

ASSESSMENT OF STUDENT LEARNING FOR MATHEMATICS TEACHERS

MATH 324 | SPRING QUARTER 2017

INSTRUCTOR:

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COURSE DESCRIPTION:

In this course mathematics teaching candidates will improve their ability to plan, implement, and evaluate effective learning environments, teaching, and curriculum design. Candidates will design instructional materials aligned to the Common Core State Standards in Mathematics and the needs of their students. The rubrics for this course align with the Washington State edTPA for secondary mathematics. The course work and assessment system complete the requirements for EFC 340 (comprehensive integrated learning progression) and EFC 350 (classroom management plan). Teacher candidates will show that they have met all the course requirements through completing the MATH 324 portion of the Teaching Secondary Mathematics Livetext Portfolio.

COURSE RATIONALE:

Effective teaching, classroom management, and stimulating curriculum are all important aspects of teaching and are emphasized early in the Secondary Mathematics Teaching program. It is important that future mathematics teachers be able to use effective teaching strategies, provide a productive learning environment through a classroom management plan, and be able to design stimulating curriculum aligned with the CCSS.Math. This course will give teaching candidates both theory and practical classroom expertise in planning, teaching, and assessing all types of mathematical work. It is aligned with State Secondary Mathematics Endorsement, School of Education, and state WAC 18A-270 standards.

COURSE GOALS:

- Teacher candidates will plan and use research-based classroom management practices.
 - a. Teacher candidates will design a comprehensive classroom management plan.
 - b. Field Experience Supervisor and Mentor Teacher evaluation.
- Teacher candidates will plan and use multiple research-based teaching strategies.
 - a. Teacher candidates will demonstrate their ability to use multiple research-based teaching strategies through evidence-based classroom discussions connecting their teaching experiences to the literature.
 - b. Field Experience Supervisor and Mentor Teacher evaluation.
- Teacher candidates will design and teach curriculum aligned with CCSS.Math and the needs and assets of their students.
 - a. Teacher candidates will design and implement a comprehensive integrated learning progression aligned with the CCSS.Math.
 - b. Field Experience Supervisor and Mentor Teacher evaluation.

COURSE RESOURCES:

Course Textbook: Classroom Management that Works, by Robert J. Marzano

Canvas

- Canvas account with enrollment in MATH 324

Software and Hardware

- Livetext account and created Teaching Secondary Mathematics Portfolio.
- Documents in this course will be presented in .pdf. You will need Adobe Reader which you can obtain for free at <http://get.adobe.com/reader/>. Written assignments may be presented as a Microsoft Word document (.doc). If you do not have Microsoft Word, you can use Open Office Writer (free at <http://www.openoffice.org/>)

COURSE OBJECTIVES:

By the end of the course, teacher candidates will be able to:

Outcomes	Assessment	Standards
be able to explain what good mathematics teaching is and how student learn mathematics.	Blogging and Livetext Portfolio	SOE 1
plan for instruction and assessment. Candidates will demonstrate this by describe their plans for the learning segment and explain how their instruction is appropriate for the students they are teaching.	Dispositions of Teaching Secondary Blogging, and Livetext Portfolio	SOE 1 WAC V
effective instruct and engage students in learning aligned to the CCSS Math. Candidates will demonstrate this by reflecting on their instruction and from field supervisor assessment.	Individual and group lesson plans learning progressions (learning segment), teaching in a local classroom, and Livetext portfolio.	SOE 1 WAC V
assess student learning, by analyzing student work, and using this information to guide instruction and plan next step instruction.	Individual and group lesson plans learning progressions (learning segment), teaching in a local classroom, and Livetext portfolio.	CTL 1 WAC V
identify the language demands required by the math lessons they are planning and directly teach both language function and vocabulary in a manner that develops math understanding.	Individual and group lesson plans learning progressions (learning segment), teaching in a local classroom, and Livetext portfolio.	SOE 1 WAC V
communicate learning targets and require students reflect on their progress in meeting the learning targets.	Individual and group lesson plans learning progressions (learning segment), teaching in a local classroom, and Livetext portfolio.	SOE 1 WAC V
develop, teach, and evaluate a unit plan that uses multiple instructional methods, appropriate technology, and an assessment system aligned to the CCSS Math.	Individual and group lesson plans learning progressions (learning segment), teaching in a local classroom, and Livetext portfolio.	SOE 1 WAC V
Develop, implement, and reflect on a classroom managements system that used in a mathematics classroom.	Plan classroom management system and implement classroom management principles, documentation will be place on the Livetext portfolio.	SOE 1 WAC V

ASSIGNMENTS AND EVALUATION GUIDELINES:

The instructional and assessment strategies for this course are designed to enable your achievement of the course performance outcomes. The instructors will give you feedback to support progress in meeting performance outcomes.

Assignment	Points
Basics of Classroom Management (quizzes)	80
Teaching Mathematics Dispositions for Effective Teaching	100
Professionalism	10
Individual Lesson Planning (Rich Math Task)	24
Group Learning Progression	30
Individual Learning Progression	35
Lesson planning and teaching – Practice edTPA	80
Classroom Management Plan	50
Professional Growth Plan	30
Teaching Evaluation (self, peer, and instructor)	30
MATH 324 portion of Teaching Mathematics Portfolio (Livetext)	100
Total Points	569

Candidates will be assigned tutoring/teaching positions after the first week. Candidates can expect to observe at first, tutor student with a specific protocol, and finally teach at least one lesson. Because we will be spending at least 30 hours out of class teaching in 6–12 classrooms and tutoring the course will meet 2 days a week (for approximately 1

hour each day) and 3 hour per week (6-12 classroom or tutoring). The exact days of field-experience will be worked out in advance or during the first week of class.

Grading Scale

80-100% = A, 75-80% = A-, 75-70% = B+, 70-65% = B, 65-60% = B-, 60-55% = C+, 55-50% = C, 50-45% = C-, 45-40% = D+, 40-35% = D, 35-30% = D-, 30-0% = F Please see the CWU Catalog for the eligibility requirements for an incomplete (I).

Performance Expectations

All of the assignments and directions can be found on Canvas. If a course deadline was missed, assessment alternatives are left up to the discretion of the instructors.

COURSE POLICIES:**Instructor Feedback/Communication**

I will be reading the Discussion Boards and replying to messages occasionally. You will receive specific feedback on your Syllabus Draft and your Course Syllabus in the form of electronic comments appended to your electronic submission. I will use the Announcements tool in Blackboard to communicate changes to the course and other course information.

Suggestions for Success

Take the responsibility for your own achievement of these performance objectives. You can get individual help by e-mail or in person in my office. If at any time you have trouble-using Blackboard or do not understand an assignment make sure to contact the instructor. Use the activities, assignments, assessments and people such as the instructor to insure that you understand the mathematical teaching concepts and can demonstrated this understanding in the form of the performance objectives.

Student Feedback/Communication

I welcome all feedback on the course. My preferred method of communication with individual students is via email. I am also available for office hours. If you experience a legitimate emergency (according to my standards) that will prevent you from completing required coursework on time, I expect you to communicate with me at the earliest reasonable opportunity. Please state the nature of the emergency, and when you expect to turn in the coursework.

Submitting Electronic Files

All electronic files must be submitted in .doc or .pdf format. If you do not have Microsoft Word, you can download Open Office Writer for free at <http://www.openoffice.org/>. This will allow you to open the instruction files, make changes and save in .doc or .pdf.

Late and Uncompleted Work

- If extenuating circumstances exist, contact instructor.
- All course assignments must be completed to pass the course.

UNIVERSITY POLICIES:**Academic Integrity**

Academic Integrity is a standard set for this course. Students are expected to complete all of their coursework and assignments using their original words and ideas and will properly cite the words and ideas of others. Students are also expected to be honest in their interactions with the instructor. A student found to have not upheld these expectations is subject to failing this course and shall be subject to disciplinary action or sanction. The University catalog defines the term "academic dishonesty" in all its forms including, but not limited to:

- cheating on tests;
- copying from another student's test paper;
- using materials during a test not authorized by the person giving the test;
- collaboration with any other person during a test without authority;

- knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part the contents of an unadministered test or information about an unadministered test;
- bribing any other person to obtain an unadministered test or information about an unadministered test; substitution for another student or permitting any other person to substitute for oneself to take a test; plagiarism" which shall mean the appropriation of any other person's work and the unacknowledged incorporation of that work in one's own work offered for credit;
- "collusion" which shall mean the unauthorized collaboration with any other person in preparing work offered for credit.

Documented incidences of Academic Dishonesty will be referred to Office of the Vice President of Student Affairs.

Special Needs

If you have a disability that may prevent you from meeting course requirements, contact the instructor immediately to file a Student Disability Statement and to develop an Accommodation Plan. Course requirements will not be waived but reasonable accommodations will be developed to help you meet the requirements. You are expected to work with the instructor and the CWU Disability Support Specialist to develop and implement a reasonable Accommodation Plan. For contact information at Center for Disability Services (CDS) please visit <http://www.cwu.edu/~dss/cms/>.