



**Course Number:** EDUC 3404-01 (CRN 20299; 3 credit hours)  
**Course Title:** Teaching Math in Primary (3-5)  
**Semester and Year:** Spring Semester 2020

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Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, 678-466-5445, [disabilityservices@mail.clayton.edu](mailto:disabilityservices@mail.clayton.edu)

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**Catalogue Course Description:**

**EDUC 3404. Teaching Math in Primary (3-5) (3 Credits)**

This course consists of the integration of mathematics concepts, principles and processes into the teaching of mathematics in grades three through five. Emphasis is placed upon developmentally appropriate practices including CGI (Cognitively Guided Instruction), teaching through problem-solving, and culturally relevant pedagogies in planning, implementing and evaluating instruction in the P5 mathematics curriculum.

**Class:** Tuesdays and Thursdays; 12:45 PM - 2:00 PM; Room G-229  
**Instructor:** Dr. Sharren Thomas  
**E-mail Address:** [sharrenthomas@clayton.edu](mailto:sharrenthomas@clayton.edu)  
E-mail responses will be received within 24 to 48 hours  
**Office Location:** Arts & Science, G-210B  
**Office Hours:** **Tuesdays:** 10:45 AM – 12:45 PM; and 3:30 PM – 4:00 PM  
**Thursdays:** 10:45 AM – 12:45 PM; and 3:30 PM – 4:00 PM  
**Virtual Office hours** through Zoom or Micro-soft Teams (based on availability Wednesdays: 10 – 10:30 AM; and 3:30 to 4:00 PM

**Required Texts, Resources and/or Technology Resources:**

**Text:** Van de Walle, J.A., Karp, K.S. & Bay-Williams, J.M. (2019). *Elementary and middle school mathematics: teaching developmentally*. (10<sup>th</sup> edition). Pearson.

**TWO OPTIONS:**

**Loose Leaf print & e-text** plus MyLab Education with Enhanced Pearson bundle can be purchased from the bookstore or other sources: ISBN-13: 978-0-13-480034-9 (\$101.32) or **Print** ISBN-13: 978-0-13-480208-4 (\$94.99)

**Required:** NCTM Student Membership (\$49)

**Additional Resources REQUIRED:**

- I. 2 to 3-inch Notebook Binder  
Printed Copies of the following inside  
Georgia Standards of Excellence for Grade 3- 5. This is a link to K – 5, you will need grades 3 – 5 (p. 22 – 43) for EDUC 3404, so may want to just print them both now.  
<https://www.georgiastandards.org/Georgia-Standards/Documents/Grade-K-5-Mathematics-Standards.pdf>
- II. 8 Standards for Mathematical Practice
- III. Curriculum Maps (3 -5 grades)

- <https://www.georgiastandards.org/Georgia-Standards/Pages/Math-K-5.aspx>
- IV. Curriculum Frameworks <https://www.georgiastandards.org/Georgia-Standards/Pages/Math-K-5.aspx>
- V. EdTPA Task 4 and associated rubrics and planning commentary templates. starting on p. 42 including the scoring rubrics. I have uploaded in D2L again just in case you did not print it Fall semester
- VI. Making Good Choices for Task [https://www.edtpa.com/Content/Docs/edTPAMGC\\_ELE.pdf](https://www.edtpa.com/Content/Docs/edTPAMGC_ELE.pdf)
- VII. Articles and any other PDF's of additional readings will be provided electronically to placed in notebook
- VIII. Website links etc.

**Course Goals: Stated as "Essential Questions":**

1. How have I myself (i.e., the teacher candidate) learned in school, and how do I learn most effectively?
2. How do student factors (e.g., motivation, family and cultural background, temperament and learning preferences, prior knowledge and experiences) impact student learning in educational settings?
3. How do teaching practices and instructional structures impact student learning in educational settings?
4. How do other factors in the learning environment impact student learning in educational settings?
5. How may I use this knowledge as a future educational professional to inform my professional planning and decision-making so as to maximize learning of all types in all students?

**Course Objectives:**

Students will:

- Read, discuss, and critique literature concerning mathematics topics, teaching and learning;
- Reflect upon key issues germane to mathematics learning.
- Problem solve independently and collaboratively via problem sets, classroom tasks, etc.;
- Conduct research on a mathematics topic via a mathematics investigation;
- Demonstrate knowledge of the Common Core State Standards and Georgia Standards of Excellence (GSE) for grades 3 -5 through application in lesson planning, teaching, and student assessment; (*Intasc #1,2,3,8*)
- Demonstrate knowledge of and competence in mathematics content. In particular, teacher candidates will demonstrate conceptual understanding in the areas of problem solving, reasoning, procedural fluency in the following domains:
  - Grade 3: Numbers and Operations in Base Ten; The Relationship Between Multiplication and Division Patterns in Addition and Multiplication; Geometry Representing and Comparing Fractions Measurement
  - Grade 4: Whole Numbers, Place Value and Rounding In Computation Multiplication and Division of Whole Numbers; Fraction Equivalents Operations with Fractions; Fractions and Decimals; Geometry; Measurement
  - Grade 5: Order of Operations and Whole Numbers; Adding and Subtracting with Decimals; Multiplying and Dividing with Decimals; Adding, Subtracting, Multiplying and Dividing Fractions; 2D Figures Volume and Measurement; Geometry and the Coordinate Plane

**Dispositions:**

Elementary and Early Childhood Education (EECE) candidates have many opportunities to demonstrate growth, knowledge, and skills throughout the program of study. In addition, success as an educator requires one to be professional, reliable, conscientious, dependable, collaborative, respectful, mindful of time management, and have the ability to be clear and articulate in both written and spoken communications. The Elementary and Early Childhood Education Disposition Instrument

provides a structured pathway to assess, document, and create a record of professional and leadership strengths and weaknesses for each candidate as needed.

### **Course Communications:**

All communication should occur via email. Please email from your CSU Outlook 365 email account. **I will not use D2L email or respond to email sent through D2L.** When sending emails, please allow for a 48-hour response time. Any emails received after 12:00 pm on Friday will not be answered until the following week. Additionally, emails received during holiday periods will not be addressed until CSU is back in session. Please note that while faculty *may* respond to emails on evenings, weekends, and holidays they are not obligated to.

### **Electronic Communications:**

The University provides all CSU students with an “official” email account with the address “student.clayton.edu.” As a result of federal laws protecting educational information and other data, this is the sole email account you should use to communicate with me or other University officials and the account by which they will communicate with you. Please use the email address above for ALL course communication.

### **Course Requirements:**

Students are expected to model the behavior of professional educators in all activities associated with the dispositions of CSU Teacher Education Department. Class preparation and participation is expected. **You are expected to actively investigate psychological and social issues that impact teachers, learners, schools and communities through *sustained effort, hard work, and thoughtful preparation.***

- ✓ Punctual attendance for all class sessions (See Participation/Attendance below)
- ✓ Class Assignments
- ✓ Weekly Quizzes
- ✓ Participation in discussions
- ✓ **Computers should be brought to each class**
- ✓ Children are not allowed to attend classes.
- ✓ All written assignments are expected to be presented using APA 6<sup>th</sup> edition formatting (See writing communication below) and will be evaluated according to CCSU writing criteria.

### **Conceptual Framework:**

The mission of the Teacher Education Unit is to prepare professional educators who engage in *reflective practice* and who are *competent, caring, committed, collaborative, culturally responsive*, and prepared to teach diverse learners in an ever-changing society. For the complete CSU Teacher Education Unit Conceptual Framework, refer to the Teacher Education website at <http://www.clayton.edu/teachered>.

### **University Attendance Policy:**

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades

### **Course Attendance Policy:**

**You are expected to attend all class meetings and arrive in a punctual manner.** Attendance is a component of the class participation grade. Class discussion is an integral aspect of the course, and absences result in missed learning opportunities for every individual in the class. There will be a student sign-in sheet at the beginning of each class. It is ***YOUR responsibility to make sure that***

***YOU sign this form each class session (It will be considered academic dishonesty if you sign for another student). I will use this to assess your attendance (class participation).*** If you arrive tardy (after I have taken the roll) it is your responsibility to ensure that I mark you present in class.

If you are unable to attend class because of extenuating circumstances, you should contact the instructor immediately, (this demonstrates professionalism) **however, any absence excused or unexcused will still count against your Participation grade (See Class Participation/Professionalism under grade evaluation for more details).** If you are not present, you cannot participate, so this is why excused, or unexcused absences still count against your class participation grade for that day. If a student misses a session, it is the responsibility of the student to acquire any information covered during that class period.

Please keep in mind that we have weekly in-class activities that you will be expected to complete with a partner or group members, if you are absent this will be an activity that you will miss. Therefore, you will receive a zero. \*\*\*I have had students in extreme circumstances log in virtually through (Zoom, Face-Time, or OneDrive), to join their assigned group, but this will only be given partial credit and only if you have an excused absence (jury duty, death, hospitalization of self or immediate family, an emergency doctor's visit) but this is not a "norm" I plan to allow for an excessive amount of absences whether excused or unexcused\*\*\*. **I suggest obtaining a study/note buddy the first day of the course that can assist in the event you miss a class.**

**Excused Absences** - If you have a legitimate emergency (jury duty, death, hospitalization of self or immediate family, an emergency doctor's visit), you must contact me immediately to let me know what's happening, then, **provide documentation of your emergency when you return both by email and provide hard copy to me at return of class. Any student with 3 UNEXCUSED absences and if you are tardy for class more than 3 times**, this will count as one absence; this also applies to leaving class early and not returning from break on time [unless I approved your reason] then the **result will be a reduction of your overall average by one letter grade.**

#### **NO MAKE-UPS**

There is **no make-up work given**, since all assignments are posted in advance. They must be submitted to D2L by 11:59pm on the specific due date. Late assignments (excused or unexcused absence) will not be graded and will result in a "0" for the grade **EVEN IF YOU ARE ABSENT**. Please be advised that D2L indicates a timestamp of your submission time, **so even if your assignment is 1 minute, 2 minute, 15 minutes or a day late, these are result in a ZERO.** In addition, please make sure that you submit the final version of your assignment, I will not accept this as an excuse, so please double check when you upload. In addition, you must include your name in the saved title when you submit an assignment for example. Sharren\_Thomas.Article.doc.

#### **INSTRUCTOR WITHDRAWALS:**

As your instructor, I will exercise the right to complete an **instructor withdraw for excessive absences (5 or more absences)**. This includes not completing the online assignment during our hybrid meetings. This may result in receiving a WF (Withdraw Failing) grade regardless of class average. **But again, any absence excused or unexcused counts against your class participation grade. You can't participate, unless you are in class. You receive 1 pt. for each day you are present and ½ if you come in tardy.**

**Any student with more than 3 UNEXCUSED absences and if you are tardy for class more than 3 times**, this will count as one absence; this also applies to leaving class early and not returning from break on time [unless I approved your reason] then the **result will be a reduction of your overall average by one letter grade.**

**So, 3 unexcused absences = reduction of grade and 5 unexcused absences results in an instructor withdrawal.**

### **Computer Requirement:**

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to <http://itpchoice.clayton.edu/policy.htm>.

### ***Students must be:***

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Office 365/Outlook™ or Outlook Express™
- Zoom and Micro-soft teams Virtual meeting rooms (free for all CSU students)
- Able to attach and retrieve attached files via email
- Able to use a Web browser
- Compatible with Respondus Lockdown Browser

***In-Class use of Notebooks:*** Computer Notebooks are required in this course. Students should bring computers to each class meeting. This should only be out when asked to access them, unless you are accessing your e-text.

### **Technology:**

The use of technology will be embedded in class delivery, assignments and course presentations. All assignments unless, except, case analysis should be uploaded to D2L. You can gain access to Desire2Learn by signing on to the SWAN portal. If you experience any difficulties in Desire2Learn please email or call The Hub at TheHub@mail.clayton.edu or (678) 466-HELP. **No electronic devices other than those being used for class purpose are allowed without permission from the instructor.** It is inappropriate and unprofessional to text or visit social media sites while in class.

**Cell phones should be on silent and out of sight.**

### **Diversity/Multiculturalism:**

How to address diversity among the adolescent middle school population is a major theme throughout the CSU Teacher Education curriculum. Diversity and multiculturalism are essential to the middle school philosophy and are constant challenges to middle school educators as they create varied teaching and learning approaches. Meeting the individual needs of students in a multicultural classroom, including gender, race, religion, ethnicity, socioeconomic status, learning styles, and stages of physical, social, and intellectual development, are incorporated as major components of every topic in the course's curriculum.

### **Communication**

#### ***In Writing:***

As is expected of you as professionals, your accuracy of writing will be assessed. This includes but is not limited to topic sentences and adherence to topic sentences, transitions, grammar, and spelling.

**Every** written assignment must be in 12-point font, Times New Roman, and double-spaced. In addition, all resources must be accurately cited (APA 6<sup>th</sup> edition formatting for the paper and citations). **Written assignments must be written using Microsoft Word and saved as either a doc, or docx, document. DO NOT SUBMIT PAPERS AS PDF FILES.** However, if you are attaching an article or supplemental resources these maybe uploaded as pdf. Files. Finally, all materials distributed to students (in your field placements) must be completely accurate. Any materials submitted for student use that have stray marks, are difficult to read, or demonstrate in any way acceptance of less than the best will be graded unacceptable. The quality of work that you give the students provides a model of the quality of work you expect them to give you.

Please note that the **Writing Studio** is available for all CSU students. If I notice you need help early

on please visit the center; it is located in **Clayton Hall room T-200**. If I notice early on that a student needs support with their writing, I will make referrals for you to attend the writing center.

<http://www.clayton.edu/writersstudio>

### ***In Electronic Communication:***

Most of your out-of-class communication with your professors will occur via email. Email is an undeniable part of our culture and as such you will be required to communicate via email with your future administrative team, colleagues, and parents. Please attend to the following rules when engaging in electronic communication:

1. Include a relevant and clear subject/topic line for your message.
2. Use a professional salutation.
3. Use appropriate punctuation.
4. Check spelling.
5. Recognize that people from different cultures may write or speak differently and be sensitive to that.
6. Always reply to emails sent to you (even if it is just to acknowledge receipt).
7. Re-read your email to yourself (prior to sending) to ensure that it flows well and that it does not sound rude or abrupt (e.g., do not use ALL CAPS to type).

### **Grading**

A	B	C	D	F
90-100	80-89	70-79	60-69	Below 60

### **Make-up and Late Work Policy:**

There is not Make-up work opportunities and NO late work will be accepted. Please note that assignments are due at 11:59pm, so if you submit your work 1min, 2min, 10mins, or even a day late, you will receive a 0. All assignments are posted in D2L the first day of class, so do plan to complete work in a timely fashion that allows for any life “mishaps.”

### **Quiz/Exam Policy:**

Quizzes will be completed on D2L by 11:59pm the Monday of each week. You will complete them use the Respondus Lockdown Browser, so you must ensure your computer supports this.

### **Hardship Withdrawal:**

Students who experience an unexpected event or circumstance beyond their control that directly interferes with their ability to continue to make satisfactory progress in classes, such as serious illnesses or unexpected major life events, may petition the Dean of their major for a hardship withdrawal from **all classes**. In order to be considered for a hardship withdrawal, the student must have been passing all courses at the time that the emergency or other hardship arose and notify his or her instructors or other University officials about the hardship situation as soon as possible after it arose (per University and BOR policy, —passing is defined as a grade of —D or above). Hardship requests that are not filed in a timely manner are subject to denial even if the student was passing and the hardship was legitimate. Students who attend any classes through the end of a term and complete all course requirements (i.e. final project or exam) are not eligible for hardship withdrawal. If you have taken a final exam in any of your courses, you may not request a hardship withdrawal. For more information go to <http://www.clayton.edu/registrar/Withdrawal>

### **Class Policies:**

Refer to the Policy manual for comprehensive description of policies:

<http://www.clayton.edu/portals/693/docs/Teacher%20Education%20Policy%20Manual.pdf>

### **Academic Integrity and Academic Dishonesty:**



Academic integrity is of paramount importance at Clayton State University. Students are expected to abide by the Student Code of Conduct as outlined in the University’s official Student Handbook. Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the [Office of Community Standards](#). Judicial procedures are described in the section of the [Academic Catalog and Student Handbook](#) titled, Procedures for Adjudicating Alleged Academic Conduct Infractions.

**Plagiarism Detection Software:**

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

**Disruption of the Learning Environment**

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. **A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class.** A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

**The Americans with Disabilities Act (ADA):**

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Edgewater Hall 255, 678-466-5445, [disabilityservices@mail.clayton.edu](mailto:disabilityservices@mail.clayton.edu).

**Weapons on Campus:**

Clayton State University is committed to providing a safe environment for our students, faculty, staff, and visitors. Information on laws and policies regulating weapons on campus are available at <http://www.clayton.edu/public-safety/Safety-Security/Weapons>

**\*\*\*Last Day to Withdraw and Receive a W March 6<sup>th</sup>.**

**Course Outline and Requirements:** *This course outline is subject to change.*

Date	Focus/Topics	Readings (Should be read by Mondays class, except for week 1)	Project /Assignment Due
Week of January 14 <sup>th</sup>	Introduction, Opening Activity, Syllabus, D2L, edTPA Task review.  EdTPA Task 4 Making Good Choices	<b>Read and Print both the edTPA Task 4 handbook pages and the Making Good Choices document Thursday, January 16, 2020)</b>	<b>Read and Print both the edTPA Task 4 handbook pages and the Making Good Choices Thursday, January 16, 2020)</b>  Syllabus Acknowledgment Sheet uploaded to D2L, <b>by Thursday, January 16<sup>th</sup> by 11: 59 pm.</b>

			Syllabus Quiz on D2L due by <b>Thursday, January 16<sup>th</sup> by 11:59 pm</b>
Week of January 21 <sup>st</sup>	Continue: EdTPA  High level Cognitive Task  Developing Basic Fact Fluency	<b>EdTPA Task 4 Making Good Choices Document</b>  Chapter 9	<b>Read and Print both the edTPA Task 4 handbook pages and the Making Good Choices Thursday, January 16, 2020)</b>  Chapter 9 Test, due Monday, January 20 <sup>th</sup> by 11:59pm
Week of January 28 <sup>th</sup>	Place Value	Chapter 10	Chapter Test 10 Due, Monday, January 27 <sup>th</sup> by 11:59pm in D2L
Week of February 4 <sup>th</sup>	Computation— Addition & Subtraction (Single & Double Digits)  Computation – Addition & Subtraction (Three-Digit and Larger) (Grades 3 – 5)	Chapter 11  Watch Video on Progression of Add/Sub <a href="https://gfletchy.com/2016/03/04/the-progression-of-addition-and-subtraction/">https://gfletchy.com/2016/03/04/the-progression-of-addition-and-subtraction/</a>	Chapter Test 11 Due, Monday, February 3 <sup>rd</sup> by 11:59pm in D2L
Week of February 11 <sup>th</sup>	Computation— Multiplication & Division (Single and Double Digits)  Computation – Multiplication & Division (Three-Digit and Larger) Grades 3 – 5 )	Chapter 12  Watch Videos on Progression of Mult/Div: <a href="https://gfletchy.com/2015/12/18/the-progression-of-multiplication/">https://gfletchy.com/2015/12/18/the-progression-of-multiplication/</a> & <a href="https://gfletchy.com/2016/01/31/the-progression-of-division/">https://gfletchy.com/2016/01/31/the-progression-of-division/</a>	Chapter 12 Test due, Due, Monday, February 10 <sup>th</sup> by 11:59pm to D2L.  <b>Edtpa Re-engagement Task 4: Part 1A, 1B, and 1C</b> Due, Monday, February 10 <sup>th</sup> by 11:59pm to D2L.
Week of February 18 <sup>th</sup>	Developing Fraction Concepts	Chapter 14	Chapter Test 14 Due, February 17 <sup>th</sup> by 11:59pm in D2L
Week of February 25 <sup>th</sup>	Fraction Operations Part I	Chapter 15	Chapter 15 Test, due, February 24 <sup>th</sup> by 11:59pm in D2L
Week of March 3 <sup>rd</sup>	<b>Online Assignment to Complete</b> <b>Edtpa Re-engagement Task 4: Part 2A and 2B</b> <b>Due SUNDAY, March 8<sup>th</sup> by 11: 59pm in D2L</b>  <b>NO CLASS MEETING</b>		



Week of March 10 <sup>th</sup>	<b>SPRING BREAK</b>		
Week of March 17 <sup>th</sup>	Fractions Operations Part II	Chapter 15	
Week of March 24 <sup>th</sup>	Introduction to Decimals & Percentages	Chapter 16	Chapter Test 16 Due, March 23 <sup>rd</sup> by 11:59pm in D2L
Week of March 31 <sup>st</sup>	Operations with Decimals	Chapter 16	<b>NCTM Article Summary Video Presentation</b> <b>Assignment: PART I: NCTM Membership</b> Monday, March 30 <sup>th</sup> by 11:59pm to D2L.
<b>Week of April 7<sup>th</sup></b> <b>VIRTUAL CLASS - No Class Meeting</b> <b>Read Chapter 19 p. 500 – 517 only and Article Chapter 20 p. 543 – 561 only</b> <b>Take the combined Chapter Test by April 6, 2019, by 11:59pm</b>			
Week of April 14 <sup>th</sup>	Measurement – Part I	Chapter 18	Chapter 18 Test due, April 13 <sup>th</sup> by 11:59pm in D2L  <b>Edtpa Re-engagement Task 4: Part III due, April 13<sup>th</sup>, by 11:59 pm in D2L</b>
Week of April 21 <sup>st</sup>	Measurement – Part II	Chapter 18	
Week of April 28 <sup>th</sup>  LAST DAY OF CLASS	Algebra  Last Day Activities	Chapter 13	Chapter Test 13 Due, April 27 <sup>th</sup> by 11:59 pm in D2L  <b>NCTM Article Summary Video Presentation</b> <b>Assignment: PART II:</b> Article Summary and Video Presentation by Monday, April 27 <sup>th</sup> by 11: 59 pm  Final Notebook Check April 29 <sup>th</sup> in Class

## Course Assignments/Requirements and Evaluation Percentages

Assignment	Total Possible Points	Due Date
Chapter Quizzes	20%	Weekly on Mondays, unless otherwise noted by 11:59 pm to D2L
<b>Classwork/Other Assignments</b> 3 Ring Binder Notebooks (Random Checks) Classwork/Group Activities	10%	Due at the end of most class sessions to OneDrive and/or handed in as requested OR before to D2L
NCTM Article Summary Video Presentation Assignment (20%)		
PART I: NCTM Membership	5%	Monday, March 30 <sup>th</sup> by 11:59pm to D2L.
PART II: Article Summary and Video Presentation	15%	Monday, April 27 <sup>th</sup> by 11: 59 pm
EdTPA Re-engagement Task 4 (40%)		
Part 1A, 1B, and 1C	15%	Monday, February 10 <sup>th</sup> to D2L, by 11:59 pm
Part 2A and 2B	15%	Sunday, March 8 <sup>th</sup> to D2L, by 11:59 pm
Part 3	10%	Monday, April 13 <sup>th</sup> to D2L, by 11:59 pm
Participation & Professionalism	10%	Every Class Meeting and beyond (see details within the syllabus)

*Additional details regarding each assignment (including rubrics) will be posted electronically via D2L as assignments are introduced.*

### **Assignment Descriptions**

#### **Weekly Activities (30%)**

Each week you will be assigned Chapter Quizzes and Class Activities

#### **Chapter Test/Quizzes (20%)**

Each week you will be required to provide responses to Chapter Questions in D2L. These will be multiple choice quizzes that you will take in Repondus Lockdown Browser in D2L. These assignments will be due Mondays by 11:59pm in D2L. (NOTE: You will not be given additional time to take the quiz, if you fail to complete and submit the quiz by 11:59pm, you will be given a zero.). These quizzes are designed to assess your understandings of the course readings, your own learning and application of the core concepts and principles of educational psychology. While you are not expected to be ‘experts’ after reading chapters or articles, there are some *critical* concepts that you should be able to understand from your reading. To be successful on these quizzes, you will need to read the assigned chapters in detail, take notes, and possibly discuss challenging topics with the professor or another classmate. A cursory glance at the chapters will not suffice. **NOTE:** These tests are available from Monday to Sunday each week. So do not wait until the last minute to attempt these quizzes). Respondus download information and computer system requirements will be provided in D2L. Help with D2L Respondus Lockdown Browser 678-266-4362.

### **In-Classwork Activities/Other Assignments/Class Participation (5%)**

People tend to understand things best when they have a chance to talk and write about them, so I consider your participation in discussions and activities to be a very important part of your learning. You will be doing some In-class Activities (ICAs) regularly, often in small groups. Each week you will be required to work with your fellow classmates in groups or with a partner to complete class activities. This work may require you to access Office 365 OneDrive, which is a system similar to google drive, **so your computers must be brought to class every session.** Other assignments maybe completed in class and finished at home to be brought before the next class.

### **Summary & Analysis Template**

Some weeks you will be required to read short articles pertaining to both the content and pedagogical strategies that benefit the effective teaching and learning of elementary mathematics. You will need to complete the summary & analysis template by typing within the document and bringing an electronic and/or hard copy of the document to class to discuss with colleagues. Some weeks, you may be asked to upload your document to D2L by the deadline prior to our class meeting. You should save your Microsoft document using your name and a short title, for example, Sharren\_Thomas.SandA template

### **3 Ring Binder Notebooks (Random Checks) (5%)**

As you begin this journey as elementary teacher candidates, it will be very important to remember and make use of all the valuable resources (articles, handbooks, books, websites etc.) that you will be exposed to over your matriculation through this program. So, we will start this journey in this class. You will be responsible for keeping a Notebook for this class to capture the documents, notes, and projects you complete in this course. As you know, as an elementary candidate you will have to complete and pass a GACE content exam for all subject areas and you will have to pass the edTPA portfolio exam to be certified to teach. So, this resource will be used to reflect and inform these exams, as well as, your future teaching experiences. The notebook should be at least 2 to 3 in binder. You will need dividers to label sections. We will begin with the tabs listed on page 1 and 2 of this syllabus.

### **Class Participation and Professionalism (10%)**

During class meetings, students are expected to actively engage in critical discourse (**with laptop notebooks and text every session**). Students are responsible for reading, fully participating, questioning and responding. Because your participation is of utmost importance, should you miss a class or be late/leave early for a class, you reduce the learning experience for you and for all of the members of our learning community. Class discussion is an integral aspect of the course, and when you come to class without reading material or come without written responses to case analysis this limits group and/or whole class discourse.

**Each attendance will count towards the final grade.** For every class you miss (deduction of 1 pt. and if you are late or reprimanded for productive participation deduction of 0.5 pts), whatever the reason, you automatically lose points from your total days for the course. This way I do not have to make decisions about your reasons for missing class. Since we meet **27 times for this semester**, if for example, **you miss 3 days whether an excused or unexcused absence and you are late once.** Your grade for this category is calculated as  $23.5/27 = 87.04$  **B in this category.** **But again, any student with more than 3 UNEXCUSED absences and if you are tardy for class more than 3 times, this will count as one absence; this also applies to leaving class early and not returning from break on time [unless I approved your reason] then the result will be a reduction of your overall average by one letter grade.**

**So, 3 unexcused absences = reduction of grade and 5 unexcused absences results in an instructor withdrawal.**

### **Professionalism:**

Effective teachers are committed to the teaching philosophy of differentiated instruction and to the profession's Code of Ethics. Interns will demonstrate the proficiencies of differentiated instruction; will establish positive, supportive relationships and appropriate communication with students, colleagues, parents, community members, and outside agencies; and will maintain the highest standards of ethical behavior as stated in the PSC Code of Ethics. A record of students' attendance, punctuality and general professional behavior will be kept. Refer to the Teacher Education Handbook regarding specific professional expectations related to professional dress and appearance. Please remove headgear during class (hats, caps, du-rags, hoods, bandanas, etc.)

I will monitor the following indicators of professionalism throughout the course:

**Does the student:**

- Model high standards and expectations for him or herself?
- Display a commitment to becoming a teacher and to the profession of helping students learn?
- Enjoy learning and indicate enthusiasm toward working with students to facilitate their learning?
- Regularly reflect on and assess his or her performance and effectiveness for self-improvement?
- Learn from experiences and show improvement over time?
- Manage interpersonal relationships effectively?
- Demonstrate courtesy, respect, and civility in interactions with others?
- Work collaboratively with professional colleagues and faculty?
- Timely completion of responsibilities?
- Accept responsibility for actions and non-actions, placing the locus of control upon him or her rather than shifting blame or claiming inability to control outside factors?
- Maintain appropriate attire and appearance?
- Promote and model standards of academic honesty?
- Engage in professional communication (face-to-face or email) with the professor, supervisor, mentor teacher or other school officials?

**NCTM Article Summary Video Presentation Assignment (20%)**

**PART I: NCTM Membership (5%): DUE by March 30, 2020 by 11: 59 pm**

Since being a reflective and knowledgeable mathematics educator is important, I would like for you to become a member of the NCTM organization. NCTM affiliation will be impressive to your future employer and again a great resource for you as a future teacher. **You will be REQUIRED TO buy a student membership for \$49.**

**PART II: Article Summary and Video Instructions (15%): DUE: April 27, 2020 by 11: 59 pm**

- You will be required to find an article (**not published before 2010**) of your interest appropriate for teaching of students in grade-band level P -5 from either of the following two **NCTM published journals: Mathematics Teacher: Learning and Teaching PK-12 (MTLT) or Teaching Children Mathematics** which is now considered a **Legacy Journal Archive**.
- You will be required to create a **10 to 15-minute video summary presentation of your article**. I expect you to present over your slides (***you must be visually seen in a small inserted screen as you talk over your PPT presentation.*** You should only have **5 to 7 SLIDES**. You are not rewriting the article.

## **Re-engagement Assignment Instructions (40%)**

You may work individually or with a partner. **No groups of 3 or more!**

For the Mathematics Task 4, you will develop or adapt a relevant formative assessment of student learning, analyze student work samples, and design and teach a **re-engagement lesson** focused on student needs. So, for the purpose of this culminating assignment is to pull together smaller components of this course and allow candidates an opportunity to demonstrate their understanding of the planning—instruction—assessment—re-engagement cycle.

In this assignment, you will: **identify** an appropriate **standard**, **develop tasks**, provide whole class instruction related to this standard (**you will not actually instruct, but you will write about what you would teach**), **assess** student's understanding, **analyze** results of assessment, and **re-engage** students that need additional support. This assignment will be split into 3 separate due date assignments. The full instructions are uploaded to the submission box for this assignment.

### **Part 1A, 1B, and 1C due Monday, February 10<sup>th</sup> to D2L, by 11:59 pm. (15%)**

- Upload your completed Conceptual Understanding Template
- Upload a blank copy of each of the formative assessments (no less than 4)
- Upload the completed Elementary Mathematics Learning Segment Overview template

### **Part 2A and 2B due Sunday March 8<sup>th</sup> to D2L, by 11:59 pm. (15%)**

- Upload a blank copy of each of the Final formative assessment
- Upload scanned (legible) copies of your graded 5 fake student's sheets and THEIR SCORED RUBRICS
- Upload the completed Mathematics Assessment Commentary Template **Parts I and II ONLY**.

### **Part 3 due Monday, April 13<sup>th</sup> to D2L, by 11:59 pm. (10%)**

- Upload the completed Mathematics Assessment Commentary Template **Parts III ONLY**.
- Upload a blank copy of your re-engagement assessments and describe any that are not requiring writing work

*Disclaimer: Please note that due dates are subject to change. In the event of a change, you will be notified either in class and/or via email.*

## **Resources and Bibliography**

### **Website Resources:**

Georgia Performance Standards: [www.georgiastandards.org](http://www.georgiastandards.org)  
Georgia Department of Education: <http://www.doe.k12.ga.us/>  
U.S. Department of Education: <http://www.ed.gov/index.html>  
Georgia Professional Standards Commission: <http://www.gapsc.com>

### **Course Goals/Objectives/Standards/Activities**

This course is part of a KSU teacher education program that is guided by and/or accredited by the following organizations and standards:

- Georgia Professional Standards Commission – Program Area Standards  
<http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.13.pdf>  
<http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.14.pdf>
- Georgia Professional Standards Commission – Ethics Standards  
<http://www.gapsc.com/Ethics/Home.aspx>
- CAEP – Council for the Accreditation of Educator Preparation  
<http://www.caepnet.org/standards/introduction>
- InTASC - Interstate Teacher Assessment and Support Consortium  
[http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)
- CAPS – Candidate Assessment on Performance Standards  
[https://caepnet.files.wordpress.com/2014/10/breakout\\_iii\\_candidate\\_assessment\\_on\\_performance\\_standards.pdf](https://caepnet.files.wordpress.com/2014/10/breakout_iii_candidate_assessment_on_performance_standards.pdf)
- NCATE – National Council for Accreditation of Teacher Education  
[www.ncate.org/ProgramStandards/ACEI/ACEIstandards.doc](http://www.ncate.org/ProgramStandards/ACEI/ACEIstandards.doc)
- NCTM – National Council of Teachers of Mathematics  
[https://www.nctm.org/uploadedFiles/Standards\\_and\\_Positions/PSSM\\_ExecutiveSummary.pdf](https://www.nctm.org/uploadedFiles/Standards_and_Positions/PSSM_ExecutiveSummary.pdf)
- GADOE – Georgia Standards of Excellence for K-5 Mathematics  
<https://www.georgiastandards.org/Georgia-Standards/Documents/Grade-K-5-Mathematics-Standards.pdf>

**Note:** Education candidates should review each CSU course syllabus for course-specific penalties related to professionalism expectations. Failure to meet any of the above CSU Policies for Professionalism may result in denial of CSU admission or dismissal from the Clayton State School of Education.



The contents of this form were addressed in class, and I understand the CSU policies and conditions for professionalism listed above. I have read the syllabus and course evaluation assignments for this course. I understand that these are the expectations for this course and are subject to be changed as the professor deems necessary. **Your signature SHOULD NOT BE TYPED.**

Please upload this signed copy to the appropriate D2L drobox by **Thursday, January 16<sup>th</sup>, by 11:59 PM**

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Print Name

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Candidate Signature

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Date