook Hands on Activities (20 points x 14 = 280)

Hands-On Activity (10 Points x 14) -Pedagogical Development (10 Points x 14)

Each Chapter of the Book will be assigned to a pair of students to present a hands-on mini-lesson during the semester.

Each pair will be responsible for teaching a hands on mini lesson and each student will complete the lesson in their interactive notebook. You will sign up during the second week of class(first come first serve) for the chapter of the book that interests you.

Lesson Plan Development (30 points x 2 = 60)

In this class, you will develop two sets of detailed lesson plans. You will choose two topics that interest you. I will provide the lesson plan template for you to use.

Begin by identifying one TEKS standard. Identify the corresponding English Language Proficiency Standards as well. Write your plan incorporating all parts contained in the template. Be sure to include a detailed outline of the learning activities. Include a variety of resources that you used in preparing the lesson (e.g., similar lesson plans that you found on the Internet, information/activities of previous courses, textbook, etc.). Attach these to your lesson plan.

Along with the lesson plan you should also attach all handouts you would provide students (this includes directions, worksheets, etc.). 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 the end of the lesson have students write down 1-2 things they learned, etc.).

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:

- a. List of instructional materials & resources
- b. Timeline: next to each step, indicate the approximate length of time you expect each step to take.
- c. Introductory activities(Before): hook/capture student interest, set the stage, relate to previous learning (review), how this will fit into what is to follow (preview), tell students what they will learn and be expected to do as a result of the lesson.
- d. Developmental activities(During): outline the content and outline the instructional strategies & learning activities. Include details about 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.
- e. Closing activities(After): 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).
- f. Within the framework given above, integration of Sheltered Instruction Observation Protocol (SIOP) strategies and approaches are reflected and specified.
- g. Within the framework given above, integration of accommodations and modifications appropriate to address all learning styles and needs (differentiation).

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Analysis of 6 Lessons - 100 points (No less than 400 words)

Due: **December 7**

For the 6 hours of field experience required for this course we will be analyzing videos in lieu of face to face observations. The 6 hours will be documented using RtOP forms.

Recording Observation Log and Submitting Reflections for Field-based Experience.

Per TAC§228.35(b)(1), candidates seeking teacher certification must complete a minimum of 30 clock-hours of field-based experience (FBE) prior to clinical student teaching or internship. This course requires **6** hours of FBE. You will document each observation in the Educator Preparation Online Portal (EPOP), located at <https://coe.utep.edu/epop/>. Documentation includes both a log of the time spent observing and a final reflection paper.

Follow these instructions after each observation:

1. Navigate to <https://coe.utep.edu/epop/>
2. Go to “Student Login” and select “Field-based Experience”
3. Select “New Observation”
4. Enter the information pertaining to your most recent observation
5. An email will be sent to your cooperating teacher, so s/he can verify the information you provided.

You must submit a “New Observation” every time you go to a campus to complete field-based experience hours. For each course, upload a final reflection paper that addresses the prompts provided by your instructor.

Once you have obtained the minimum number of required FBE hours for a particular course and uploaded your final reflection paper, click “Submit for Verification.” A summary of your observations will be sent to your instructor for confirmation.

Reflection Expectation

To help you synthesize your observations during the semester you will be required to submit “Response to Observation/Practice” (RtOP) reflections.

There are 4 necessary components for each of your RtOP reflections.

1. First, *OBSERVE*

There are a series of observation tools that you will be provided that assist you in looking at classroom practice in a purposeful way. When you observe, you will collect data by using each tool to help you make sense of what you are seeing, what it means and questions that may emerge for you. Additionally, this process will help you with the CONNECT to Standard, Text and Self portion of the RtOP written below. You will attach this completed form with each RtOP and submit it within the required timeline in order to receive credit.

2. Second, *CONNECT to Standard* -

In a written response, you will synthesize 5 of your observations by connecting the experience to one of the *TExES Secondary and All Levels Professional Development Standards*:

- Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- Standard II: The teacher creates a classroom environment of respect and rapport that foster a positive climate for learning, equity and excellence.
- Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
- Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

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For your RtOP, create the heading: “Connect to Standard,” and in this section you will need to examine the standards and select one to discuss in light of your observation/practice. How does the standard speak to what you observed, saw or did? Be specific and give a detailed discussion that thoroughly demonstrates your understanding of the standard you selected. Keep in mind, that you are expected to use all 4 standards at least once over the course of the semester; however, there is not a particular order you must go in—just make sure you address each of them thoroughly.

3. Third, *CONNECT to Text*

Under the heading: “Connect to Text” and in this section you will connect your experience to one or more of the course readings. How do the readings speak to what you are observing or doing? What are the contradictions and/or challenges? How do the readings help you understand what you are observing, doing and/or thinking about? Make sure you properly cite your response in APA or MLA style. No excuses about APA or MLA formatting.

See <http://owl.english.purdue.edu/> for an excellent resource.

4. Fourth, *CONNECT to Self*

Finally, for each RtOP, under the heading: “Connect to Self,” you are expected to connect what you have observed to yourself. What are you learning about yourself? What are you learning about teaching elementary school? How does this awareness inform your notion of teaching and learning at the elementary level—that is, what it appears to be and what it can be?

So, to recap, each RtOP should have the following components with appropriate section headings:

- Connection to Standard
- Connection to Text
- Connection to Self
- Attached Observation Tool

Interactive Notebook Final Project - 100 points

You will be turning in your interactive notebook during the week of November 29. Your notebook is your portfolio of the work that you need throughout the semester.

Weekly Reflections- 30 Points Weekly Quizzes - 30 points

Using google forms and flip grid you will have weekly reflections that you will complete along with weekly quizzes to account for attendance.

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COURSE CALENDAR & GRADE DISTRIBUTION

Changes may be made in this syllabus when judged appropriate by the instructor

Date	Class Topic by Week		Reading										
Week 1 August 24	Part I: Teaching Mathematics: Foundations and Perspectives	What does it Mean to Know and Do Mathematics	<i>Chapter 1-2</i>										
Week 2 August 31 <i>Asynchronous</i>		Teaching Through Problem Solving	<i>Chapter 3</i>										
Week 3 September 7		Process for Preparing a Lesson Creating Assessments for Learning	<i>Chapter 4-5</i>										
Week 4 September 14		Teaching Mathematics Equitably to All Students	<i>Chapter 6</i>										
Week 5 September 21		Number Operations Modeling of Mini Lesson/Rehearsal	<i>Chapter 7-9</i>										
Week 6 September 28	Part II: Teaching Student-Centered Mathematics	Whole Number Place Value Concepts	<i>Chapter 10</i>										
Week 7 October 5		Developing Strategies for Computation	<i>Chapter 11-12</i>										
Week 8 October 12 <i>Asynchronous</i>		Algebraic Thinking, Equations, and Functions	<i>Chapter 13</i>										
Week 9 October 19		Developing Fraction Concepts	<i>Chapter 14</i>										
Week 10 October 26		Developing Fraction Operations	<i>Chapter 15</i>										
Week 11 November 2		Ratios, Proportions, and Proportional Reasoning	<i>Chapter 17</i>										
Week 12 November 9		Developing Measurement Concepts	<i>Chapter 18</i>										
Week 13 November 16		Developing Geometric Thinking & Geometric Concepts	<i>Chapter 19</i>										
Week 14 November 23		<i>Developing Concepts of Data and Statistics</i>	<i>Chapter 20</i>										
Week 15 November 30		Exploring Concepts of Probability	<i>Chapter 21</i>										
Week 16 December 7	Final Project												
Total 600 Pts	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Lesson Plans</td> <td style="width: 50%; text-align: right;">(30 Pts×2=60 Pts)</td> </tr> <tr> <td>Hands-on Activities/Pedagogy</td> <td style="text-align: right;">(20 Pts×14= 280 Pts)</td> </tr> <tr> <td>Field Observations</td> <td style="text-align: right;">(16.67 Ptsx 5 = 100 Pts)</td> </tr> <tr> <td>Final Project</td> <td style="text-align: right;">(100 Pts)</td> </tr> <tr> <td>Weekly Reflections/Quizzes</td> <td style="text-align: right;">(60 Pts)</td> </tr> </table>		Lesson Plans	(30 Pts×2=60 Pts)	Hands-on Activities/Pedagogy	(20 Pts×14= 280 Pts)	Field Observations	(16.67 Ptsx 5 = 100 Pts)	Final Project	(100 Pts)	Weekly Reflections/Quizzes	(60 Pts)	
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TEXES: Texas Examinations of Educator Standards

TEXES Standards Incorporation: Class activities and assignments use the best practice methods that support the competencies from the TEXES Standards. Discussions will focus on how the lesson/ activity/ assignment addresses the competencies that support best practice while also providing pre-service teachers insight into questions that may appear on TEXES.

TEXES Elementary Professional Development Standards (Pedagogy and Professional Responsibilities Standards, EC Grade-12)

* **Standard I:** The teacher designed instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Students, Content and Pedagogy, Selection of Instructional Goals and Objectives
Resources, Designing Coherent Instruction, Assessment of Student Learning

* **Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Creating an Environment of respect and Rapport, Establishing an Environment for Learning and Excellence, Managing Classroom Procedures, Managing Student Behavior, Maintaining a Physical and Emotional Environment that is Safe and Productive

* **Standard III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Communication, Engaging Students in Learning, Providing Feedback to Students,
Demonstrating Flexibility and Responsiveness

* **Standard IV.** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Interacting and Communicating with Families, Interacting with Other Educators and Contributing to the School and District, Continuing Professional Development,
Legal and Ethical Requirements and the Structure of Education in Texas

To demonstrate the incorporation of standards students will be practicing teaching using a constructivist and a multicultural curriculum designed to provide successful learning experiences for all the children. Through actual classroom teaching experience, students will be practicing concepts from all four standards listed above.