INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Mark S. Montgomery, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>ECRC 209J</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:montgomems@sfasu.edu">montgomems@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td>936-468-1697</td>
</tr>
<tr>
<td>Office Hours</td>
<td>M: 11-12; T: 1-3; W: 1-2; Th: 3-4; (all online) additional by appointment</td>
</tr>
</tbody>
</table>

COURSE INFORMATION

<table>
<thead>
<tr>
<th>Course Time</th>
<th>TH, 12:30-3:00pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Location</td>
<td>ZOOM</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>3</td>
</tr>
</tbody>
</table>

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 DIVERSITY STATEMENT

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

III COURSE JUSTIFICATION

ELED 4320 “Teaching Mathematics in EC-6” (3 credits) typically meets once each week in 150-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students are expected to read two texts and take regular reading quizzes, are required to gather resources on major mathematics topics to share with peers, participate in a project where they tutor elementary students in number sense, design and engage in an event at a local elementary school that shows real-life applications of mathematics objectives, create a teaching resource file by gathering teaching ideas and resources, from the course and their peers, related to specific mathematical content for all grade levels, create several activities suitable for teaching major concepts in mathematics, create a teaching portfolio with evidence that indicates their understanding and learning of mathematics pedagogy and content for elementary students, and take a written final examination. These activities average at a minimum 3 hours of work each week to prepare outside of classroom hours.

IV PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES AND ASSESSMENT

PLO 1 Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.

- SLO 1.a Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.
  - Assessments - Profile of a Mathematics Teacher; Literature Project; Mathematics in the Real World: Hyperdocs; Games Project
- SLO 1.b Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.
PLO 2 Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.

- SLO 2.b Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.
- Assessment - Mathematics Pre-Test; Profile of a Mathematics Teacher; Literature Project; Mathematics in the Real World: Hyperdocs; Games Project; edTPA Mathematics Commentary; Course Readings; 3, 2, 1, Final Exam

PLO 3 Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation and promote students social and emotional development.

- SLO 3.b - Candidates use assessment results to improve instruction and monitor learning.
- Assessment - edTPA Mathematics Commentary
- SLO 3.c - Candidates plan instruction including goals, materials, learning activities and assessments.
- Assessment - Mathematics in the Real World: Hyperdocs; Games Project; edTPA Mathematics Commentary
- SLO 3.d - Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.
- Assessment - Mathematics in the Real World: Hyperdocs; Games Project; edTPA Mathematics Commentary

PLO 4 Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

- SLO 4.a Candidates use a variety of instructional practices that support the learning of every child.
- Assessment - Profile of a Mathematics Teacher; Literature Project; Mathematics in the Real World: Hyperdocs; Games Project; Visual Vocabulary; Course Readings; 3, 2, 1
- SLO 4.d Candidates provide constructive feedback to guide children’s learning, increase motivation, and improve student engagement.
- Assessment - edTPA Mathematics Commentary

PLO 5 Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

- SLO 5.a - Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner’s development and growth.
  - Assessment - 3, 2, 1
- SLO 5.b - Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards research and contemporary practices; and standards of ethical professional practice.
  - Assessment - Mathematics Personification; Profile of a Mathematics Teacher; Final Exam

ELED 4320 is guided by:
National Council for Teachers of Mathematics (NCTM) Principles and Standards:
http://standards.nctm.org/document/appendix/data.htm#TOP

ASSIGNMENTS, PROJECTS & EVALUATION

V COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY

- Readings (PLO# 2, 4; SLO #2b, 4a)
  Cognitive Reading discussions over assigned reading material will be conducted throughout the semester. Students will first complete a set of questions over the reading to help guide the discussion held in class.
  - PPR Standards: 1.11s (TS3Bi), 2.1k (TS4Ai), 2.2k (TS4Alii), 2.3k, 2.4k, 2.5k, 2.8k, 3.4s (TS1Dii; TS1Eii), 3.10s
  - Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.5s, 1.6s, 1.5s, 1.6s (TS3Bi), 1.8s, 1.9s, 1.10s, 1.12s, 5.1k, 5.2k, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.12s, 5.13s, 5.17s, 5.20s, 7.1k, 7.2k, 7.3k, 7.4k, 7.6k, 7.7k, 7.10k, 7.5s, 8.1k, 8.2k, 8.3k, 8.4k, 8.5k, 8.6k, 8.7k, 8.1s, 8.3s, 8.4s, 8.6s, 8.7s
  - ISTE Standards: Learner (1a); Leader (2a, 2c); Citizen (3a, 3b, 3c, 3d); Collaborator (4a, 4d); Designer (5a, 5b, 5c);
• Math Pre-Test (PLO# 2; SLO#2b) Every candidate will be required to complete a Math Pre-Test, analyze their results and upload the analysis to the Dropbox and LiveText.
  • Content Standards: 1.3s, 1.12s, 5.2k, 5.3s, 5.6s, 5.13s, 5.21s
  • ISTE Standards: Citizen (3a, 3c, 3d); Analyst (7c)

• Mathematics Personification (PLO# 5; SLO# 5b) Candidates will explore how mathematics instruction is connected to real-world problems, and communicating with families.
  • Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s (TS5Bii), 1.8s, 1.9s, 1.10s, 1.12s, 1.5k, 1.2k, 1.5s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.11s, 5.13s, 5.14s, 5.17s, 5.20s, 6.3k, 6.2s, 6.5s, 7.1k, 7.2k, 7.3k, 7.4k, 7.17k, 7.19k, 7.5s, 7.16s, 7.22s, 7.23s, 7.24s, 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
  • ISTE Standards: Learner (1a), Leader (2a, 2c); Citizen (3a, 3b, 3c, 3d); Collaborator (4a, 4d); Designer (5a, 5b, 5c); Facilitator (6a, 6b, 6c, 6d); Analyst (7a, 7b, 7c)

• Mathematics in the Real-World: Hyperdocs (PLO #1, 2, 3, 4; SLO# 1a, 1b, 2b, 3d, 3d, 4a) Candidates will create a digital exploration for students to explore how mathematics instruction is connected to a career.
  • Content Standards: 1.6k (TS2Bii), 1.18k, 1.19k, 1.1s (TS1Bii), 1.4s, 1.5s, 1.6s (TS3Bii), 1.11s (TS5Bii), 1.12s, 1.13s, 1.14s (TS2Bii), 1.21s (TS1Cii), 1.22s, 2.2k (TS4Aii), 2.3k, 2.4k, 2.5k, 2.8k, 2.7s (TS4Dii), 2.8s (TS4Dii), 2.9s, 3.3k, 3.9k, 3.11k, 3.1s, 3.6s (TS1Dii), 3.7s, 3.8s, 3.9s (TS1Eii), 3.10s, 4.13s
  • Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s (TS5Bii), 1.8s, 1.9s, 1.10s, 1.12s, 1.5k, 1.2k, 1.5s, 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, 7.18k, 7.1s, 7.2s, 7.4s, 7.5s, 7.7s, 7.12s, 7.14s, 7.15s, 7.18s, 7.21s, 9.7s
  • ISTE Standards: Learner (1a, 1c); Leader (2a, 2c); Citizen (3a, 3b, 3c, 3d); Collaborator (4a, 4c, 4d); Designer (5a, 5b, 5c); Facilitator (6a, 6b, 6c, 6d); Analyst (7a, 7b, 7c)

• Literature Project (PLO# 1, 2, 4; SLO# 1a, 1b, 2b, 4a) Candidates will use children’s literature to select a book suitable for designing a problem-solving fluency activity and present the activity using a WORD, PPT, or Prezi presentation.
  • Content Standards: 5.20s, 7.1k, 7.2k, 7.3k, 7.4k, 7.18k, 7.22s, 7.23s
  • ISTE Standards: Learner (1a); Leader (2a, 2c); Citizen (3d); Collaborator (4d); Designer (5a, 5b, 5c); Facilitator (6a, 6b, 6c); Analyst (7c)

• Mathematics Personification (PLO# 5; SLO# 5b) Candidates will explore their own relationship with mathematics through writing.
  • Content Standards: 1.1k, 1.2k, 1.2k, 1.6s (TS5Bii), 1.11s (TS5Bii), 2.1k (TS4Aii), 2.2k (TS4Aii), 2.3k, 2.4k, 2.5k, 2.8k, 2.7s (TS4Dii), 3.10s, 4.13s
  • Content Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.3s, 1.4s, 1.5s, 1.6s (TS2Bii), 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, 5.13s, 5.14s, 5.17s, 5.20s, 6.3k, 6.2s, 6.5s, 7.1k, 7.2k, 7.3k, 7.4k, 7.17k, 7.19k, 7.5s, 7.16s, 7.22s, 7.23s, 7.24s, 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
  • ISTE Standards: Learner (1a), Leader (2a, 2c); Citizen (3a, 3b, 3c, 3d); Collaborator (4a, 4d); Designer (5a, 5b, 5c); Facilitator (6a, 6b, 6c, 6d); Analyst (7a, 7b, 7c)

• Mathematics Personification (PLO# 2; SLO# 2b, 4a) Candidates will select and share resources related to content strands of mathematics, technology and assessment.
  • Content Standards: 6.7k, 7.1k, 7.3k, 7.7k, 7.9k, 7.10k, 7.14k, 8.1k, 8.5k
  • ISTE Standards: Learner (2c), Designer (5a, 5b)

• Visual Vocabulary (PLO# 4; SLO# 4a) Candidates will create a poster that shows a connection between a mathematics vocabulary word and a visual display of the definition. The Visual Vocabulary assignments will be added to a class shared Padlet (http://www.padlet.com/). In addition, candidates will record a short explanation of how their pictures display the definition of the chosen word.
  • Content Standards: 7.17k, 7.18k, 7.16s, 7.24s
  • ISTE Standards: Learner (1a)
• **Mental Mathematics Strategies and Routines Instruction Video (PLO#)** Candidates will create an instruction video for one strategy or routine on number sense.
  • Content Standards: 1.2k, 1.3k, 1.5k, 1.12s, 5.2k, 5.4s, 5.5s, 5.6s, 5.7s, 5.9s, 5.17s, 5.20s, 7.3k, 7.5k, 7.6k, 7.8k, 7.9k
  • ISTE Standards: Learner (1a), Citizen (3a, 3c, 3d), Designer (5a, 5b, 5c), Facilitator (6a, 6b, 6c, 6d), Analyst (7a)

• **edTPA Mathematics Assessment Commentary (PLO# 2, 3, 4; SLO# 2b, 3b, 3c, 3d, 4d)** Candidates will analyze a lesson objective against sample student work. They will create a graphic that shows assessment data and will identify three students to target for intervention. Using those three, candidates will create a formative assessment along with a lesson plan for reteaching to the target students.
  • Content Standards: 7.3k, 7.5k, 7.6k, 7.7k, 7.8k, 7.9k, 7.10k, 7.11k, 7.12k, 7.15k, 7.16k, 7.17k, 7.18k, 8.1s, 8.2s, 8.3s, 8.4s, 8.6s
  • ISTE Standards: Learner (1a), Leader (2c), Designer (5a, 5b), Facilitator (6a)

• **Final Exam (PLO# 2.5; SLO# 2b, 5b)** Candidates will use the information learned from the course material, course discussions, course assignments, and personal research to identify and explain their philosophy of teaching, learning, and assessing mathematics, including how this philosophy impacts their future teaching and development as a professional educator.
  • PPR Standards: 1.6k (T32Biii), 1.17k, 1.18k, 1.19k, 1.28k, 1.5s, 1.11s (T53Bii), 1.21s (T51Cii), 2.1k (T54A1), 2.2k (T54Aii), 2.3k, 2.4k, 2.5k, 2.8k, 3.9k, 3.11k, 4.1k, 4.2k, 4.4s (T55Bii; T56Cii), 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
  • ISTE Standards: Learner (1a); Leader (2a, 2c); Citizen (3a, 3c, 3d); Collaborator (4a, 4d); Designer (5a, 5b, 5c); Facilitator (6a, 6b, 6c, 6d); Analyst (7c)

• **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.

**VI EVALUATION AND ASSESSMENTS (GRADING)**

Grades will be assigned according to the percentage of total points a teacher candidate earns. Candidates are responsible for keeping their own records of graded work and exam scores; however, grades are posted in Brightspace. The following are examples of activities/assignments that will be graded. Refer to the course modules and separate timeline for an inclusive list; however, the total possible points will be changed if assignments are altered. 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.)
   b. Mathematics Personification (5 pts.)
   c. Literature Project (5 pts.)
   d. Profile of a Mathematics Teacher (10 pts.)

2. Assignments turned in during Class
   a. 3.2, 1 Content Resources (10 pts.)
   b. Visual Vocabulary (5 pts.)
   c. Reading Guide: *Number Sense Routines Intro/Ch. 1/Ch.2* (0.5 pts.)
   d. Reading Guide: *Number Sense Routines Ch 3* (0.5 pts.)
   e. Reading Guide: *Number Sense Routines Ch 4* (0.5 pts.)
   f. Reading Guide: *Number Sense Routines Ch. 5* (0.5 pts.)
   g. Reading Guide: *Number Sense Routines Ch. 6* (0.5 pts.)
   h. Reading Guide: *Number Sense Routines Ch. 7/Ch. 8/Conclusion* (0.5 pts.)
   i. Reading Guide: *Share & Compare, Ch. 1/Ch. 2* (0.5 pts.)
   j. Reading Guide: *Share & Compare, Ch. 3/Ch. 4* (0.5 pts.)
   k. Reading Guide: *Share & Compare, pgs. Ch. 5/Ch. 6/Ch. 7* (0.5 pts.)
   l. Text Discussion for assigned reading (5.5 pts.)
   m. edTPA Mathematics Assessment Commentary (10 pts.)
   n. Games Project (10 pts.)

3. Other Submission Types
   a. Mental Math Strategies or Routines Video Instruction (5 pts.)
   b. Mathematics in the Real World: Hyperdocs (10 pts.)
   c. Mental Mathematics Strategy Problems (4 pts.)

4. Final Exam (10 pts.)

5. Professionalism/Participation (5 pts.)
Total Possible Points = Based on #s 1 - 5. The point total and points needed for an A, B, C, D 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.

LATE WORK & PROFESSIONALISM POINTS
1. First late assignment - accepted without penalty or loss of professionalism point.
2. Every subsequent assignment will be accepted with a 15% late penalty as long as the assignment is submitted within 7 calendar days of original due date. Assignments not submitted within 7 days will not be accepted for grading.
3. For every two late assignments submitted, the candidate will lose one professionalism point.
4. For every tardy or missed class without documentation showing an excused absence, the candidate will lose one professionalism point.
5. Deduction of other professionalism points may be at the discretion of the instructor based on class participation or if the student engages in unethical practices (cheating, plagiarism, etc.)

GRADING SCALE (BASED ON PERCENTAGE OF TOTAL POINTS EARNED) *
*In addition to percentage of points earned, to be eligible to earn an “A” in this course, all assignments must be submitted on or before the due date (see assignment policy, section VIII). Turning in assignments late or missing quizzes will prevent you from earning an “A” in ELE 303. Your final grade will be LOWERED one (1) letter grade if any assignments are late and/or you neglect to submit ALL assignments.

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<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
<td>80 - 89</td>
</tr>
<tr>
<td>C</td>
<td>75% - 79%</td>
<td>75 - 79</td>
</tr>
<tr>
<td>F</td>
<td>69% or fewer</td>
<td>74 or below</td>
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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 ELED 4320 to be eligible to move forward into Clinical Teaching.

TENTATIVE COURSE TIMELINE

**VII TENTATIVE COURSE TIMELINE**
See also course timeline in the Syllabus and Policies module in the Brightspace Content modules. Revisions (if any) will be posted under the Syllabus and Policies module, not in the syllabus. This is the official timeline for this course. Refer to it frequently to stay current on due dates/deadlines. It is a good idea to print this timeline, have it readily available, and mark your personal calendar with due dates/deadlines. All Dropbox assignments are due on Wednesdays by 11:30 PM, CST. Assignments due in class are due the day the class meets on that topic. This timeline may be revised to meet assessed student need during the semester. NO additional assignments will be added.

<table>
<thead>
<tr>
<th>MODULE/WEEK:</th>
<th>CLASS ACTIVITY:</th>
<th>TO DO:</th>
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</thead>
<tbody>
<tr>
<td><strong>TOPIC</strong></td>
<td>Welcome/Introductions</td>
<td>Syllabus &amp; Timeline Quizzes due September 2 @ 11:30pm</td>
</tr>
<tr>
<td>Welcome, Course Information</td>
<td>Course Overview &amp; Assignment Information</td>
<td>Math Pre-Test Form due in LiveText by September 2 @ 11:30pm</td>
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<tr>
<td><strong>Week 1</strong></td>
<td>Mathematics Pre-Test Information</td>
<td>Math Pre-Test Analysis due in Dropbox by September 2 @ 11:30pm</td>
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<tr>
<td>Class Meeting</td>
<td>Mathematics Personification Information</td>
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<tr>
<td>Aug. 27, 12:30pm</td>
<td>Google Document Shared Folder</td>
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<tr>
<td>TOPIC</td>
<td>Building Positive Mathematics Efficacy Instruction &amp; Activities</td>
<td>Mathematics Personification due in Dropbox by September 9 @ 11:30pm</td>
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<tr>
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<tr>
<td>Week 2</td>
<td>Visual Vocabulary Project Information</td>
<td>Mathematics in the Real World: Hyperdocs Progress Checks: PC#1 - due September 9</td>
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<tr>
<td>Class Meeting</td>
<td>Mathematics in the Real World: Hyperdocs Project Information &amp; Progress Check #1</td>
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<td>Sept. 3, 12:30pm</td>
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<tr>
<td>TOPIC</td>
<td>Mathematics Standards Instruction &amp; Activities</td>
<td>Mathematics in the Real World: Hyperdocs Progress Checks: PC#2 - PDF due in Dropbox September 16 @ 11:30pm</td>
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<tr>
<td>Week 3</td>
<td>Literature Project Information</td>
<td>Visual Vocabulary due September 16 @ 11:30pm</td>
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<tr>
<td>Class Meeting</td>
<td>Read Introduction, Chapter 1, Chapter 2 of Number Sense Routines: Building Numerical Literacy Every Day in Grades K-3 by Jessica Shumway (pages 1-29)</td>
<td></td>
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<tr>
<td>Sept. 10, 12:30pm</td>
<td>Reading Guide for NSR Introduction/Chapter 1/Chapter 2 due in Dropbox by September 23 @ 11:30pm</td>
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<tr>
<td>MODULE</td>
<td>Number Sense Instruction &amp; Activities</td>
<td>Literature Project due on September 23 @ 11:30pm</td>
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<tr>
<td>Number Sense, Part 1</td>
<td>Number Sense Routines Introduction, Chapter 1, Chapter 2 Text Discussion (Montgomery)</td>
<td>Read Chapter 3 of Number Sense Routines: Building Numerical Literacy Every Day in Grades K-3 by Jessica Shumway (pages 33-53)</td>
</tr>
<tr>
<td>Week 4</td>
<td>Mental Mathematics Strategy/Routine Video Project Information</td>
<td>Reading Guide for NSR Chapter 3 due in Dropbox by September 23 @ 11:30pm</td>
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<tr>
<td>Class Meeting</td>
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<td>Sept. 17, 12:30pm</td>
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<tr>
<td>MODULE</td>
<td>Number Sense Instruction &amp; Activities, cont.</td>
<td>Mathematics in the Real World: Hyperdocs Progress Checks: PC#3 - PDF due in Dropbox September 30 @ 11:30pm</td>
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<tr>
<td>Number Sense, Part 2</td>
<td>Number Sense Routines Chapter 3 Text Discussion (Group A)</td>
<td>Read Chapter 4 of Number Sense Routines: Building Numerical Literacy Every Day in Grades K-3 by Jessica Shumway (pages 55-78)</td>
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<tr>
<td>Week 5</td>
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<tr>
<td>Class Meeting</td>
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<td>Reading Guide for NSR Chapter 4 due in Dropbox by September 30 @ 11:30pm</td>
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<tr>
<td>Sept. 24, 12:30pm</td>
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<tr>
<td>MODULE</td>
<td>Assessment Instruction &amp; Activities</td>
<td>Mental Mathematics Strategies/Routines Video due October 7 @ 11:30pm</td>
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<tr>
<td>Assessment</td>
<td>Number Sense Routines Chapter 4 Text Discussion (Group B)</td>
<td>Read Chapter 5 of Number Sense Routines: Building Numerical Literacy Every Day in Grades K-3 by Jessica Shumway (pages 79-99)</td>
</tr>
<tr>
<td>Week 6</td>
<td>Games Project Information</td>
<td>Reading Guide for NSR Chapter 5 due in Dropbox by October 7 @ 11:30pm</td>
</tr>
<tr>
<td>Class Meeting</td>
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<tr>
<td>Oct. 1, 12:30pm</td>
<td>3, 2, 1: Numbers &amp; Operations due in Shared Google Course Folder by October 7 @ 11:30pm</td>
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<td>MODULE</td>
<td>Numbers &amp; Operations Instruction &amp; Activities</td>
<td>Mental Mathematics Strategy Problems due in Dropbox 14 @ 11:30pm</td>
</tr>
<tr>
<td>Numbers &amp; Operations</td>
<td>Number Sense Routines Chapter 5 Text Discussion (Group C)</td>
<td>Read Chapter 6 of Number Sense Routines: Building Numerical Literacy Every Day in Grades K-3 by Jessica Shumway (pages 101-116)</td>
</tr>
<tr>
<td>Week 7</td>
<td>Mental Mathematics Strategy Problems Information</td>
<td>Reading Guide for NSR Chapter 6 due in Dropbox by October 14 @ 11:30pm</td>
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<tr>
<td>Oct. 8, 12:30pm</td>
<td>3, 2, 1: Algebra due in Shared Google Course Folder by October 14 @ 11:30pm</td>
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<tr>
<td>MODULE</td>
<td>Algebra Instruction &amp; Activities</td>
<td>Games Project due in Dropbox by October 21 @ 11:30pm</td>
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<tr>
<td>Algebra</td>
<td>Number Sense Routines Chapter 6 Text Discussion (Group D)</td>
<td>Read Chapter 7, Chapter 8, &amp; Conclusion of Number Sense Routines: Building Numerical Literacy Every Day in Grades K-3 by Jessica Shumway (pages 119-143)</td>
</tr>
<tr>
<td>Week 8</td>
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<td>Class Meeting</td>
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<td>Oct. 15, 12:30pm</td>
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<tr>
<td><strong>MODULE</strong></td>
<td><strong>Geometry</strong></td>
<td><strong>Week 9</strong></td>
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<tr>
<td><strong>Geometry Instruction &amp; Activities</strong></td>
<td><strong>Number Sense Routines Chapter 7/Chapter 8/Conclusion Text Discussion (Group E)</strong></td>
<td><strong>Mathematics Assessment Commentary (edTPA) Information</strong></td>
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<th><strong>MODULE</strong></th>
<th><strong>Measurement</strong></th>
<th><strong>Week 10</strong></th>
<th><strong>Class Meeting</strong></th>
<th>Oct. 29, 12:30pm</th>
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<tr>
<td><strong>Measurement Instruction &amp; Activities</strong></td>
<td><strong>Share &amp; Compare Chapter 1/Chapter 2 Text Discussion (Group F)</strong></td>
<td><strong>Profile of a Mathematics Teacher Information</strong></td>
<td>3, 2, 1: Measurement due in Shared Google Course Folder by October 28 @ 11:30pm</td>
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<th><strong>MODULE</strong></th>
<th><strong>Data Analysis &amp; Probability</strong></th>
<th><strong>Week 11</strong></th>
<th><strong>Class Meeting</strong></th>
<th>Nov. 5, 12:30pm</th>
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<tr>
<td><strong>Data Analysis &amp; Probability Instruction &amp; Activities</strong></td>
<td><strong>Share &amp; Compare Chapter 3/Chapter 4 Text Discussion (Group G)</strong></td>
<td><strong>Mathematics in the Real World: Hyperdocs Progress Checks:</strong>&lt;br&gt;<strong>PC#4 - Video due in Flipgrid October 28 @ 11:30pm</strong>&lt;br&gt;<strong>PC#4 - Handout due in Dropbox October 28 @ 11:30pm</strong>&lt;br&gt;Read Chapter 1 &amp; Chapter 2 of Share &amp; Compare: A Teacher’s Story about Helping Children Become Problem Solvers in Mathematics by Larry Buschman (pages 1-17)&lt;br&gt;Reading Guide for S&amp;C Chapters 1/2 due in Dropbox by October 28 @ 11:30pm</td>
<td>3, 2, 1: Data Analysis &amp; Probability due in Shared Google Course Folder by November 4 @ 11:30pm</td>
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<th><strong>MODULE</strong></th>
<th><strong>Financial Literacy</strong></th>
<th><strong>Week 12</strong></th>
<th><strong>Class Meeting</strong></th>
<th>Nov. 12, 12:30pm</th>
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<tr>
<td><strong>Financial Literacy Instruction &amp; Activities</strong></td>
<td><strong>Share &amp; Compare Chapter 5/Chapter 6/Chapter 7 Text Discussion (Group H)</strong></td>
<td><strong>Profile of a Mathematics Teacher due in Dropbox by November 18 @ 11:30pm</strong></td>
<td>3, 2, 1: Financial Literacy due in Shared Google Course Folder by November 1 @ 11:30pm</td>
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<th><strong>MODULE</strong></th>
<th><strong>Professional Mathematics Teaching</strong></th>
<th><strong>Week 13</strong></th>
<th><strong>Class Meeting</strong></th>
<th>Nov. 19, 12:30pm</th>
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<tr>
<td><strong>Professional Mathematics Teaching Instruction &amp; Activities</strong></td>
<td><strong>Mathematics in the Real World: Hyperdocs Link/QR Code due on Google Doc by December 2 @ 11:30pm</strong></td>
<td>3, 2, 1: Mathematics in the Real World: Hyperdocs due in Dropbox by December 10 @ 11:30pm</td>
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<th><strong>MODULE</strong></th>
<th><strong>Mathematics in the Real World: Hyperdocs</strong></th>
<th><strong>Week 14</strong></th>
<th><strong>Class Meeting</strong></th>
<th>Dec. 3, 12:30pm</th>
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<tr>
<td><strong>Mathematics in the Real World: Hyperdocs Share Final Exam Study Session</strong></td>
<td><strong>Hyperdocs Reflection due in Dropbox by December 10 @ 11:30pm</strong></td>
<td>3, 2, 1: Mathematics in the Real World: Hyperdocs due in Dropbox by December 10 @ 11:30pm</td>
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</table>
**ADDITIONAL RESOURCES TO SUPPORT LEARNING**

**VIII READINGS**

a) **REQUIRED TEXTS**


b) **SUPPLEMENTAL RESOURCES/SUGGESTED READINGS**

i) **Online Resources**

1. National Council of Teachers of Mathematics [www.nctm.org](http://www.nctm.org)
3. Association for Women in Mathematics — [www.awm-math.org](http://www.awm-math.org)
4. Internet4Classrooms — [www.internet4classrooms.com](http://www.internet4classrooms.com)
5. The Mathematical Association of America — [www.maa.org](http://www.maa.org)
10. Texas Council of Teachers of Mathematics — [www.tctmonline.org](http://www.tctmonline.org)
11. Texas Education Agency, TEKS website) - [www.tea.state.tx.us/teks/index.html](http://www.tea.state.tx.us/teks/index.html)

ii) **Journals**

7. *Teaching Children Mathematics*, National Council of Teachers of Mathematics

iii) **Books**


END OF COURSE

IX 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 MySFA. 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.

UNIVERSITY POLICIES
STUDENT ETHICS AND OTHER POLICY INFORMATION (WWW.SFASU.EDU/POLICIES)

- **CLASS ATTENDANCE AND EXCUSED ABSENCE (POLICY 6.7)**
  Regular, punctual attendance, documented 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 (including the first 12-day attendance report) 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 or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

- **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/.

- **STUDENT ACADEMIC DISHONESTY (POLICY 4.1)**
  Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.
  - **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**
    - 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**
Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 Early Alert Program at SFA.

- MASKS

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

- ADDITIONAL INFORMATION FOR EDUCATOR PREPARATION

XI  CODE OF ETHICS FOR THE TEXAS EDUCATOR

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.
In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

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 Martin at 936-468-1740 or snyderke1@sfasu.edu.

**ADDITIONAL COURSE INFORMATION**

**XII ADDITIONAL RELEVANT COURSE INFORMATION**

- **REPEATING THIS COURSE POLICY:**
  If you are repeating ELED 4320 (formally ELE 303), then ALL of your work must be original to the repeated course. That means work from a previous semester of ELED 4320 (or 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.

- **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](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](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;
  - completing ALL ASSIGNMENTS/QUIZZES independently unless otherwise stated by the instructor;
  - completing ALL ASSIGNMENTS/QUIZZES on or before the due date;
  - submitting ALL WORK in order to complete this course;
  - being prepared for quizzes and exams;
  - 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.

- **NODISCRIMINATIO**
  “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/humanservices/images/discrimination-complaints-sexual-harassment.pdf](http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf)}