I. Course Description:
Examination of the mathematics curriculum for grades EC-6 with emphasis on current practices, trends, and research on effective practices for teaching mathematics. This course includes investigation of activities and materials appropriate for achieving mathematics objectives.
Pre-requisites: Admitted to Teacher Education; enrolled in Field II.

II. Program Learning Outcomes, Student Learning Outcomes and Assessment:

PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; InTASC 1).

- SLO 1.1 Candidates implement developmental stages of childhood and early adolescence in instruction (ACEI 1; EC-6 Texas Mathematics Standard VI).
  - SLO 1.1.1 Assessment – Final Exam
    - PPR Standards: 1.6k, 1.17k, 1.18k, 1.19k, 1.28k, 1.5s, 1.11s, 1.21s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.8k, 3.9k, 3.11k, 4.1k, 4.2k, 4.4s, 4.13s
    - Content Standards: 5.2k, 5.5s, 5.8s, 5.17s, 5.18s, 5.20s, 6.3k, 6.4k, 6.7k, 6.6s, 7.1k, 7.2k, 7.3k, 7.4k, 7.10k, 7.11k, 7.12k, 8.1k, 8.2k, 8.3k, 8.4k, 8.5k, 8.6k, 8.7k, 8.7s, 9.6k, 9.7k
  - SLO 1.1.2 Assessment – Mental Mathematics
    - PPR Standards: 1.6k, 1.19k, 1.1s, 1.4s, 1.5s, 1.6s, 1.11s, 1.12s, 1.13s, 1.14s, 1.21s, 1.22s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.8k, 2.7s, 2.8s, 3.3k, 3.4k, 3.9k, 3.11k, 3.1s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 3.12s
    - Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 1.15k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.17s, 5.18s, 5.19s, 5.20s, 5.21s, 7.1k, 7.2k, 7.3k, 7.4k, 7.10k, 7.11k, 7.12k, 7.1s, 7.2s, 7.4s, 7.5s, 7.7s, 7.9s, 7.11s, 7.12s, 7.14s, 7.15s, 7.18s, 7.21s
  - SLO 1.1.3 Assessment – Children’s Books
    - PPR Standards: 1.6k, 1.11s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.8k, 4.1k, 4.2k, 4.4s
    - Content Standards: 5.20s, 7.1k, 7.2k, 7.3k, 7.4k, 7.22s, 7.23s
  - SLO 1.1.4 Assessment – Games Project
    - PPR Standards: 1.6k, 1.18k, 1.19k, 1.1s, 1.4s, 1.5s, 1.6s, 1.11s, 1.12s, 1.13s, 1.14s, 1.21s, 1.22s, 3.1s, 3.8s, 3.9s, 3.10s, 4.1k, 4.2k, 4.4s
    - Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 1.15k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.17s, 5.18s, 5.20s, 5.21s, 7.1k, 7.2k, 7.3k, 7.4k, 7.10k, 7.11k, 7.12k, 7.1s, 7.2s, 7.4s, 7.5s, 7.7s, 7.12s, 7.14s, 7.15s, 7.18s, 7.21s, 9.7s
  - SLO 1.1.5 Assessment – Classroom Content Activities/Reading Assessment/Reflections
    - Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 1.15k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.20s, 6.6s, 7.1k, 7.2k, 7.3k, 7.4k, 7.6k, 7.5s, 7.7s, 7.9s, 8.1k, 8.2k, 8.3k, 8.4k, 8.5k, 8.6k, 8.7k, 8.1s, 8.3s, 8.4s, 8.5s, 8.6s, 8.7s, 9.1k, 9.2k, 9.3k, 9.4k, 9.5k, 9.6k, 9.7k, 9.1s, 9.2s, 9.3s, 9.4s, 9.5s, 9.6s, 9.7s
  - SLO 1.1.6 Assessment – Develop Lesson Plans
    - PPR Standards: 1.17k, 1.18k, 1.28k, 1.11s
    - Content Standards: 6.3k, 6.4k, 6.7k, 7.23s, 9.2k

- SLO 1.2 Candidates know and understand major concepts, principles, theories, and research to select current best practices for mathematics instruction.
  - SLO 1.2.1 Assessment – Develop Lesson Plans
    - PPR Standards: 1.6k, 1.17k, 1.18k, 1.19k, 1.28k, 1.5s, 1.11s, 2.2k, 2.3k, 2.4k, 2.5k, 2.8k, 3.4s, 3.10s, 4.1k, 4.2k, 4.4s, 4.13s
    - Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 1.15k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.11s, 5.13s, 5.14s, 5.17s, 5.20s, 6.3k, 6.7k, 6.2s, 6.5s, 7.1k, 7.2k, 7.3k, 7.4k, 7.17k,
Texas effects on society and today's mathematics classroom (SLO 1.3)

1.2.2 Assessment – Games Project
- PPR Standards: 1.6k, 1.18k, 1.19k, 1.1s, 1.4s, 1.5s, 1.6s, 1.11s, 1.12s, 1.13s, 1.14s, 1.21s, 1.22s, 3.1s, 3.8s, 3.9s, 3.10s, 4.1k, 4.2k, 4.4s
- Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 5.1k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.17s, 5.19s, 5.20s, 5.21s, 7.1k, 7.2k, 7.3k, 7.4k, 7.10k, 7.11k, 7.12k, 7.1s, 7.2s, 7.4s, 7.5s, 7.7s, 7.12s, 7.14s, 7.15s, 7.18s, 7.21s, 9.7s

1.2.3 Assessment – Mental Mathematics
- PPR Standards: 1.6k, 1.19k, 1.1s, 1.4s, 1.5s, 1.6s, 1.11s, 1.12s, 1.13s, 1.14s, 1.21s, 1.22s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.8k, 2.7s, 2.8s, 2.9s, 3.3k, 3.4k, 3.9k, 3.11k, 3.1s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 3.12s
- Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s, 1.9s, 1.10s, 1.12s, 5.1k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.17s, 5.18s, 5.19s, 5.20s, 5.21s, 7.1k, 7.2k, 7.3k, 7.4k, 7.10k, 7.11k, 7.12k, 7.1s, 7.2s, 7.4s, 7.5s, 7.7s, 7.9s, 7.11s, 7.12s, 7.14s, 7.15s, 7.18s, 7.21s

1.2.4 Assessment – Develop Lesson Plans
- Content Standards: 7.17k, 7.16s, 7.24s

1.2.5 Assessment – Children’s Books
- PPR Standards: 1.6k, 1.11s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.8k, 4.1k, 4.2k, 4.4s

1.2.6 Assessment – Develop Lesson Plans
- PPR Standards: 5.2os, 7.1k, 7.2k, 7.3k, 7.4k, 7.22s, 7.23s
- Content Standards: 4.13s

1.2.7 Assessment – Mathematical Discussions
- PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s, 1.9s, 1.10s, 1.12s, 7.1k, 7.2k, 7.3k, 7.4k, 8.1k, 8.2k, 8.3k, 8.4k, 8.5k, 8.6k, 8.7k, 8.15s, 8.3s, 8.4s, 8.5s, 8.6s, 8.7s, 9.3s, 9.5s

1.2.8 Assessment – Classroom Content Activities/Reading Assessment/Reflections
- PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s, 1.9s, 1.10s, 1.12s, 5.1k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.20s, 6.6s, 7.1k, 7.2k, 7.3k, 7.4k, 7.6k, 7.4s, 7.5s, 7.7s, 7.9s, 8.1k, 8.2k, 8.3k, 8.4k, 8.5k, 8.6k, 8.7k, 8.15s, 8.3s, 8.4s, 8.5s, 8.6s, 8.7s, 9.1k, 9.2k, 9.3k, 9.4k, 9.5k, 9.6k, 9.7k, 9.1s, 9.2s, 9.3s, 9.4s, 9.5s, 9.6s, 9.7s

1.2.9 Assessment – Final Exam
- PPR Standards: 1.6k, 1.17k, 1.18k, 1.19k, 1.28k, 1.5s, 1.11s, 1.21s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.8k, 3.9k, 3.11k, 4.1k, 4.2k, 4.4s, 4.13s
- Content Standards: 5.2k, 5.5s, 5.8s, 5.17s, 5.18s, 5.20s, 6.3k, 6.4k, 6.7k, 6.6s, 7.1k, 7.2k, 7.3k, 7.4k, 7.10k, 7.11k, 7.12k, 8.1k, 8.2k, 8.3k, 8.4k, 8.5k, 8.6k, 8.7k, 8.7s, 9.6k, 9.7k

1.2.10 Assessment – Mathematical Discussions
- PPR Standards: 1.1k, 1.18k, 1.28k, 3.9s, 4.13s
- Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s, 1.9s, 1.10s, 1.12s, 6.4k, 6.7k, 7.1k, 7.3k, 7.10k, 7.11k, 7.12k, 7.21s, 9.3k, 9.4k, 9.7k, 9.3s, 9.5s, 9.6s

1.3 - candidates will examine the history, structure, and evolving nature of mathematics and its effects on society and today's mathematics classroom (EC6 Texas Mathematics ST VI).

1.3.1 Assessment – Develop Lesson Plans
- PPR Standards: 1.6k, 1.17k, 1.19k, 1.28k, 1.5s, 1.6s, 1.11s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.8k, 3.4s, 3.10s, 4.13s
- Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.11s, 1.12s, 5.1k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.11s, 5.13s, 5.14s, 5.17s, 5.20s, 6.3k, 6.7k, 6.6s, 7.1k, 7.2k, 7.3k, 7.4k, 7.17k, 7.19k, 7.5s, 7.7s, 7.16s, 7.21s, 7.22s, 7.23s, 7.24s, 8.4k, 8.5s, 9.1k, 9.2k, 9.3k, 9.4k, 9.5k, 9.6k, 9.7k, 9.1s, 9.2s, 9.3s, 9.4s, 9.5s, 9.6s

1.3.2 Assessment – Reflections on Twitter
- PPR Standards: 2.2k, 2.3k, 2.4k
- Content Standards: 6.3k, 7.2k, 7.4k, 7.7s

PLO 2 Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2; InTASC 4).

2.1 Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability (EC-6 Texas Mathematics ST I, II, III, IV, V).
PLO 3.1 Candidates develop a firm understanding of their role and responsibilities in the assessment process, including:

- SLO 3.1.2 Assess candidates using a variety of assessment methods
- SLO 3.1.3 Analyze and interpret assessment data
- SLO 3.1.4 Link assessment data to instruction and learning outcomes

PLO 3.2 Candidates demonstrate knowledge of mathematical strategies appropriate for young children and adolescents (EC-6 Texas Mathematics ST VII).

- SLO 3.2.1 Assess candidates:
  - PPR Standards: 1.6k, 1.18k, 1.19k, 1.2k, 1.5s, 1.6s, 1.11s, 1.12s, 1.13s, 1.14s, 1.21s, 1.22s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.8k, 3.4s, 3.10s, 4.13s
  - Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6s, 1.5s, 1.4s, 1.3s, 1.1s, 1.11s, 1.12s, 1.13s, 1.14s, 3.10s, 4.13s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.11s, 5.13s, 5.14s, 5.17s, 5.20s, 6.3k, 6.7k, 6.2s, 6.5s, 7.1k, 7.2k, 7.3k, 7.4k, 7.17k, 7.19k, 7.5s, 7.7s, 7.16s, 7.21s, 7.22s, 7.23s, 7.24s, 8.4k, 8.5s, 9.1k, 9.2k, 9.3k, 9.4k, 9.5k, 9.6k, 9.7k, 9.1s, 9.2s, 9.3s, 9.4s, 9.5s, 9.6s, 9.7s

PLO 3.2.2 Assess candidates:
  - PPR Standards: 1.6k, 1.18k, 1.19k, 1.1s, 1.4s, 1.5s, 1.6s, 1.11s, 1.12s, 1.13s, 1.14s, 1.21s, 1.22s, 3.1s, 3.8s, 9.6s
PLO 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; InTASC 6).

- SLO 4.1 Candidates examine various options for informal assessment of the young child/adolescent (EC-6 Texas Mathematics ST VIII).

  o SLO 4.1.1 Assessment – Games Project
    ▪ PPR Standards: 1.6k, 1.18k, 1.19k, 1.1s, 1.4s, 1.5s, 1.6s, 1.11s, 1.12s, 1.13s, 1.14s, 2.12s, 3.1s, 3.8s, 3.9s, 3.1s, 10s, 4.1k, 4.2k, 4.4s
    ▪ Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6s, 1.8s, 1.9s, 2.12s, 5.1k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.17s, 5.19s, 5.20s, 5.21s, 7.1k, 7.2k, 7.3k, 7.4k, 7.10k, 7.11k, 7.12k, 7.1s, 7.2s, 7.4s, 7.5s, 7.7s, 7.12s, 7.14s, 7.15s, 7.18s, 7.21s, 9.7s
  
  o SLO 4.1.2 Assessment – Mental Mathematics
    ▪ PPR Standards: 1.6k, 1.19k, 1.28k, 1.6s, 1.11s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.8s, 3.4s, 3.10s, 4.13s
    ▪ Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6s, 1.8s, 1.9s, 2.12s, 5.1k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.17s, 5.19s, 5.20s, 5.21s, 6.6s, 7.1k, 7.2k, 7.3k, 7.4k, 7.10k, 7.11k, 7.12k, 7.1s, 7.2s, 7.4s, 7.5s, 7.7s, 7.9s, 7.12s, 7.14s, 7.15s, 7.18s, 7.21s, 9.7s

SLO 3.3 Candidates explore and use a variety of appropriate instructional strategies for students in grades EC-6 (e.g. using models, children's literature, and everyday experiences) (EC-6 Texas Mathematics ST VII).

  o SLO 3.3.1 Assessment – Children’s Books
    ▪ PPR Standards: 1.6k, 1.11s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.8k, 4.1k, 4.2k, 4.4s
    ▪ Content Standards: 5.20s, 7.1k, 7.2k, 7.3k, 7.4k, 7.22s, 7.23s
  
  o SLO 3.3.2 Assessment – Design Lesson Plans
    ▪ Content Standards: 7.17k, 7.16s, 7.24s
  
  o SLO 3.3.3 Assessment – Game Project
    ▪ PPR Standards: 1.6k, 1.18k, 1.19k, 1.3s, 1.4s, 1.5s, 1.6s, 1.11s, 1.12s, 1.13s, 1.14s, 2.12s, 3.1s, 3.8s, 3.9s, 3.10s, 4.1k, 4.2k, 4.4s
    ▪ Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 2.12s, 5.1k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.17s, 5.19s, 5.20s, 5.21s, 7.1k, 7.2k, 7.3k, 7.4k, 7.10k, 7.11k, 7.12k, 7.1s, 7.2s, 7.4s, 7.5s, 7.7s, 7.12s, 7.14s, 7.15s, 7.18s, 7.21s, 9.7s
  
  o SLO 3.3.4 Assessment – Mental Mathematics
    ▪ PPR Standards: 1.6k, 1.19k, 1.3s, 1.4s, 1.5s, 1.6s, 1.11s, 1.12s, 1.13s, 1.14s, 2.12s, 3.1s, 3.8s, 3.9s, 3.10s, 4.1k, 4.2k, 4.4s
    ▪ Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 2.12s, 5.1k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.17s, 5.19s, 5.20s, 5.21s, 7.1k, 7.2k, 7.3k, 7.4k, 7.10k, 7.11k, 7.12k, 7.1s, 7.2s, 7.4s, 7.5s, 7.7s, 7.12s, 7.14s, 7.15s, 7.18s, 7.21s, 9.7s
  
  o SLO 3.3.5 Assessment – Design Lesson Plans
    ▪ PPR Standards: 1.17k, 1.19k, 1.28k, 1.6s, 1.11s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.8s, 3.4s, 3.10s, 4.13s
    ▪ Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 2.12s, 5.1k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.17s, 5.19s, 5.20s, 5.21s, 6.6s, 7.1k, 7.2k, 7.3k, 7.4k, 7.10k, 7.11k, 7.12k, 7.1s, 7.2s, 7.4s, 7.5s, 7.7s, 7.12s, 7.14s, 7.15s, 7.18s, 7.21s, 9.7s
SLO 4.1.3 Assessment — Children’s Books
  - PPR Standards: 1.6k, 1.11s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.8k, 4.1k, 4.2k, 4.4s
  - Content Standards: 5.20s, 7.1k, 7.2k, 7.3k, 7.4k, 7.10k, 7.11k, 7.12k, 7.1s, 7.2s, 7.4s, 7.5s, 7.7s, 7.9s, 7.11s, 7.12s, 7.14s, 7.15s, 7.18s, 7.21s

SLO 4.2 Candidates demonstrate understanding of mathematical assessment of the development of young children and young adolescents (EC-6 Texas Mathematics ST VIII).

SLO 4.2.1 Assessment — Design Lesson Plans
  - PPR Standards: 1.17k, 1.19k, 1.28k, 1.6s, 1.11s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.8k, 3.4s, 3.10s, 4.13s
  - Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 5.1k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.17s, 5.19s, 5.20s, 5.21s, 6.6s, 7.1k, 7.2k, 7.3k, 7.4k, 7.10k, 7.11k, 7.12k, 7.1s, 7.2s, 7.4s, 7.5s, 7.7s, 7.12s, 7.14s, 7.15s, 7.18s, 7.21s, 9.7s

SLO 4.2.2 Assessment — Design Lesson Plans
  - PPR Standards: 1.1s, 1.4s, 1.6s, 1.11s, 1.12s, 1.13s, 1.14s, 1.21s, 1.22s, 2.1k, 2.3k, 2.4k, 2.5k, 2.7s, 2.8s, 2.9s, 3.4k, 3.9k, 3.11k, 3.4s, 3.8s, 3.9s, 3.4k, 3.5s, 3.6s, 3.10s
  - Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 5.1k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.11s, 5.12s, 5.13s, 5.14s, 5.19s, 5.17s, 5.18s, 5.20s, 5.21s, 7.1k, 7.3k, 7.4k, 7.6k, 7.10k, 7.11k, 7.12k, 7.17k, 7.18k, 7.19k, 7.1s, 7.4s, 7.5s, 7.7s, 7.9s, 7.12s, 7.14s, 7.15s, 7.18s, 7.21s, 7.22s

SLO 4.3 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5; InTASC 9, 10).

SLO 5.1 Candidates apply knowledge of the EC6 TExES Competencies. (TExES PPR)- (ACEI 5; Mathematics Generalist EC-6 Standard 9; PLO 5).

SLO 5.1.1 Assessment — T-Cert EC6 content examination preparation and provide a certificate of completion (OPTIONAL) (ACEI 5; Mathematics Generalist EC-6 Standard 9; PLO 5).
  - Content Standards: 9.6k

SLO 5.2 Candidates understand the value of positive/productive communication with families/administration (ACEI 5; Mathematics Generalist EC-6 Standard 9; PLO 5).

SLO 5.2.1 Assessment — Design Lesson Plans (ACEI 5)
  - PPR Standards: 1.18k, 2.1k, 2.5k, 2.8k, 4.1k, 4.2k, 4.4s
  - Content Standards: 7.3k, 7.4k, 8.1k, 8.2k, 8.3k, 8.4k, 8.5k, 8.6k, 8.7k, 8.1s, 8.3s, 8.4s, 8.5s, 8.6s, 8.7s, 9.7s

SLO 5.3 Candidates will explore the importance of being a reflective practitioner committed to continuous professional growth and development in the teaching of mathematics (ACEI 5; Mathematics Generalist EC-6 Standard 9; PLO 5)

SLO 5.3.1 Assessment — Final Exam
  - PPR Standards: 1.6k, 1.17k, 1.18k, 1.19k, 1.28k, 1.5s, 1.11s, 1.21s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.8k, 3.9k, 3.11k, 4.1k, 4.2k, 4.4s, 4.13s
  - Content Standards: 5.2k, 5.5s, 5.8s, 5.17s, 5.18s, 5.20s, 6.3k, 6.4k, 6.7k, 6.6s, 7.1k, 7.2k, 7.3k, 7.4k, 7.10k, 7.11k, 7.12k, 8.1k, 8.2k, 8.3k, 8.4k, 8.5k, 8.6k, 8.7k, 9.6k, 9.7k

SLO 5.3.2 Assessment — Design Lesson Plans
  - PPR Standards: 1.17k, 1.19k, 1.28k, 1.6s, 1.11s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.8k, 3.4s, 3.10s, 4.13s
  - Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 5.1k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.17s, 5.19s, 5.20s, 5.21s, 6.6s, 7.1k, 7.2k, 7.3k, 7.4k, 7.10k, 7.11k, 7.12k, 7.1s, 7.2s, 7.4s, 7.5s, 7.7s, 7.12s, 7.14s, 7.15s, 7.18s, 7.21s, 9.7s

SLO 5.3.3 Assessment — Design Lesson Plans
  - PPR Standards: 1.1s, 1.4s, 1.6s, 1.11s, 1.12s, 1.13s, 1.14s, 1.21s, 2.1k, 2.3k, 2.4k, 2.5k, 2.7s, 2.8s, 2.9s, 3.4k, 3.9k, 3.11k, 3.4s, 3.8s, 3.9s, 3.4k, 3.5s, 3.6s, 3.10s
  - Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 5.1k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.11s, 5.12s, 5.13s, 5.14s, 5.19s, 5.17s, 5.18s, 5.20s, 5.21s, 7.1k, 7.3k, 7.4k, 7.6k, 7.10k, 7.11k, 7.12k, 7.17k, 7.18k, 7.19k, 7.1s, 7.4s, 7.5s, 7.7s, 7.9s, 7.12s, 7.14s, 7.15s, 7.18s, 7.21s, 7.22s

ELE 303 is guided by:
National Council for Teachers of Mathematics (NCTM) Principles and Standards:
http://standards.nctm.org/document/appendix/data.htm#TOP
III: Course Assignments, Activities, Instructional Strategies, Use of Technology

1. Reading Assessment (PLO# 1, 2) Candidates read current mathematics education materials with an emphasis on meeting all students’ needs.

2. Candidates are required to complete the T-Cert EC6 preparation and submit a certificate of completion to the Dropbox: https://pact.tarleton.edu/TCERT/index.cfm. In addition, every candidate will be required to complete a Math Pre-Test, analyze their results and upload the analysis to the Dropbox. (PLO# 2, 5)

3. Develop Lesson Plans (PLO# 1, 2, 3, 4, 5) Candidates plan, implement, and reflect on eight lesson plans. They include how to meet students’ cultural and linguistic needs.

4. Lead Mathematical Discussions (PLO#1) Candidates will read about topics related to mathematics and present their findings using technology. Topics will include assessment, technology, gender, history, race, and special education.

5. Games Project: (PLO# 1, 3, 4) Each candidate will create a mathematics-based game, which they implement to fourth grade students.

6. Children’s Books (PLO# 1, 3, 4) Candidates will write Children’s Books designed to engage students of poverty. The books will relate to the students’ cultural and mathematical needs.

7. Mental Mathematics (PLO# 1, 3, 4) Candidates will design and implement lessons to help students master mental math strategies. These lessons will require the candidate to plan, implement, and reflect on the process.

8. Reflections on Twitter (PLO# 1) Candidates will explore their own relationship with mathematics through writing. Apart from discussing in class, these reflections will be posted on Twitter.

9. Final Exam (PLO# 1, 3, 4, 5) Candidates will reflect on best practices for meeting all students’ needs. They will include a discussion on mathematical mindsets, providing access, developing language, and productive struggle.

10. Professionalism (PLO #5) Class participation, timely submissions, LiveText profile, following written instructions in each module, being self-disciplined with attendance and timely submissions. Should a teacher candidate use all professionalism points, and the need for more points to be used exists, then points will be subtracted from the final total points. Professionalism requirements are listed in section IX.

IV. Evaluation and Assessments (Grading):
Assignments will be altered to meet assessed student need when appropriate. No extra assignments will be made; existing assignments may be revised.

1. Dropbox Assignments
   a. Mathematics Pre-Test Analysis (1 pt.) (PLO # 2, 5)
   b. EC6 TCERT Course Certificate (1 pt.) (PLO# 2, 5)
   c. Reflection on Tutoring (3 pts.) (PLO#1,2)
   d. Design Lesson Plans (16 pts.) (PLO# 1,2,3,4, 5)
   e. Design Final Lesson Plans (20 pts.) (PLO# 1,2,3,4, 5)

2. Other Assignments
   a. Lead Mathematical Discussions (2 pts.) (PLO# 1)
   b. Mental Mathematics (1 pt.) (PLO# 1, 3, 4)
   c. Reflections on Twitter (4 pts.) (PLO#1)
   d. Games Project (2 pts.) (PLO# 1, 3, 4)
   e. Children’s Books (4 pts.) (PLO# 1, 3, 4)
   f. Reading Assessment (14 points) (PLO# 1)

3. Final Exam (18 pts.) (PLO# 1, 2, 3, 4, 5)

4. Professionalism and Participation (14 pts.) (PLO# 5)
Total Possible Points = Based on #s 1 – 4. The point total and points needed for an A, B, C or F will be adjusted to meet the quizzes/activities/discussions/assignments assigned and completed. Candidates are expected to complete assignments on or before the due date shown on the Tentative Course Timeline. To be eligible to receive an “A” in this course, ALL assignments must be completed and submitted or the final course grade may be subject to a reduction of the earned course grade by one letter grade, regardless of the total number of points earned.

Grading Scale (based on percentage of total points earned) *

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
</tr>
<tr>
<td>C</td>
<td>75 - 79</td>
</tr>
<tr>
<td>F</td>
<td>74 or fewer</td>
</tr>
</tbody>
</table>

REQUIREMENTS FOR ADVANCEMENT IN TEACHER EDUCATION
To take the next course(s) in the professional teacher education sequence, departmental policy requires that students maintain a G.P.A. of 2.5 or better (the same as required for admission to Teacher Education). 
Students failing to maintain at least a 2.5 G.P.A. will be dropped from professional education courses. In addition, Teacher candidates must score 75% or higher of the total points possible to PASS ELE to be eligible to move forward into Clinical Teaching.

*All assignments must be submitted on or before the due date (see assignment policy, section VIII). Your final grade will be LOWERED one (1) letter grade if any assignments are late and/or you neglect to submit ALL assignments.

V. Tentative Course Outline:
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Activities</th>
<th>Homework</th>
</tr>
</thead>
</table>
| 1/17 | Introduction | • Mathematics Game  
• Syllabus and Timeline  
• Discuss Math Mindsets  
• Number Talks Discussion | • Mathematics Reflection on Twitter  
(Due 1/21)  
• Plan Number Talks (Due 1/24) |
| 1/24 | Number Talks  
SE Lesson | • Number Talks  
• Sorting Lesson  
• Take Fourth Grade STAAR Test | • Math Pre-Test (Due 1/28) |
| 1/31 | SE Module | • 5E Lesson (Ewing)  
• Number Talks  
• Discussion: Technology (Ewing) | • TCERT (Due 2/4) |
| 2/7 | Equitable Practices | • Class Online | • Read Math Mindset Module (Due 2/14) |
| 2/14 | Equitable Practices | • Equitable Practices for English Language Learners | • Read Connection Module (Due 2/28) |
| 2/21 | Connection in Mathematics  
| | • Class online  
• Prepare for Raguet Elementary Students | • Read Providing Access Module (Due 2/28) |
| 2/28 | Equitable Practices | • Equitable Practices for Students of Poverty  
• Discussion: Gender (Group 1) | • Plan for Raguet Elementary Students  
(Due 3/7)  
• Prepare Game for Raguet Elementary Students (Due 3/7) |
| 3/7 | Place Value | • Interview & Play Game with students at Raguet Elementary School  
• Discussion: Assessment (Group 2)  
• Place Value | • Read Developing Language Module (Due 3/28) |
| 3/21 | Rigor | • Class online  
• Read Productive Struggle Module (Due 3/26) | • Plan lesson 1 for Raguet Elementary Students (Due 3/25) |
| 3/28 | TEKS in Mathematics | • Raguet Elementary Lesson 1  
• Test on Math for ELLs: Hope for Teachers | • Plan lesson 2 for Raguet Elementary Students (Due 4/1) |
| 4/4 | Strategies for Teaching to ALL Students | • Raguet Elementary Lesson 2  
• Discussion: Race (Group 3) | • Twitter Reflection (Due 4/8) |
| 4/11 | Productive Struggle | • Productive struggle  
• Integrated Math Project  
• Discussion: Special Education (Group 4) | • Plan lesson 3 for Raguet Elementary Students (Due 4/15) |
| 4/18 | Community | • Raguet Elementary Lesson 3  
• Discussion: Community (Group 5) | • Plan lesson 4 for Raguet Elementary Students (Due 4/22) |
| 4/25 | History of Mathematics | • Raguet Elementary Lesson 4  
• Discussion: History of Math (Group 6) | • Reflection on Tutoring at Raguet Elementary (Due 4/29) |
| 5/2 | Review | • Final Lesson Plan | • Prepare for Final Exam |
| 5/7 | Final Exam | • Final Exam | • Fill out Instructor Evaluations |

Assignments submitted after the due date will be penalized a point per day. Acceptance of late work is at the discretion of the instructor. **No late work will be accepted Dead Week or Finals Week without written permission from the instructor attached.**

VI. Readings: (Required and recommended – including texts, websites, articles, etc.)

**Articles as assigned within the course.**
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00. This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFSA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information (found at https://www.sfasu.edu/policies):

Class Attendance and Excused Absence (Policy 6.7)

Regular, punctual attendance, participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester.
depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Assignments submitted after the due date without prior permission from the instructor will be reduced a point for each day late.

All teacher candidates are expected to attend all face-to-face class meetings as scheduled. Each class missed without prior permission from the instructor will result in a loss of 4 points from the Professionalism/Participation point total.

Academic Accommodation for Students with Disabilities (Policy 6.1 and 6.6)
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. If you are experiencing difficulty with Standard English and the conventions of speaking and writing, you should seek assistance at the campus Academic Resource Center. Call 936-468-4108. Check the Online Academic Resource Center for help with writing or math. You may also visit the following web site for assistance in writing:

http://www.columbia.edu/acis/bartleby/strunk

Student Academic Dishonesty (Policy 4.1)
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades (Policy 5.5)
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct (Policy 10.4)
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or by calling the office at 936-468-2703.

Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

Repeating this Course Policy:
If you are repeating ELE 303, then ALL of your work must be original to the repeated course. That means work from a previous semester of ELE 303 may not be resubmitted in the repeated course. Work of any kind submitted from a prior semester will receive a score of “0” with no redo available.

IX. Other Relevant Course Information:

Professionalism
Candidates are expected to be professional at all times. Behaving unprofessionally can adversely affect the candidate’s grade. Candidates are subject to loss of points and/or a course letter grade for behavior unbecoming a professional teacher candidate as determined by instructor discretion. Each teacher candidate exhibits professionalism by:

- attending/participating in all class meetings in accordance with the policies of the university; http://www.sfasu.edu/policies/class_attendance_excused_abs.asp
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; http://www.sfasu.edu/policies/academic_integrity.asp
- contacting the professor prior to missing a class assignment;
- reading course outline/syllabus and following directions for assignments;
- reading each assigned reading by the stated due date;
- submitting ALL WORK in order to complete this course;
- participating intelligently in all class discussions;
- completing the end-of-course online evaluation;
- being professional in demeanor, attitude; and
- maintaining confidentiality at all times.

Professionalism is also considered when teacher candidates take time to help fellow peers who have difficulty reading/finding specifics in the course. Teacher candidates who help fellow peers
remain positive and promote change for efficiency in teaching will also be considered to promote professionalism. Being negative is not considered professional.

**Nondiscrimination**

“No person shall, on the basis of race, color, religion, sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: [http://www.sfasu.edu/policies/discrim_complaints_sexual_hrsmnt.asp](http://www.sfasu.edu/policies/discrim_complaints_sexual_hrsmnt.asp))