Stephen F. Austin State University
Department of Education Studies

MLGE 4240.601, Mathematics in Middle Grades
Course Syllabus
Fall 2023

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 2095</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: 2:30-3:30pm; T: 12:00-1:00pm; W: 9:30-11:00am; Th: 12:30-2:00pm; (all online) additional by appointment</td>
</tr>
</tbody>
</table>

COURSE INFORMATION

<table>
<thead>
<tr>
<th>Course Time</th>
<th>M 1:00 - 2:15pm/HYBRID</th>
</tr>
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<tbody>
<tr>
<td>Course Location</td>
<td>ECRC 217</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>2</td>
</tr>
</tbody>
</table>

Students can expect a response to emails and phone calls within 24-48 hours, Monday - Friday.

I COURSE DESCRIPTION
Current trends, practices, and research pertaining to the teaching of mathematics in the middle school.

II PREREQUISITES
Prerequisites - MLGE 3301, MLGE 3210, READ 3340
Corequisites - MLGE 4201/4111, MLGE 4220 (Core and Science Only), READ 4210 (Core and ELAR Only) - C or higher required for all courses; failure to achieve a C or higher in MLGE 4240 and/or failure of two or more corequisites will delay proceeding to Clinical Teaching semester. Failure of MLGE 4240 will result in removal from EPP.

III 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.

IV COURSE JUSTIFICATION
MLGE 4240, "Mathematics in Middle Grades," (2 credits, hybrid) spans 16 weeks. The course contains an extensive look at equity issues, content, and pedagogy related to teaching in the mathematics classroom. Students are expected to read course texts and participate in module activities. In addition, two required ZOOM meetings are required at the end of reading each of the course texts. During this meeting, students will participate in discussion related to the text content. Students will also create content to demonstrate mastery of course content, create a problem-solving online activity that connects mathematics to careers, and take a written final. These activities average at a minimum of 2 hours of work each week to prepare outside of the module hours.

COURSE OBJECTIVES & ASSESSMENTS
Each assignment in MLGE 4240 is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please review the Perkins College of Education Vision, Mission, Goals and Core Values (VMGV) below.

Vision of the College of Education
The Department of Education Studies will be a leader in preparing professionals to have a positive impact on advocacy, teaching and learning in a diverse and evolving world.

Mission Statement of the College of Education
The Department of Education Studies prepares professionals to become reflective and informed practitioners, social justice advocates, and transformational leaders in their professional fields and in the larger society. To that end, we demonstrate and foster in one another creativity, critical insight, empathy, intellectual courage, and civic engagement, everlasting grounds for lifelong inquiry and the foundations for democratic citizenship.
Values of the College of Education

Integrity: We follow moral and ethical principles in all aspects of life, including professional areas at work such as decision making, interacting honestly with colleagues, and serving students and the community in general.

Diversity and inclusion: We honor, respect, and affirm difference. We thrive in democratic engagement and perform based on the quality and strength of our inclusive social connections, openness to learning from and with others and the depth of the decision-making mindset that it generates.

Reflective Informed Practice: We critically reflect on our actions, creatively engage in a process of life-long continuous learning, and are committed to collaborative pedagogical relationships based in sound theory, consistent praxis and academic excellence in benefit of our students.

Equity and Social Justice: We believe that each person should have equal access to well-being, health, education, wealth, opportunity and justice. We believe that resources should be distributed equitably. We nurture empathy and a spirit of service in our students, equip them with critical frames of understanding and prepare them to become agents of social change.

Democratic Citizenship: We believe that, as a community of learners, faculty, students, and staff have an active investment in true voice expression and active participation in decision making.

PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES AND ASSESSMENT

PLO 1: The teacher candidates will understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning (AMLE 1; InTASC 1, 8).

Element A: Knowledge of Young Adolescent Development

• SLO 1.1 The teacher candidate will understand the impact of identify, learning environment, culture, family, and communities on middle level mathematics.
  o Assessment - Flippinb Introdcution; Rights of the Learner; Mathematics Learning Autobiography; District Discipline Analysis; Parent Connection; ZOOM Book Study: The Impact of Identity; Real-World Mathematics

PLO 2 The teacher candidates will understand and use the central concepts, tools of inquiry, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter (AMLE 2; InTASC 4, 5, 6, 8).

Element A: Subject Matter Content

• SLO 2.1 The teacher candidate demonstrates depth in mathematics content knowledge which includes but is not limited to: numbers, operations, and quantitative reasoning; patterns, relationships, and algebraic reasoning; geometry and spatial reasoning; measurement; and probability and statistics (4/8 Texas Mathematics ST I, II, III, IV).
  o Assessment - Content Choice Boards 1-6; ZOOM Book Study: Making Sense of Mathematics for Teaching; Real-World Mathematics

Element B: Interdisciplinary Nature of Knowledge

• SLO 2.2 The teacher candidate demonstrates knowledge and understanding about the history, structure, and evolving nature of mathematics and its effects on society (4/8 Texas Mathematics VI).
  o Assessment - Rights of the Learner; Mathematics Learning Autobiography; District Discipline Analysis; Parent Connection; ZOOM Book Study: The Impact of Identity; Real-World Mathematics; ZOOM Book Study: Making Sense of Mathematics for Teaching, Final Exam

• SLO 2.3 The teacher candidate demonstrates the ability to create a learning experience that is relevant, challenging, integrative, and exploratory while enhancing the student’s ability to think critically and to problem solve (4/8 Texas Mathematics ST VII).
  o Assessment - Real-World Mathematics

Element C: Middle Level Student Standards

• SLO 2.4 The teacher candidate demonstrates knowledge of state mathematics standards (4/8 Texas Mathematics ST I, II, III, IV, V).
  o Assessment - Content Choice Boards 1-6; ZOOM Book Study: Making Sense of Mathematics for Teaching; Real-World Mathematics

PLO 3 The teacher candidates will understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components (AMLE 3; InTASC 3).

Element A: Middle Level Philosophical Foundations

• SLO 3.1 - The teacher candidate demonstrates knowledge about the philosophical foundations of developmentally responsive approaches to mathematics pedagogy (4/8 Texas Mathematics ST V, VI, VII).
  o Assessment - Rights of the Learner; Mathematics Learning Autobiography; District Discipline Analysis; Parent Connection; ZOOM Book Study: The Impact of Identity; ZOOM Book Study: Making Sense of Mathematics for Teaching; Real-World Mathematics
PLO 4 The teacher candidates will understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents (AMLE 4; InTASC 2, 3, 6, 7, 8).

Element A: Content Pedagogy
- SLO 4.1 The teacher candidate will implement and assess the mathematical processes and content which includes but is not limited to: numbers, operations, and quantitative reasoning; patterns, relationships, and algebraic reasoning; geometry and spatial reasoning; measurement; and probability and statistics (4/8 Mathematics I, II, III, IV, VII, VIII).
  - Assessments - District Discipline Analysis; ZOOM Book Study: Making Sense of Mathematics for Teaching; Real-World Mathematics; Final Exam

Element B: Middle Level Instructional Strategies
- SLO 4.2 The teacher candidate demonstrates the ability to create mathematics learning experiences that encourage exploration, problem solving, creativity, and critical thinking to enhance young adolescent engagement (4/8 Texas Mathematics ST VII).
  - Assessments - Real-World Mathematics

Element C: Middle Level Assessment and Data-formed Instruction
- SLO 4.3 The teacher candidate explores the implications of formative and summative assessments to inform pedagogical approaches (4/8 Texas Mathematics ST VIII).
  - Assessments - Content Choice Boards 1-6; Real-World Mathematics; Final Exam

PLO 5 The teacher candidates will understand the complexity of teaching young adolescents and they engage in practices and behaviors that develop their competence as professionals (AMLE 5; InTASC 9; 10).

Element C: Working with Family Members and Community Involvement
- SLO 5.1 - The teacher candidate explores and reflects on the value of working with the community (4/8 Mathematics ST VI).
  - Assessments - Rights of the Learner; Mathematics Learning Autobiography; District Discipline Analysis; Parent Connection; ZOOM Book Study: The Impact of Identity; Real-World Mathematics

Element D: Dispositions and Professional Behaviors
- SLO 5.2 - The teacher candidate understands the importance of being a reflective practitioner committed to continuous professional growth and development in the teaching of mathematics (4/8 Texas Mathematics ST V, VI).
  - Assessments - Mathematics Learning Autobiography; ZOOM Book Study: The Impact of Identity; Content Choice Boards 1-6; ZOOM Book Study: Making Sense of Mathematics for Teaching; Final Exam

ASSIGNMENTS, PROJECTS & EVALUATION

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

- Location of Assignments
  Assignments, assessments, and discussion links are presented in D2L. It is your responsibility to complete work ONLY AFTER you have read the assigned information in the text and modules. Going straight to the assignments IS NOT considered responsible and may show in your work. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

- Accessing Assignments on D2L
  You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline. Know that if you intend to use a “dial-up” connection to access the Internet and this course that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course. Not being able to view all information is NOT a valid reason to miss requirements. Please make arrangements ahead of time to ensure that you are able to access all components of this online course and are able to log in to the course daily. Some files, at first appearance, may be distorted; however, all word and PDF files can be opened by downloading the document. All videos and links can be accessed by opening the document in a new tab.

- Formatting Requirements of Assignments
  All assignments must be submitted as required (word, PDF, PPT, video). HEIC files are not compatible with the d2L system. Unless noted otherwise written assignments must be typed and submitted as a Microsoft Word document online through D2L. You are responsible for checking your attachments to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero.

- Assignment Deadlines
  All assignments are due according to the dates listed on the course timeline. If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the
event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned. A broken computer or no internet is not an acceptable excuse for not completing work by the required deadlines.

- **Q Classroom Requirements**
  This course does not require that you submit designated assignments to Q Classroom by submitting required documents to the assigned Dropbox in the d2L course connected to Q Classroom. Assignments submitted to d2L/Q Classroom are related to accountability and accreditation measures for Education Studies. Scoring guides for these assignments are located in the d2L course and Q Classroom. Failure to upload the required documents into d2L/Q Classroom will result in zero credit being received for those assignments.

- **Assignments/Associated Standards/Points**
  Assignments will be given to enhance the teacher candidate’s understanding of content, pedagogy, and professional standards. Assignments will be submitted via D2L, unless otherwise specified by your instructor. To enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises. A list of assignments can be found in the PLO/SLO/Assessment Chart located above in Section II. **Assignment Policy** — Students must complete all assignments including documentation when required. Students are expected to complete assignments on the due date shown in the course timeline. Failure to complete course work will result in a grade of zero, or “Fail”, for the assignment. Repeated failure to complete course work may result in an automatic reduction of the final course grade earned. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur with course requirements.

- **Attendance Policy Statement for Face-to-Face Students in a Hybrid Course**
  This course has both students who are fully online students and those who are face-to-face students. For those who are face-to-face students, attendance is mandatory for weekly scheduled class time on the SFA campus. Failure to attend the scheduled class times will result in an excused absence. Three or more unexcused absences may result in failure of the course.

**VI EVALUATION AND ASSESSMENTS (GRADING)**

Grades will be assigned per 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 D2L. 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. (5 pts.) Introductions (Online - FLIP; Face-to-Face – Picture Collage) (PLO#1; SLO#1.1)
2. (7 pts.) Rights of the Learner (PLO#1,2,3,5; SLO#1.1, 2.2, 3.1, 5.1)
3. (7 pts.) Mathematics Learning Autobiography (PLO#1,2,3,5; SLO#1.1, 2.2, 3.1, 5.1, 5.2)
4. (7 pts.) District Discipline Analysis (PLO#1,2.3,4.5; SLO#1.1, 2.2, 3.1, 4.1, 5.1)
5. (7 pts.) Parent Connection (PLO #1,2,3,5; SLO#1.1, 2.2, 3.1, 5.1)
6. (5 pts.) Book Study #1: The Impact of Identity in K-8 Mathematics (PLO #1,2,3,5; SLO#1.1, 2.2, 3.1, 5.1, 5.2)
7. (6 pts.) Content Choice Board #1: Fraction Operations and Integer Concepts and Operations (PLO #2,4,5; SLO #2.1, 2.4, 4.3, 5.2)
8. (6 pts.) Content Choice Board #2: Ratios and Proportional Relationships (PLO #2,4,5; SLO #2.1, 2.4, 4.3, 5.2)
9. (6 pts.) Content Choice Board #3: Equations, Expressions, and Inequalities (PLO #2,4,5; SLO #2.1, 2.4, 4.3, 5.2)
10. (6 pts.) Content Choice Board #4: Functions (PLO #2,4,5; SLO #2.1, 2.4, 4.3, 5.2)
11. (6 pts.) Content Choice Board #5: Measurement and Geometry (PLO #2,4,5; SLO #2.1, 2.4, 4.3, 5.2)
12. (6 pts.) Content Choice Board #6: Statistics and Probability (PLO #2,4,5; SLO #2.1, 2.4, 4.3, 5.2)
13. (5 pts.) Book Study #2: Making Sense of Mathematics for Teaching Grades 6-8 (PLO #2,3,4,5; SLO #2.1, 2.2, 2.4, 3.1, 4.1, 4.2, 4.3, 5.1)
14. (7 pts.) Real-World Mathematics (PLO #1,2,3,4,5; SLO# 1.1, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 5.1)
15. (10 pts.) Final Exam (PLO#2,4,5; SLO#2.2, 4.1, 4.3, 5.2)
16. (4 pts.) Professionalism (see Professionalism below)

**PROFESSIONALISM**

Professionalism is expected for all students in all courses whether fully online, hybrid or face-to-face. 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;
- 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 maintain confidentiality at all times.

Grading
Candidates are expected to complete assignments on or before the due date shown on the Tentative Course Timeline.

Late Work & Professionalism Points
1. Late assignments may be accepted with a 30% late penalty if the assignment is submitted within 7 calendar days of the original due date. Assignments not submitted within 7 days will not be accepted for grading.
2. Excessive late work will result in the loss of professionalism points.
3. Deduction of other professionalism points may be at the discretion of the instructor based on course participation or if the student engages in unethicial practices (cheating, plagiarism, etc.)
4. To be eligible to receive an “A” in the course, ALL assignments must be completed and submitted on, or before the due date, 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.

Your final grade will be LOWERED one (1) letter grade if more than one assignment is late and/or you neglect to submit ALL assignments.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Earned 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>70 - 79%</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 70%</td>
<td>0-69</td>
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</tbody>
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Please note that final grades may be rounded up. (For example, a final score of 89.5 to 89.9 out of 100 points may be entered as an A). You must earn a “C” or better in the course. Anything below a “C” is an “F”, no “D” will be awarded.

Teacher Candidate Professionalism Expectations

- **Academic Honesty:** Teacher candidates complete original assignments and/or give credit to individuals if using resources to prepare assignments. The teacher candidate understands that original material not created by the teacher candidate is the intellectual property of another (plagiarism) and may not be published in any format or third-party site without written permission from the owner (collusion).
  - Self-plagiarism is reusing your own specific wording and ideas from work that you have previously submitted.
  - Collusion is a form of cheating which occurs when a submission restricted to individual effort is shared with another individual through direct contact or third-party resources allowing another individual to use and submit the copied work as their own.
• **Appearance:** Teacher candidates must be appropriately dressed for the required setting. When engaging with students, whether in person or in virtual formats, candidates dress according to the campus dress code.

- **Assigned Responsibilities:** While in field placements, teacher candidates must follow the lead of the mentor teacher to carry out all responsibilities with enthusiasm while demonstrating initiative. Candidates are encouraged to focus on their own personal experience rather than the experiences of other teacher candidates.

- **Attendance:** Teacher candidates must follow all policies and procedures as outlined in this syllabus. REGULAR ATTENDANCE IS MANDATORY. Absences must be made up hour-for-hour for field experiences.

- **Interpersonal Communication:** Teacher candidates must demonstrate collaborative efforts with mentor teachers, other teacher candidates, and instructors/professors. Candidates are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus. The candidate will maintain professional communication about individuals and groups associated with SFASU and partnering facilities on all social and print media published and/or shared with others.
  - When you email any representative from the Education Studies department, remember that you are emailing a professional. Look at what you have typed before you send the email. Remember to begin the email with an appropriate salutation and to end by signing your name. Make sure that the email includes a specific question and/or provides clear information. Make sure to proofread for typos prior to sending. You should expect a response within 48 hours of sending your email. If you do not receive an answer in 48 hours (during the week), please re-send the email. The weekend is not a time when emails are checked regularly and instructors may not check email outside of normal working hours. If you email Friday night, you may not receive a response until Monday. Check your email daily so you do not miss course information and announcements.

- **Professionalism and Commitment:** Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, attending ALL lab and university classes, attending all stated meetings, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school).

- **Professional Demeanor:** Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting oneself’ self in a professional manner, refraining from activities that may interfere with your professionalism the next day, maintaining a drug free and alcohol-free body, practicing appropriate language, and maintaining confidentiality at all times, including the use of social media. Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with students, peers, mentor teachers, and site supervisors. Electronic devices, including cell phones, are not allowed in any mentors’ classrooms without prior approval from the site supervisor.

- **Punctuality:** Teacher candidates should arrive to class and field experience locations ten (10) minutes prior to the report time. To be “on time” is to be late. Teacher candidates are expected to remain in class setting requirements for the expected time. Candidates may be required to document. Punctuality expectations also apply to virtual observations.

**Consequences of Unprofessionalism**
A combination of any three behaviors that display a lack of professionalism will result in a 10-point reduction in your overall course grade. The candidate will also be referred to the Program Review Panel, which may result in failure.

- **1st Professionalism Behavior Concern** - Email from course instructor
- **2nd Professionalism Behavior Concern** - Meeting with course instructor
- **3rd Professionalism Behavior Concern** - Referral to Program Review Panel

Examples of behaviors that signify lack of professionalism include/but are not limited to the following: inappropriate dress, tardiness, unexcused absences, late assignments, academic dishonesty, and ongoing submission of incorrect assignments. Note, a combination of three behaviors can come from one professionalism component (i.e., being absent 3 times).

**Texas Educators’ Code of Ethics**
In addition to the Professionalism expectations provided above, all teacher candidates are expected to adhere to the Texas Educators’ Code of Ethics. Any violation of the Texas Educators’ Code of Ethics will be reviewed by a Program Review Panel and may result in failure of the course and/or dismissal from the program.

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.

Additional information can be found in the Texas Administrative Code, Chapter 247: Educators’ Code of Ethics via the website: [https://tea.texas.gov/index2.aspx?id=2147501244](https://tea.texas.gov/index2.aspx?id=2147501244).

Certification/Licensing Requirements
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/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

1. 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.

2. 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 the Office of Assessment and Accountability at 936-468-1282 or [edprep@sfasu.edu](mailto:edprep@sfasu.edu).

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 70% or higher of the total points possible to PASS MLGE 4240 to be eligible to move forward into Student Teaching.
<table>
<thead>
<tr>
<th>Week</th>
<th>Module Topic</th>
<th>Text Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Course and Learning Community</td>
<td>• Read Timeline and Syllabus&lt;br&gt;• Read Module 1 and participate in all module activities</td>
<td>• Take Course Syllabus &amp; Timeline Acknowledgement Quiz (due September 3@ 11:30pm&lt;br&gt;• Flip Introduction and video response to at least 3 peers’ video introductions</td>
</tr>
<tr>
<td>2</td>
<td>Rules and Responsibilities in Teaching &amp; Learning Mathematics</td>
<td>• Read Module 2 and participate in all module activities</td>
<td>• Rights of the Learner Rules and Responsibilities Infographic</td>
</tr>
<tr>
<td>3</td>
<td>Rethinking Mathematics&lt;br&gt;Learning, Identity, and Equity</td>
<td>• Read Chapters 1-3 (pages 3-39) from Impact of Identity and participate in all module activities</td>
<td>• Mathematics Learning Autobiography Assignment</td>
</tr>
<tr>
<td>4</td>
<td>Rethinking Equity-Based Practices</td>
<td>• Read Chapters 4-6 (pages 43-81) from Impact of Identity and participate in all module activities</td>
<td>• District Discipline Analysis</td>
</tr>
<tr>
<td>5</td>
<td>Rethinking Engagement with Families and Communities</td>
<td>• Read Chapters 7-Epilogue (pages 85-119) from Impact of Identity and participate in all module activities</td>
<td>• Parent Connection</td>
</tr>
<tr>
<td>6</td>
<td>A Call for Making Sense of Mathematics for Teaching</td>
<td>• Read Introduction (pages 1-13) from Making Sense of Mathematics for Teaching, Grades 6-8 and participate in all module activities</td>
<td>• Book Study #1 ZOOM Meeting: Impact of Identity in K-8 Mathematics: Rethinking Equity-Based Practices</td>
</tr>
<tr>
<td>7</td>
<td>Fraction Operations &amp; Integer Concepts &amp; Operations</td>
<td>• Read Chapter 1 (pages 15-43) from Making Sense of Mathematics for Teaching, Grades 6-8 and participate in all module activities</td>
<td>• CHOICE BOARD 1: Content Understanding and Application</td>
</tr>
<tr>
<td>8</td>
<td>Ratios and Proportional Relationships</td>
<td>• Read Chapter 2 (pages 45-67) from Making Sense of Mathematics for Teaching, Grades 6-8 and participate in all module activities</td>
<td>• CHOICE BOARD 2: Content Understanding and Application</td>
</tr>
<tr>
<td>9</td>
<td>Equations, Expressions, and Inequalities</td>
<td>• Read Chapter 3 (pages 69-91) from Making Sense of Mathematics for Teaching, Grades 6-8 and participate in all module activities</td>
<td>• CHOICE BOARD 3: Content Understanding and Application</td>
</tr>
<tr>
<td>10</td>
<td>Functions</td>
<td>• Read Chapter 4 (pages 93-104) from Making Sense of Mathematics for Teaching, Grades 6-8 and participate in all module activities</td>
<td>• CHOICE BOARD 4: Content Understanding and Application</td>
</tr>
<tr>
<td>11</td>
<td>Measurement and Geometry</td>
<td>• Read Chapter 5 (pages 105-132) from Making Sense of Mathematics for Teaching, Grades 6-8 and participate in all module activities</td>
<td>• CHOICE BOARD 5: Content Understanding and Application</td>
</tr>
<tr>
<td>12</td>
<td>Statistics and Probability</td>
<td>• Read Chapter 6 and Epilogue (pages 133-151) from Making Sense of Mathematics for Teaching, Grades 6-8 and participate in all module activities</td>
<td>• CHOICE BOARD 6: Content Understanding and Application</td>
</tr>
<tr>
<td>13</td>
<td>Connecting Mathematics to Real-World Problem-Solving</td>
<td>• Read Module 13 and participate in all module activities</td>
<td>• Book Study #2 ZOOM Meeting: Making Sense of Mathematics for Teaching, Grades 6-8</td>
</tr>
<tr>
<td>14</td>
<td>Connecting Mathematics to Real-World Problem-Solving</td>
<td>• Read Module 13 and participate in all module activities</td>
<td>• Real-World Mathematics</td>
</tr>
<tr>
<td>15</td>
<td>Final Exam/Wrapping Up</td>
<td>• Read Module 14 and participate in all module activities</td>
<td>• Final Exam</td>
</tr>
</tbody>
</table>
*Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news. All times listed are Central Standard Time (CST). All module activities to be completed and submitted by Sunday at 11:30pm unless otherwise noted.

### FACE-TO-FACE STUDENTS

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Module Topic</th>
<th>Prepare for Class</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| **Introduction** | **Introduction to the Course & Learning Community** | • Read Timeline and Syllabus  
• Read Module 1 and participate in all module activities | • Take Course Syllabus & Timeline Acknowledgement Quiz (due September 3@ 11:30pm)  
• Picture Collage Introductions |
| **Equity in Mathematics** | **Rules & Responsibilities in Teaching & Learning Mathematics** | • Read “Classroom Rules Reimagined as Rights of the Learner” and “Creating a Democratic Mathematics Classroom: The Interplay of the Rights and Responsibilities of the Learner” (both articles are embedded in Module 2) | • Rights of the Learner Rules and Responsibilities Infographic |
| **Rational Numbers and Proportionality Pedagogical Content Knowledge** | **Rethinking Mathematics Learning, Identify, and Equity** | • Read Chapters 1-3 (pages 3-39) from Impact of identity | • Mathematics Learning Autobiography Assignment |
| | **Rethinking Equity-Based Practices** | • Read Chapters 4-6 (pages 43-81) from Impact of identity | • District Discipline Analysis |
| | **Rethinking Engagement with Families & Communities** | • Read Chapters 7-Epilogue (pages 85-119) from Impact of identity | • Parent Connection |
| **Algebraic Pedagogical Content Knowledge** | **A Call for Making Sense of Mathematics for Teaching** | • Read Introduction (pages 1-13) from Making Sense of Mathematics for Teaching | |
| | **Fraction Operations & Integer Operations Concepts and Operations** | • Read Chapter 1 (pages 15-43) from Making Sense of Mathematics for Teaching  
• ONLINE CLASS - READ AND PARTICIPATE IN ONLINE MODULE FOR WEEK 7 | • Fraction Operation & Integer Operations Concepts and Operations: Content Understanding and Application |
| | **Rations & Proportional Relationships** | • Read Chapter 2 (pages 45-67) from Making Sense of Mathematics for Teaching | • Rations & Proportional Relationships: Content Understanding and Application |
| **Geometry and Spatial Reasoning Pedagogical Content Knowledge** | **Equations, Expressions, and Inequalities** | • Read Chapter 3 (pages 69-91) from Making Sense of Mathematics for Teaching | • Equations, Expressions, & inequalities: Content Understanding and Application |
| | **Functions** | • Read Chapter 4 (pages 93-104) from Making Sense of Mathematics for Teaching | • Functions: Content Understanding and Application |
| **Statistics and Probability Pedagogical Content Knowledge** | **Measurement & Geometry** | • Read Chapter 5 (pages 105-132) from Making Sense of Mathematics for Teaching | • Measurement & Geometry: Content Understanding and Application |
| **Real-World Mathematics** | **Statistics & Probability** | • Read Chapter 6 and Epilogue (pages 133-151) from Making Sense of Mathematics for Teaching and participate in all module activities | • Statistics & Probability: Content Understanding and Application |
| **SFASU THANKSGIVING BREAK** | **Connecting Mathematics to Real-World Problem-Solving** | • Read Module 13 and participate in all module activities | |
| **Week 13** | **Connecting Mathematics to Real-World Problem-Solving** | • Read Module 13 and participate in all module activities | • Real-World Mathematics |
| **Week 14** | **Connecting Mathematics to Real-World Problem-Solving** | • Read Module 13 and participate in all module activities |
### ADDITIONAL RESOURCES TO SUPPORT LEARNING

#### VIII READINGS

**REQUIRED:**
- The Impact of Identity in K-8 Mathematics: Rethinking Equity-Based Practices
  - Julia Aguirre, Karen Mayfield-Ingram, & Danny Bernard Martin

**REQUIRED:**
- Making Sense of Mathematics for Teaching: Grades 6-8
  - ISBN: 978-1-942496-45-8

**Supplemental Resources/Suggested Readings:**

i) Online Resources


c. Association for Women in Mathematics — [www.awm-math.org](http://www.awm-math.org)

d. Internet4Classrooms — [www.internet4classrooms.com](http://www.internet4classrooms.com)

e. The Mathematical Association of America — [www.maa.org](http://www.maa.org)


g. Pearson Prentice Hall — [www.phschool.com](http://www.phschool.com)


i. Texas Council of Teachers of Mathematics — [www.tctmonline.org](http://www.tctmonline.org)

j. Texas Education Agency, TEKS — [www.tea.state.tx.us/teks/index.html](http://www.tea.state.tx.us/teks/index.html)


ii) Journals

  - [www.press.uchicago.edu/journals/journal/esj.html](http://www.press.uchicago.edu/journals/journal/esj.html)


g. *Teaching Children Mathematics*, National Council of Teachers of Mathematics [www.nctm.org](http://www.nctm.org)


i. *Young Children*, National Association for the Education of Young Children [www.naeyc.org/](http://www.naeyc.org/)

iii) Books & Articles


c. Texas Education Agency. (2009). *Texas essential knowledge and skills (TEKS).*

END OF COURSE

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 PCEO 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.

OTHER RELEVANT COURSE INFORMATION

Repeating This Course Policy
If you are repeating this course for a second time, then ALL of your work must be original to the repeated course. That means work from a previous semester of this course 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. Work of any kind submitted by another student who completed this course is grounds for academic dishonesty/plagiarism review.

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:

UNIVERSITY POLICIES

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

UNIVERSITY POLICIES

• CLASS ATTENDANCE AND EXCUSED ABSENCE (POLICY 6.7)
  • https://www.sfasu.edu/docs/policies/6.7.pdf

• ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES (POLICY 6.1 AND 6.6)
  • Appeal Procedure Relating to the Provision of Accommodations for Students with Disabilities (Policy 6.6) https://www.sfasu.edu/docs/policies/6.6.pdf

• STUDENT ACADEMIC DISHONESTY (POLICY 4.1)
  • The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own
Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

- **WITHHELD GRADES (POLICY 5.5)**
  - [https://www.sfasu.edu/docs/policies/5.5.pdf](https://www.sfasu.edu/docs/policies/5.5.pdf)
- **FINAL COURSE GRADE APPEAL BY STUDENTS (POLICY 6.3)**
  - [https://www.sfasu.edu/docs/policies/6.3.pdf](https://www.sfasu.edu/docs/policies/6.3.pdf)
- **STUDENT CODE OF CONDUCT: POLICY 10.4**
  - [https://www.sfasu.edu/docs/policies/10.4.pdf](https://www.sfasu.edu/docs/policies/10.4.pdf)

**STUDENT SUPPORT**
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

- **On-campus Resources:**
  - SFASU Counseling Services, [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices), 3rd Floor Rusk Building, 936-468-2401
  - SFASU Human Services Counseling Clinic, [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp), Human Services Room 202, 936-468-1041
- **Crisis Resources:**
  - Burke 24-hour crisis Line: 1-800-392-8343
  - Suicide Prevention Lifeline: 1-800-273-TALK (8255)
  - Crisis Text Line: Text HELLO to 741-741