University of North Texas at Dallas
Spring 2024
Syllabus
EDEE 4350 0002
(EDUC 4350 0002 after this semester)
Mathematics in Grades EC - 8

Department of	**Teacher Education and Administration**	**School of**	**Education**
Instructor Name:	Yolanda Graham		
Office Location:	DAL 1 Room 259		
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Office Hours:	**Face-to-Face** Tuesday and Thursday 11:45 – 12:45 p.m. and 2:30 – 3:30 p.m. **Online** Monday and Wednesday 1:00 – 3:00 p.m. **or at other times by appointment via email.** **Please make an appointment via email to ensure that I am available.** **There will be no office hours during the week of Final Exams.**		
Classroom Location:	**Dal 1 Room 304**		
Class Meeting Days & Times:	Wednesdays 5:30 – 8:20 p.m.		
Course Catalog Description:	Principles in mathematics teaching and learning based on national curriculum and assessment standards. The learning process in the development of mathematical thinking and skills in children. Students observe mathematics instruction and materials in real settings and experience firsthand and scope and sequence of mathematics in a primary/elementary/middle school setting. Assignments directed field experience and other class activities take place on site in a school setting. Prerequisite(s): Must be admitted to the Teacher Education Program and approved for Clinical 1 Methods enrollment. Course Typically Offered Fall and Spring.		
Prerequisites:	Elementary Education majors must be admitted to Clinical I.		
Required Text:	Parrish, S. (2014). *Number talks: Whole number computation*.		
Access to Learning Resources: Principles in mathematics teaching and learning based on national curriculum and assessment standards. The learning process in the development of mathematical thinking and skills in children. Students observe mathematics instruction and materials in real settings and experience firsthand the scope and	**UNT Dallas Library:** phone: (972) 780-1616 web: http://www.untdallas.edu/library email: library@untdallas.edu **UNT Dallas Bookstore:** phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com		

sequence of mathematics in a primary/elementary/middle school setting. Assignments, directed field experience and other class activities take place on site in a school settings. Prerequisite(s): Must be ad	
Supported Browsers: Chrome 67 & 68 Firefox 60 & 61 Flash 29, 30 (for audio/video) Internet Explorer 11 Edge 41, 42 Respondus Lockdown Browser Safari 10, 11 **Supported Devices:** iPhone Android Chromebook *(Tablet users can use the Canvas app)* **Screen Readers:** VoiceOver (Safari) JAWS (Internet Explorer) NVDA (Firefox) *Note: There is no screen reader support for Canvas in Chrome*	**Getting Help with Canvas:** **Canvas 24/7 Phone Support for Students: 1-833-668-8634** **Canvas Help Resources:** **Web:** Canvas Student Guide **For additional assistance, contact Student Assistance (Distance Learning):** Founders Hall, Rm 124 phone: (972)338-5580 email: distancelearning@untdallas.edu ***If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.*** ***If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.***

Course Goals or Overview: The goals of this course are as follows -

1.	prepare to teach elementary or middle school mathematics.
2.	observe, review, and demonstrate pedagogical content knowledge for mathematics instruction.
3.	demonstrate an understanding of the InTASC Model Core Teaching Standards

Additionally, this course promotes the knowledge and application of the Texas English Language Proficiency Standards (ELPS) and the Texas Prekindergarten Guidelines:

ELPS https://www.texasgateway.org/resource/elps-linguistic-instructional-alignment-guide-liag

Texas Prekindergarten Guidelines
https://tea.texas.gov/Academics/Early_Childhood_Education/Texas_Prekindergarten_Guidelines

Learning Objectives/Outcomes: At the end of this course, students will be able to:

1.	Students will learn how to implement the recommendations of the National Council of Teachers of Mathematics (NCTM).
2.	Students will learn how to use curriculum materials, manipulatives, and technology in math education.
3.	Students will learn how to integrate literature, arts, music, and theater into mathematics instruction.
4.	Students will examine the developmental milestone of how children learn mathematics and use this information to plan instruction for students in grades EC-8.

Texas Administrative Code Expected Learning Outcomes

	(d)(3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and

	1.A-C Childhood Development provisions of the Early Childhood Prekindergarten – Grade 3 Content Standards; ethical conduct towards professional colleagues; and ethical conduct towards students;
	(d)(1) the relevant TEKS, including the English Language Proficiency Standards; (ELPS)
	(f) (1) Childhood Development provisions of the Early Childhood: Prekindergarten – Grade 3 Content Standards

Adherence to the Professional Dispositions Statement will be discussed: See the attached document here in the syllabus and on Canvas.

ProfDispositionStmt_SOE.pdf

Course Outline/Schedule

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Canvas announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

RED indicates that there is an assignment to turn in or complete.
GREEN indicates an assignment submitted to Canvas and TK20 (Portfolio or Key Assignment)
BLUE indicates a test or quiz.

Schedule	Topic	Activities	Due Date(s)
Week 1 **January 17 –** January 23	**Math Standard 1: Numbers** Counting and Number Sense **ELAR Standard 4:** Literature Related to Counting **SLO'S: 1, 2, 3, 4**	**Face-to-Face (Weekly Virtual Meeting)** • Discuss course requirements and content and process standards • Basic Number Concepts • Video: Ten Frames **On-line Module 1 Activity or Discussion:** • **Ten Frames Number Talk** Video - Discussion Post and Responses **Required Articles** • Number Concepts and Special Needs Students • Experiences to Help Children Learn to Count On	**Due Friday, January 19** Ten Frames Number Talk - Discussion **Initial Post** **About Me Discussion Post Part 1 and Part 2** **Due Tuesday, January 23** **About Me Discussion Post Part 3** Ten Frames Number Talk - **Discussion Responses**
Week 2	**Math Standard 1: Numbers**	**Face-to-Face**	**Due Friday, January 26** Understand a word problem - **Discussion Initial Post**

January 24 – January 30	Understanding Operations and Mastering Basic Facts **ELAR Standard 4:** Literature Related to the Four Operations **SLO'S: 1, 2, 3**	• Use ten frames and hundreds board charts • Choose teams for the Collaborative Lesson Plan • Read *Children's Literature* **On-line Module 2 Activity or Discussion:** • Understand a word problem - Discussion Post and Responses **Required Articles** • Developing Thinking Strategies for Addition Facts	**Due Tuesday, January 30** **Understand a word problem– Discussion Responses** **Math Quiz 1 Weeks 1-2**
Week 3 **January 31 –** February 6	**Math Standard 1: Numbers** Place Value **SLO'S: 1, 2, 3, 4**	**Face-to-Face** • Base-ten blocks • Place Value Importance and Strategies • Discuss Partner Activity **Online Module 3 Activity or Discussion:** • Place Value Initial Video - Discussion Post and Responses • **Required Articles** **Articles Quiz 1 Weeks 1-2**	**Due Friday, February 2** **Place Value – Discussion Initial Post** **Due Tuesday, February 6** **Place Value - Discussion Responses** **Collaborative Lesson – Step 1 Lesson Plan** **Turn in Standard 9 or Standard 10 Reflection and Artifact** **Article Quiz 1**
Week 4 **February 7 –** February 13	**Math Standard 1: Numbers** Addition and Subtraction with Large Numbers **SLO's: 1,2,3,5**	**Face-to-Face** • Use base-ten blocks to model addition and subtraction • Examining strategies with larger numbers **Online Module 4 Activity or Discussion:** None **Required Articles** • Nothing Basic about Basic Facts • Strategies for Basic-Facts Instruction	**Due Tuesday, February 13** **Math Interactions Project - Lesson Plan 1** **Math Quiz 2 Weeks 3 – 4**

Week 5 **February 14 –** February 20	**Math Standard 1:** **Numbers** Multiplication and Division with Large Numbers **SLO'S: 1, 2, 3**	**Face-to-Face** • Discuss and practice multiplication and division methods • Multiplication Strategies • Strategies Video Examples **Online Module 5 Activity or Required Article** • Choosing the Right Tool **Articles Quiz 2 Weeks 3 - 5**	**Due Tuesday, February, 20** **Standard 9 or 10 Reflection and Artifact** **Collaborative Lesson Activity Interaction – Step 2** **Article Quiz 2 (Articles 4 – 5)**
Week 6 **February 21 –** February 27	**Math Standard 1:** **Numbers**: Fractions & Decimals **ELAR Standard 4:** Literature Related to Fractions **SLO'S: 1, 2, 3** 2A,2C,	**Face-to-Face** • Fractions – Developing Concepts • Using manipulatives **Online Module 6:** **Video** • **Multiplication Strategies and Number Talks** Video - Discussion Post and Responses	**Due Friday, February 23** **Multiplication Strategies and Number Talks – Discussion Initial Post** **Due Tuesday, February 27** **Multiplication Strategies and Number Talks – Discussion Responses** **Collaborative Lesson Video Comparison Reflections - Step 3** **Math Quiz 3 Weeks 5 – 6**
Week 7 **February 28 –** March 5 **Week of Mid-Terms**	**Mid Term Exam** Multiple Choice Comprehensive test over Weeks 1 – 6	**See next column**	**Due Tuesday, March 5** **Collaborative Lesson – Step 4 Group Reflection** **Math Interactions Project - Lesson Plan 1 Video and Reflection** **Section Cover 4**
Week 8 **March 6 –** March 12	**Math Standard 2:** **Patterns & Algebra** **ELAR Standard 4:** Literature Related to Patterns	**Face-to-Face** • Make patterns with musical instruments • Review *Children's Literature*	**Due Friday, March 8** **Multiple Representations of Numerical Patterning– Discussion Initial Post**

	SLO'S: 1, 2, 3, 4	• Investigate factors, multiples, prime and composite numbers **Online Module 9 Activity or Discussion** • **Multiple Representations of Numerical Patterning** Video - Discussion Post and Responses **Required Articles** • Sorting and Patterning in Kindergarten • Matthew's Thinking About Patterns **Articles Quiz 3 Weeks 8 – 9**	**Due Tuesday, March 12** **Math Interactions Project - Lesson Plan 2** **Multiple Representations of Numerical Patterning - Discussion Response** **Article Quiz #3**
Spring Break **March 11 – March 15**			
Week 9 **March 20–** March 26	**Math Standard 3: Geometry and Measurement: Geometry - Polygons and three-dimensional shapes** **SLO'S: 1, 2, 3**	**Face-to-Face** • Shapes and Conceptual Development • Read *Children's Literature* • Pattern Blocks **Online Module 10 Activity or Discussion** • Feel for Shapes Video - Discussion Post and Responses **Required Articles** • Developing Geometric Thinking Through Activities that Begin with Play • Shape Up!	**Due Friday, March 22** **Feel for Shapes – Discussion Initial Post** **Due Tuesday, March 26** **Math Quiz 4 Weeks 8 - 9** **Feel for Shapes – Discussion Responses**

Week 10 **March 27 –** April 2	**Math Standard 3: Geometry and Measurement** Measurement **ELA Standard 4:** Literature Related to Measurement **SLO'S: 1, 2, 3, 4**	**Face-to-Face** • Use manipulatives to measure • Standard and Non-Standard measuring **Online Module 11** **Required Article** • A Case of Units **Online Module 11 Activity or Discussion** • Which holds more? Video - Discussion Post and Responses **Articles Quiz 4 Week 10**	**Due Friday, March 29** Which holds more? - **Discussion Initial Post** **Due Tuesday, April 2** **Math Interactions Project - Lesson Plan 2 Video and Reflection** **Which holds more? - Discussion Responses** **Article Quiz #4** **Bring Game #1 to class**
Week 11 **April 3 –** April 9	**Math Standard 3: Geometry and Measurement Concepts** **SLO'S: 1, 2, 3, 4**	**Face-to-Face** 1. Understanding Polygons 2. Exploring Perimeter, Area, and Angles 3. Capacity and Volume **Online Module 12 Activity or Discussion:** • Area and Perimeter Video - Discussion Post and Responses	**Due Friday, April 5** Area and Perimeter - **Discussion Initial Post** **Due Tuesday, April 9** Area and Perimeter - **Discussion Responses** **Math Interactions Project – Introduction Summary** **Bring Game #2 to class**
Week 12 **April 10 –** April 16	Games Week	**Face-to-Face** • **Content from previous weeks as needed** **Online Module 13 Activity or Discussion:** **Required Article** I Scream, You Scream: Data Analysis with Kindergarteners	**Due Tuesday, April 12** **Game #1 and #2 and Videos due** **Continue with Checkpoint 2 Key Assignment as needed or required**

Week 13 **April 17 –** April 23		**Articles Quiz 5 Weeks 11 - 14**	**Due Tuesday, April 19** **Article Quiz #5**
Week 14 **April 24 –** April 30	**Math Standard 4:** **Data Analysis, Probability and Statistics** **SLO'S: 1, 2, 3, 4**	**Face-to-Face** • Graphs for all ages • Probability activities **Online Discussion** • 5th Grade Math – Proportions and Ratios Video - Discussion Post and Responses **Prepare your "Games Project" reflection and study for your Final Exam**	**Due Friday, April 26** 5th Grade Math – Proportions and Ratios - **Discussion Initial Post** **Due Tuesday, April 30** **5th Grade Math – Proportions and Ratios -Discussion Responses** **Grade Level Intervention Activities Project – Reflection**
Week 15 **May 1 –** May 7	**Math Standard 1:** **Numbers** Financial Literacy, Time, Temperature **ELAR Standard 4:** Literature Related to Money **SLO'S: 1, 2, 3, 4**	**Discussion** 1. How to Tell Time Video - Discussion Post and Responses **Required Article** • Making Sense of Cents Disequilibrium	**Due Friday, May 3** **How to Tell Time - Discussion Initial Post** **Due Tuesday, May 7** **How to Tell Time - Discussion Responses** **Math Quiz 5 Weeks 10 - 13**
FINALS WEEK **May 6 - 11**	**Unless otherwise indicated by the University, the Final Exam Day and Time is Wednesday from 5:30 – 8:20 p.m.** **Details will be discussed in class as they become available**		

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

About Me Discussion Assignment

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The purpose of the About Me Discussion Assignment is to a) help your instructor and other teachers get to know you and b) give you a chance to reflect on your feelings about teaching mathematics. The About Me discussion should be at least 100 - 200 words long and answer the following questions:

Part 1: 10 Points

Write a little about yourself.

i. How old are you?
ii. Where were you raised?
iii. Do you feel like your ethnicity may have affected your education experience?
iv. What language are you most comfortable with?
v. What experience do you have working with children?
vi. Why are you an education major?
vii. What else should other educational professionals know about you?

Part 2: 10 Points Each

Question 1: **Title: Feeling Towards Math**

How did you feel about math when you were in school? Easy? Hard? I liked it? I did not like it? Why?

Question 2: **Title: Change of Feelings Towards Math**

Describe a math experience you had where you were inspired, or you were discouraged. Explain how your feelings towards math changed with that experience.

Question 3: **Title: Personal Growth Plan**

If you did not enjoy math in school, how will you improve your math instruction so that your students will have a better experience than you did? **If you did enjoy math in school**, how will you reach those students who did not enjoy math?

Part 3: 5 Points Per Response

Find two separate posts from two different people that you identify with and simply explain why you connect with them. Each post should only be 3 to 5 sentences long.

Collaborative Lesson

Identify a group of three teachers, including you, (or a partner) that is interested in teaching the same grade level or grade level range. **You will create a TEAM NAME.** Consider the following as you create your team:

- **The grade level you are assigned to for your field experience at a school.**
- **If you choose to do the lesson with children outside of your field experience, consider the ages of those children. See if they are close to the grade levels that your team members work with on their campuses**

Identify a math concept and **Texas Essential Knowledge and Skills (TEKS)** that would be appropriate for the age or grade level of identified students. Next, work together to complete the following steps.

Step 1: Lesson Plan (15 points)
In groups of three teachers, plan a math activity or game as a lesson. (15-20 minutes). All team members will create the lesson together and turn in the same lesson for Step 1**. Consider the following as you create your lesson:**

- It is recommended that you use the students on your campus for your field experience if possible. Check with your mentor teachers to see if there is a preference for what content you can teach, or if you can teach the same content students are studying at that time.

Frame the lesson. See the following video resource for ideas: https://www.youtube.com/watch?v=3IMoGc9Vluc

Write a lesson plan that includes:

- **Standards and Objectives** that are specific and student performance expectations are clear, demanding, and high. Introduce the objectives to students in ways that are interesting, engaging, and age appropriate. Please avoid simply reading objectives to students or worse, making them rote recite them.
- Strong **Presentation of Instructional Content**
    a. Strong opening with evidence of student engagement throughout the lesson.
    b. PLEASE DO NOT CHOOSE A VIDEO TO BEGIN YOUR LESSON. Videos and internet resources should be a supplement to your teaching. Letting a video teach instead of the teacher is not good pedagogy.
    c. Engaging visuals and instructional materials
    d. Modeling of the instructional expectations and content
    e. Clear and engaging procedures and instructions for the learners
- **Academic Feedback** and Assessment
    a. Lesson flow and adjustments are tailored to the responses and needs of the learners during the lesson
    b. The Assessment is aligned with the Objectives and Activities and will produce evidence of student learning.

Step 2: Activity Interaction (15 Points)

Each partner will teach the lesson to students at the grade level in which you wrote the lesson. The students can be at the school you are doing your field observations or students you can work with from your family or community with parental permission.

- You will videotape yourself teaching.
- Your video should be about 10 – 15 minutes. **Upload the video to YouTube and** be sure to reference your team name on the post.
- You will write a 1-2 page reflection according to the rubric on Canvas.
- **Submit the video link AND reflection** to Canvas for individual credit as the Step 2 Assignment submission.
- Save the link and submit it again in the Discussion Boards created by the instructor for your group analysis and discussion for Step #3

Step 3: Video Comparison Reflections (10 Points)

After each group member watches the other lessons, you will reflect on your own experience teaching the lesson and compare it with the experiences of your partners. Your team will have a Discussion Board provided on Canvas at the time of the project. Create a discussion about your lesson on your team post and make sure all your team members pu comments on your post. **Make sure you have a thorough discussion about the video lessons of all team members. Avoid putting just one statement or "I like" statements. Take time to thoroughly exam each video and make detailed comments about the student's learning and thinking evidence.** Post concluding statements:

- on the team discussion, then put your concluding statements and video link
- then copy your statements and video link on a word document to submit to Canvas as the Step 3 Assignment submission.

Step 4: Reflection (10 points)

Together, with your partners, collaborate and submit a reflection that **states everyone's final conclusions about the lesson comparisons. PLEASE DO NOT SIMPLY REPEAT STEP 3.** After discussion, you must each pick at least one question from the bulleted points below and write a reflection that summarizes your conclusion about the lesson comparisons. You must **reference** each other in your reflection. **Use "we" language to communicate a group consensus.** (For example, if Suzi, Mark, and Maria were a team they could decide that after their conversation Suzi will write the part addressing the first two bullet points, Mark will write the part addressing the middle (Why did learning occur…) and Maria could write the last two bullet points). Put all of the question answers together in one document and each of you will submit the same reflection to Canvas. Make sure to identify your partners at the top of the document. Reflections should include details about the following:

- How you adjusted your instruction as you went through the lesson
- What your students learned and **how you know that they learned**. **Be very specific**.
- **Why learning did or did not occur. Be very specific and include examples from your video that justify your rationale**.
- What you learned about teaching
- At least one insight you gained from watching the other videos in your group.

Math Interactions Project – TK20 Key Assignment

The Math Interactions project consists of five parts:
(Each part will be posted in Canvas at separate times. Upon completion of all 5 parts, they should be organized as detailed below and posted in TK20).

- **Introduction**: Summary of the project and what you learned
    a. Write the summary last but use it as the first page.
- **Lesson plan #1** (must include manipulatives with the TEKS content objectives)
- **Reflection on activity #1**
- **Lesson plan #2** (must include technology, and internet resources are encouraged along with the TEKS content objectives)
- **Reflection on activity #2**

Identify a grade level in which you will be able to create and do a short math lesson.

Next, identify a math concept and **Texas Essential Knowledge and Skills (TEKS)** that would be appropriate for the age or grade level.

Create the lesson plans: Lesson Plan #1 and Lesson Plan #2 are two different lessons. See the course schedule and class notes for lesson plan due dates.

Step 1: Write lesson plans that include:

- The **TEKS** that match your activity as your objectives. (Use the content standards, not just process standards)
- The procedure that explains how the manipulatives and/or technology will be used
- The assessment that you will use to check the children's understanding. Make sure your assessment activity matches your objectives and clearly measures and shows evidence of student learning.
- Evidence of a teaching and learning experience that allows students to dialogue about a concept, be actively engaged in the learning experience of mathematics concepts and give responses or show actions as proof of learning.

The lesson plans can follow any format you like as long as it is clear and complete. The lesson plan should be one to two full pages double-spaced (at least 200 words). **Write the lesson for a class of children even though you may do**

the lesson for only one child. Also, write the lesson as if it is for just one time-frame in one day. Do not include homework or activities to be done at another time. This is not a thematic unit or some other long-range planning tool. **It is one lesson.**

Step 2: Videotape yourself delivering the instruction and leading the activities for each lesson to peers during class. You will do **2 videos, one for each lesson**. Please execute the lesson as if you were teaching in a classroom setting even if you do the lesson at another location.

Step 3: Write a reflection that includes:

- How you adjusted your instruction as you went through the lesson.
- What students (which are your peers acting as students) learned and **how you know that they learned**. Be very specific about learning evidence
- Why learning did or did not occur. **Be very specific and include examples from your video that justify your rationale**.
- What you learned about teaching

The reflection should be one to two full pages double-spaced (between 200 and 300 words). You will turn in the link to your video tape of your lesson with your written reflection in Canvas.

Write a summary of the entire project and what you learned. Your summary should be one – two paragraphs, followed by one paragraph telling what you learned. This summary should be used as an introduction when you assemble the five parts One page in length is sufficient.

After you complete and proofread all 5 parts, you will assemble the 5 parts into one document, and the one document will be uploaded.

The Math Interactions project must be submitted to TK20 in the Courses tab. (It is a Key Assignment.) You must click **SUBMIT**. **Do not upload the videos to TK20.**

Section 4 of TK20

Checkpoint 2 and key assignment requirement: Regardless of points for class assignments/projects, your course grade will convert to an F if you do not upload Checkpoint 2 and the key assignment to TK20. THIS IS A SOE REQUIREMENT!

Students will need to complete Section 4 of Checkpoint 2. **Be sure to review carefully Standards 9 and 10 of the INTASC standards. Your writing must show evidence of thorough understanding of the performances, essential knowledge, and critical dispositions of each standard.** Please be sure to review the rubric in Canvas before you submit the assignment. After your assignment is graded in Canvas, make any corrections or additions needed and upload it to TK20. You will need to do the following to complete this section of the portfolio:

- Obtain at least one document **(artifact)** to represent Standard 9 (Professional Learning and Ethical Practice). The artifact must show evidence of activities you experienced THIS SEMESTER as a part of your field experience or Clinical 1 Course activities.
- Write an evaluative **reflection** of at least 300 words explaining what Standard 9 means to you and why you are using this artifact. **Address the performances, essential knowledge, and critical dispositions of the standard, but this time make more personal connections** to the experiences you are having in the program through field observations and other similar activities.
- Obtain at least one document **(artifact)** to represent Standard 10 (Leadership and Collaboration). The artifact must show evidence of activities you experienced THIS SEMESTER as a part of your field experience or Clinical 1 Course activities.

- Write an evaluative **reflection** explaining what Standard 10 means to you and why you chose the artifact selected. **Address the performances, essential knowledge, and critical dispositions of the standard, but this time make more personal connections** to the experiences you are having in the program through field observations and other similar activities
- Instead of answering the reflection question for the **section 4 cover sheet**, please answer these questions instead:

What have you learned about Professional Responsibility (standards 9 and 10) this semester? Think about what you have learned in your university courses and your field experience**. How has your understanding of standards nine and ten changed or deepened since you completed Checkpoint One?**

Remember to discuss the following:

- Ongoing professional learning
- The effects of teachers' choices on learners, families, other professionals, and the community
- Leadership roles for teachers
- Collaborating with learners, families, colleagues, and other school professionals.

Give specific examples of experiences that you have had this semester that has changed your thinking in these areas.

The three parts above (standard 9, standard 10, section reflection) need to be submitted to TK20 with the artifacts uploaded as attachments. Copy and paste the parts into Section 4 of Checkpoint 2 in TK20.

You need a cumulative score of 3 or 4 to "pass" Section 4. Your responses to the three parts should total AT LEAST 600 words. Writing 600 words does not guarantee a score of 3. You will need to write significantly more than 600 words to score a 4. Remember that your writing needs to be specific with meaningful and thorough substance and without spelling and grammar errors.

Discussion Assignments

Discussion assignments in this course are designed for you to observe math instruction in a classroom setting and critically evaluate the delivery of the content and instructional methods. Your assignments will consist of viewing the assigned link in the module for the week, answering the question provided on the Discussion Board, and responding to a post from two other classmates. Your initial post that answers the Discussion Board question is due two days after your class meets each week. Responses to classmates are due before the start of the next module. (For example, if your class meets every Tuesday, your first post is due Thursday before midnight, and your response is due the following Monday before midnight). Here are a few ideas for responding to classmates:

- Sharing an insight gained from the post
- Validating someone's point of view
- Making a suggestion

Be sure to respond to at least two classmates and respond in ways that evidence a deep reflection of the assignment and conversation. Please avoid surface level responses such as "I like the way," or "My favorite part." Do not put your post as an attachment that requires forum participants to open to see or the assignment will receive zero points.

Math Quizzes – Canvas

The math quizzes are designed to give you individualized practice with the content and strategies presented in class and throughout the course. Keep in mind that the quizzes are timed. After you submit your answers, you will receive immediate feedback **after the due date** that will help you prepare for the mid-term and final exam. Math quizzes must be taken on or before the due date determined by the instructor. **Since feedback is made available after the quiz due date, you may not get points for quizzes after the due date.**

Article Quizzes - Canvas

The purposes of the article quizzes are for students to examine high-quality research for math instruction and use this information to demonstrate an understanding of how young children learn math concepts. Article quizzes are multiple-choice and timed. Article quizzes must be taken on or before the due date determined by the instructor.

Grade Level Intervention Activities Project

Response to Intervention (RTI) is a comprehensive way of offering differentiated instruction to all students based on assessment results. The general intentions are to:

- Provide a systematic approach to intervention with documentation as an important step before students are referred for special education.

- Show that steps were taken to ensure a fair and thorough intervention process so that students are not referred to Special Education unnecessarily. See **Wrights Law** online for more detailed information.

Teachers are required to use research-based methods of instruction for intervention over a predefined period timeframe. These intervention activities are in addition to your regular lessons, and they are for students who are not showing evidence of mastering the content. You will keep documentation of each student's progress, and this will be added to other information to submit to the Special Education staff if a referral for special education is made.

The state requires 30 minutes of additional intervention for students who have failed a tested subject. Your school district will give you information about the specific procedures followed to implement RTI intervention. A common practice for all district RTI implementation is that **you decide** specific activities for each tier of students. You will have to provide this intervention along with your team at your school. **Your focus will be on Tier 2 students**. Depending on the model adopted in your school, you may also be providing services to Tier 3 students. The idea that you will have every student on a Tier 1 level of instruction is an extremely idealistic point of view. That won't ever happen. You are being trained to provide instruction for each Tier level. The purpose of this assignment is to help prepare you for math intervention in your classroom.

An example of an effective intervention time may look like this:

I have 5 in a small group at a table with me. I have five students doing computer activities such as Think Through Math or Coolmath.com. I have 2-3 other groups doing center activities. This is our focus. Some of these groups are Tier 1 students, and some will be Tier 2. You must provide them with engaging activities to help support their Tier 1 instruction.

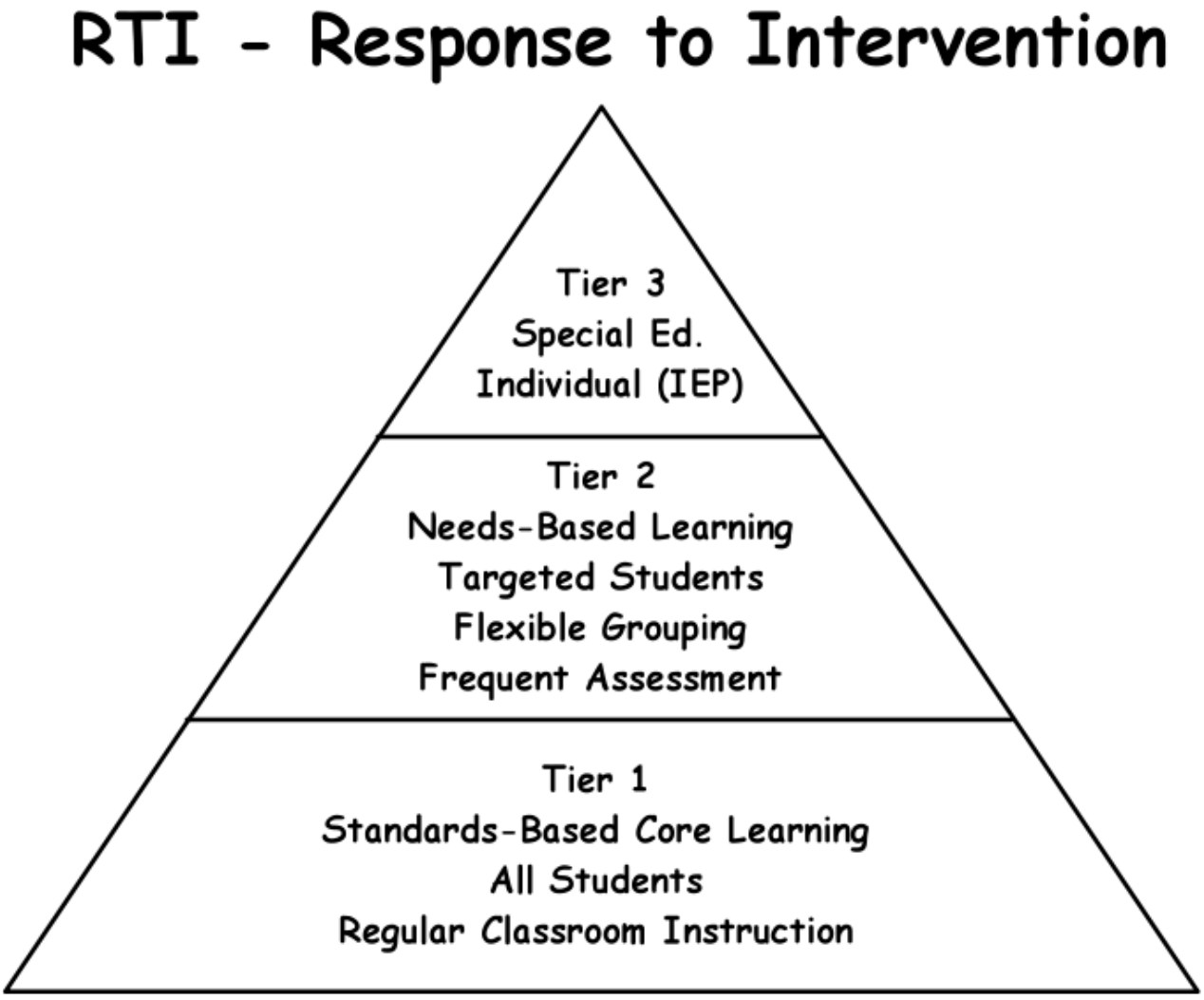
Your assignment:

Choose team members who are interested in teaching a higher and/or lower grade level than you to form mixed ability (differentiated) groups.

In class, students will be assigned to groups based on whether you are interested in working with upper or lower grade students. Each one of you will research and create two intervention game activities for your assigned grade level(s). That means a group of 3 pre-service teachers will research or create 6 center activities. Each activity will have to be from a separate TEK. You will research or create an activity that can be done in small groups or individually. (Group configurations may vary depending on class enrollment and options for student and community involvement).

Create a short videotape of yourself showing other teachers your game and how to play it with students.

TBD – Due to the COVID-19 Endemic we may have to showcase our games in class or simply turn the video and other items related to these games in on Canvas only. Instructors will provide more information during the semester as it becomes available.



Rubric

Activities	Points
Instructions – Provide clear and understandable instructions for the teacher and student. Make sure the instructions provide students with positive and enjoyable ways to apply mathematics concepts and procedures in ways that make both math and gaming enjoyable. Be sure to avoid games in which if students get a wrong answer or do any misstep, the consequence is to "go do the math." Playing and using math in the game should make the players feel good about doing the math.	10
Materials – List or provide materials for your game. At the top put the grade level for the game on each page and include the video link. I expect your activity to be used with both purchased manipulatives or created manipulatives. Please provide a copy of the game board, activity, and template for teacher made materials for each person on your team and an extra set to give to the teachers of students with whom you will use the games. Each student in the class should be able to understand how to create your activity.	10
Video – Create a video explaining how to do your activities. Demonstrate it with your peers and post it on YouTube.	20

Presentation of your activities in class at our Math Intervention Extravaganza in a Virtual Environment. More details will be discussed in class.	20
Provide a bibliography for the activities you found. You may NOT use copyrighted work unless you give the credit to the source. Good teachers research what other teachers do and then change it to make it their own. As long as you give credit to the person who made it, you can use it for educational purposes unless it is a copyrighted work that specifically puts limitations on how you can use it. Be sure to focus on how we can use the activity to help students on a specific objective.	10
Reflection – Write a one to two-page reflection explaining what you learned from this project and how you will use what you learned from it in your class.	20
Timely Submission – Turn in the following on Canvas with the assignment: The instructions with bibliography information included, materials list, your instructional video, and a reflection for each game.	10

Field Experience Requirements

All students enrolled in EDEE 4350 are required to complete 20 hours of field experience in an elementary or middle school. This requirement applies to students seeking EC-6 certification and to those seeking Math 4-8 certification. Students must observe math classes for a significant portion of the 20 hours. Field experience logs must be kept and turned in to the instructor by the end of the semester before final grades. Meeting this requirement is made possible for you by going to your assigned placements and completing your coursework for this class.

The following is a list of suggested activities for the teacher candidate to engage in during the field experience.

- Sit with a teacher as he or she plans a math lesson. Ask the teacher to explain the parts of the lesson plan. For example, what is the objective of the lesson? What assessment will be used?
- Attend a joint-planning meeting in which several teachers meet to discuss upcoming lessons. **(You can use a document from this meeting as an artifact for standard 9 or standard 10)**
- Observe a math lesson from beginning to end. Take notes on the assessment, classroom management, dialog, and student engagement.
- Help a single student or a small group of students with a math activity or assignment. For example, this can be done at a learning center or in a tutoring situation.
- Write a lesson plan for a short math activity, game, or lesson that could be conducted with a small group of students. Review your plans with the teacher. Conduct your activity with students. **(This could be part of the Math Interactions project.)**

Attendance and Participation

Students who are absent for any reason will have up to 25 attendance points deducted for that day. If you are late to class by more than 10 minutes, it will affect your attendance grade. Please arrive to class on time and ready to participate in discussions and class activities each week. The course is designed for everyone to be very interactive. Discussions, group sharing, and presentations are included with each class session. Your input is valued and sought after each class period.

"Participation" includes paying attention and participating in group math activities and discussion (staying on topic). Please use technology for note-taking and other activities related to the class. **This course is designed for active participation, not for you just to sit and hear a lecture or just do math problems the entire time.**

Participation also includes the activities you complete during your Field Experience and making sure you turn in that documentation to your instructor on the assigned date.

GRADING MATRIX

Activities/Assignments	Points
About Me Discussion Assignment	50 pts
Collaborative Lesson	50 pts
Math Interactions Project – **TK20 Key Assignment**	150 pts
TK20 Assignment - Checkpoint 2 Section 4 **Standards 9 and 10** - Artifact and Reflection for each standard (40 points each) Section Cover Reflection (20 points)	100 pts
Discussion Assignments	100 pts
Math Quizzes – Canvas (five quizzes at 20 points each)	100 pts
Mid Term Exam	100 pts
Article Quizzes – **Canvas** (five quizzes at 10 points each)	50 pts
Grade level **Tier II Intervention Activities Project**	100 pts
Final Exam	100 pts
Attendance and Participation	100 pts
Total:	**1000**

Grade Determination
A = 900 – 1000 pts 90% or better
B = 800 – 899 pts 80 – 89 %
C = 700 – 799 pts 70 – 79 %
D = 600 – 699 pts 60 – 69 %
F = 599 pts or less than 60%

Exam policy: Quizzes and exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Mid-Term and Final grades are based solely on the points that you earned as a percentage of the total possible points. Mid-Term points calculated may not include all assignments visible on Canvas. Weighted percentages or other grading scales on Canvas may not be an accurate reflection of your grade for this course. Feel free to reach out to me if you have concerns about your assignment grades or Mid-Term mark as soon as possible.

Assignment Submission Guidelines

Students are responsible for ensuring that assignments are submitted to the correct place and in the correct format. Assignments that are submitted to the wrong place or in the wrong format will be considered late or will not be accepted.

All assignments must be submitted to Canvas unless the instructor gives other directions in the syllabus or in class.

The following assignments must be submitted to TK20:

- **Math Interactions project** (click on Courses tab). You need to SUBMIT the Key Assignment.
- **Checkpoint 2 Section 4 Standard Artifacts and Reflections**
- Students who need help with Canvas should contact the Canvas Support Hotline for Students at 1-833-668-8634 or use the Chat with Canvas Support (Students) option on Canvas by clicking on the Help option on the left side of your screen.
- Students who need help with TK20 should contact your instructor and receive information about direct TK20 assistance as it becomes available.

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Difficulty with technology is not an excuse to turn an assignment in late. Please plan ahead.

All assignments must be submitted as Microsoft Word documents. PDFs and other formats will not be accepted.

Papers are expected to have minimal spelling and grammar mistakes. Students are encouraged to take advantage of the services offered at the UNT Dallas Writing Center. **Papers with spelling errors or too many other errors may be rejected, and permission to resubmit the assignment will be at the instructor' discretion**.

I DO NOT ACCEPT ASSIGNMENTS SUBMITTED BY EMAIL FOR A GRADE.

Email assignments might get feedback for clarity with prior permission from the instructor. However, no grade will be assigned until it is submitted online in the right place and by class due dates.

Late Assignments

A late penalty of up to 20% per day will apply to papers or assignments submitted after the due date. Papers or assignments that are more than two weeks late will not receive points. Too many missing and late assignments will put you at risk of not passing the class.

No assignments will be accepted after the final exam or after the last day of class without prior permission from the instructor.

Artificial Intelligence (AI). The use of AI such as Grammarly to support writing mechanics is understandable and recommended. Otherwise, using AI for content ideas is not recommended in this course. The writing assignments in this course are designed for you to share your ideas based on professional "judgement" and text information. You will have opportunities for discussions in class each week that will allow you to share your authentic ideas with me and your peers. Please let your classroom conversations be your guide to online discussion assignments.

University Policies and Procedures

Students with Disabilities (ADA Compliance):
Chapter 7(7.004) Disability Accommodations for Students:

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see Disability Services Office. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204.

Canvas Instructure Accessibility Statement:
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Canvas Instructure Accessibility Statement is also provided.

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:
Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to UNT Dallas' Student Code of Academic Integrity for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection*:* Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:
The University attendance policy is in effect for this course. Class attendance in the Canvas classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for the online or hybrid portions of this course is considered when you are logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to UNT Dallas' Registrar for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette":
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to UNT Dallas Student Code of Conduct. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Assistance: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Student Assistance (Distance Learning) at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- UNT Dallas Canvas Technical Requirements
- Canvas Instructure Supported & Unsupported Operating Systems