



ELED 436.001 Integrated Learning: Math in Field-Based Settings (East Texas Area) - Exploring the integrated nature of learning with math as the content focus. (3hrs)

COURSE SYLLABUS: Fall 2012

Instructor: Sharon M. Anderson, M.Ed.
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: *Texas TExES Generalist EC-6 (191) w/TestWare* by Luis A Rosado
ISBN-10: 0738606855 or **ISBN-13:** 9780738606859

Field-Based Teacher Education Program Handbook. Available online: www.tamuc.edu; hold the cursor over 'academics' until a drop down screen shows (do not click); make your cursor hover over Education and Human Services and down the list then click on 'educator certification'; scroll down the page to the box on the right hand side that says 'handbooks'. There you will find this document.

Course Description:

Hours: Three. This course explores the integrated nature of learning with mathematics as content focus. Seminars are conducted in CPDT centers; field-based applications take place in public schools under the guidance of public school teachers and university personnel that comprise the Instructional Leadership Team. Prerequisite EIEd 300; Rdg 350, 370; admission to teacher education program; placement in a NETCPDT center; minimum overall GPA of 2.5 and must have passed TSI.

Student Learning Outcomes:

Objectives for the course will be based upon the Texas Educator Standards so that the students may have the experiences that lead to the knowledge and skills that an entry-level educator in the field of elementary education in the area of mathematics in Texas public school must possess. Domain II Mathematics comprises approximately 19% of the TExES Generalist EC-6 (191).

Competency 013 (Mathematics Instruction): The teacher understands how students learn mathematical skills and uses that knowledge to plan, organize, and implement instruction and assess learning.

Competency 014 (Number Concepts and Operations): The teacher understands concepts related to numbers, operations and algorithms, and the properties of numbers.

Competency 015 (Patterns and Algebra): The teacher understands concepts related to patterns, relations, functions and algebraic reasoning.

Competency 016 (Geometry and Measurement): The teacher understands concepts and principles of geometry and measurement.

Competency 017 (Probability and Statistics): The teacher understands concepts related to probability and statistics and their applications.

Competency 018 (Mathematical Processes): The teacher understands mathematical processes and knows how to reason mathematically, solve mathematical problems, and make mathematical connections within and outside of mathematics.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

The field-based component of the course will require students to develop and teach lessons in their assigned classrooms that incorporate and identify the competency and TEKS that are implemented in the lesson.

Through a variety of activities throughout the semester the seminar component of the course will be used to give guidance and assessment of student knowledge of the Mathematics standards and competencies and the related Texas Education Association TEKS for grades K-6 as adopted.

In order to become an effective mathematics teacher, the goals of this course are to look at current ideas regarding mathematics instruction; to understand the goals, principles and standards of EC-6 education in Texas; to effectively implement the application of problem – based mathematics instruction; to explore creative avenues for practice and drill that will enhance active learning in mathematics classrooms; and to understand the potential and importance for integrating mathematics instruction into other disciplines.

Students are expected to know and apply the TExES competencies.

Grading

Attendance at seminars is required to maximize learning; therefore attendance and participation will factor into the final grade. Credit for seminar activity will be based on: displaying interest (no unrelated text messaging or web surfing) and good attitude about learning (paying attention to what your fellow interns and the instructor are saying during whole group discussion); active whole and small group participation; staying on topic in group work.

Half of the final grade for this course will be based upon a math post test given in seminar. The other half of the final grade will be based upon the quality and timeliness of the completion of the assigned requirements (journals, lessons, etc.) and performance in the public school classroom. Seminar instructors, mentors, liaisons will determine the grade based on the following scale:

A (90 – 100%) = Commendable. Well above average in initiative, thought, organization, reflection, and implementing professional choices. Evidences extensive control of own decision-making and learning processes. Monitors, adjusts, and manages independently. Excellent attitude, attendance, participation and completion of assignments completed by due date

B (80 – 89%) = Developing. Functional, but in need of instruction, in initiative, thought, organization, reflection, and implementing professional choices. Evidences some control of own decision-making and learning processes. Monitors, adjusts, and manages--but requires intervention. Good attitude, attendance, participation and completion of assignments completed by due date

C (70 – 79%) = Needs Improvement. Some lack of initiative, thought, organization, reflection, and responsibility. Evidences little to no control of own decision-making and learning processes. Does not adequately monitor, adjust, and manage. Sometimes exhibits poor attitude, attendance, participation and completion of assignments by due date.

D – (less than 70%) = not able to be certified as a teacher

5 points will be deducted from the averaged final grade for each seminar absence when mathematics is the topic.

TECHNOLOGY REQUIREMENTS

Must be able to regularly access email and internet for purposes of communication and research of topics.

The following sites will be required to use:

Important resource:

ELL: <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

TExES preparation resources:

Practice questions: <http://www.texas.ets.org/prepMaterials/>

Released TAKS: http://www.tea.state.tx.us/index3.aspx?id=3839&menu_id=793

TEKS link: <http://www.tea.state.tx.us/index2.aspx?id=6148>

Documentation of Technology use in the classroom will be shown in the intern portfolio. .

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The instructor(s) of this course will be available to students before, during, and after seminar. They also may be contacted through email and phone.

Instructor(s): Sharon M. Anderson, M.Ed.

e-mail: sharon.anderson@tamuc.edu

US Mail: C&I Dept., A&M University-Commerce, P.O. Box 3011, Commerce, TX 75429

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

How to be Successful in This Class: The ability to convey an understanding of and development of strategies and problem solving activities that promote thinking in students will be considered when grading. Active learning and questioning of ideas is encouraged. This is a field-based course. Be sure that you are documenting for your portfolio your efforts to teach math and integrate math in various activities/lessons.

Additional Information:

You should also make a habit of reviewing the list at this web site before the 12th class day of each semester to be sure you remain in compliance with graduation and certification requirements.

<http://www.tamu-commerce.edu/registrar/pdfs/UndergradChecklist.pdf>

University Specific Procedures

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

<http://web.tamu-commerce.edu/studentLife/campusServices/studentDisabilityResourcesAndServices/assistiveTestingRequestForm/default.aspx>

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide handbook, Policies and Procedures, Conduct)

For weather related information regarding class cancellations enroll in the IRIS alert system on your myleo page, visit the TAMU-C website, listen to KETR, 88.9 FM, or call 886-5005.

COURSE OUTLINE / CALENDAR

The first seminar session is Friday, August 17th, 2012 beginning at 9:30. All other seminar meetings will meet on Wednesdays. The day will be divided into blocks of time beginning at 9:30 and ending at 3:00. There will be a 30 minute break to go to purchase lunch and bring it to seminar for a working lunch period.

Field-based dates for your assigned public school campus are: 5 days a week August 20th – August 31st. Two days a week September 3rd – December 7th. Each liaison will discuss with the students what days they should plan to attend for their field experience.

A holiday is considered a day off for students only if their public school is closed that day. Students should plan to attend teacher in-service days and work days that fall on their chosen field experience days unless they get other instructions from their liaison.

Reflection journal guidelines:

As you read:

Think about your thoughts and ideas regarding the concepts presented in the text. Consider what you have learned about teaching mathematics, how you learned mathematics yourself and how the ideas in the text relate to these. Also consider what you are experiencing in your field placement and the implication this has on your own future classroom.

As you write:

What important things do you want to remember and what questions do you still have? How are the things you learning important to the classroom and your teaching?

Journals will be scored on A, B, C basis using the rubric shown on the Intern Grade Evaluation form (see below). The score will be translated into a percentage score to be averaged with the field grade.

IMPORTANT NOTE: You are required to document 6 hours of TExES preparation outside of seminar. Be sure to document the hours you spend on this and all assignments related to TExES preparation.

Another source of information for TExES competency review is the curriculum library on the second floor of the TAMU-C library. Document time spent outside seminar in study there to apply toward your 6 hours.

Math Journal #1 Due:

Read competency 013. Consider active problem based learning and how teachers assess instruction of this type. Be prepared to share an experience you have had with this type of instruction and assessment.

Journal: tell several important things you learned about mathematics instruction and how it will impact your preparation for teaching.

Complete a self awareness analysis of your attitude toward teaching and learning math. Describe how you think your attitude will impact the success or failure of your students to enjoy and learn math.

Math Journal #2 Due:

Prepare yourself for teaching your students and for the TExES exam by studying competencies 014 & 015 (Number Concepts and Operations & Patterns and Algebra). Highlight

or make note of the information and vocabulary you need to continue to study. Using Preparation Manual 191 in your reading handbook, answer the questions associated with these competencies.

Journal: tell how you have improved and on what you still need help.

Math Journal #3 Due:

Prepare yourself for teaching your students and for the TExES exam by studying competencies 016 & 017 (Geometry and Measurement & Probability and Statistics). Highlight or make note of the information and vocabulary you need to continue to study. Using Preparation Manual 191 in your reading handbook, answer the questions associated with these competencies.

Journal: tell how you have improved and on what you still need help.

Mathematics Journal #4 Due:

Prepare yourself for teaching your students and for the TExES exam by studying competency 018 (Mathematical Processes). Highlight or make note of the information and vocabulary you need to continue to study. Using Preparation Manual 191 in your reading handbook, answer the questions associated with these competencies.

Journal: tell how you have improved and on what you still need help.

Complete a re-analysis of your attitude toward teaching and learning math. Describe how your attitude has changed or remained the same and tell how you think your attitude has affected your students.

The following forms are used as part of the holistic internship experience.

Intern Rubric

Name: _____

Assessment Portfolio Checklist:

Items listed below should be included in your portfolio.

Mid-Term Final

- _____ _____ 4 (2 per teacher) What Did You Learn by Observing Your Teacher?
- _____ _____ Each liaison will formally evaluate 2 lessons you teach.
- _____ _____ Each mentor will formally evaluate 2 lessons you teach.
- _____ _____ Journals – Written Reflections on your field experience
- _____ _____ ITEP and seminar news
- _____ _____ Self Evaluation of Professionalism
- _____ _____ TExES Preparation Documentation

It would also be good to include the items listed below in your portfolio.

- _____ _____ Documentation of assignments from each of your courses
- _____ _____ Technology Documentation (copy of implemented lesson plan and evaluation by mentor or liaison is required by the end of residency)
- _____ _____ Class schedule for each of your mentors if required by liaison
- _____ _____ Any additional documentation of contributions to team, professionalism, taking responsibility and initiative
- _____ Midterm Progress Report _____ Self _____ Team
- _____ Final Evaluation Report _____ Self _____ Team

Attendance:

<u>Field</u>		<u>Seminars</u>	
<u>Mid-Term</u>	<u>Final total (Include dates)</u>	<u>Mid-Term</u>	<u>Final total (Include dates)</u>
_____	_____	_____	_____
	times absent – field		times absent – seminar
_____	_____	_____	_____
	times tardy – field		times tardy – seminar
_____	_____	_____	_____
	times left early – field		times left early – seminar

Reasons for non-attendance, etc.: _____

What You Learned By Observing Your Mentor Teacher

(to be completed by intern)

Intern Name: _____ Date: _____

Brief description of the lesson (e.g. topic, objective, strategies used, instructional method, grouping, activities)

3 Things I want to remember about the lesson, classroom, etc. related to the art and science of teaching.

-
-
-

I still wonder or would like to know more about.....








Name: _____ Subject/grade: _____ Mentor _____

Lesson: _____ Date: _____

Objective: _____ TEKS: _____

Materials: _____

Lesson adjustments as needed for some students: _____

<p><u>Focus:</u> purpose, intro</p> 	Establish purpose of lesson (state objectives, focus activity, review prior knowledge).
<p><u>Concept Discovery:</u> information, example, model</p> 	Provide information by example, model, etc. and monitor student participation.
<p><u>Practice:</u> (guided)</p> 	Practice with teacher monitoring students' work. Aid where needed to move to student independence.
<p><u>Practice:</u> (independent)</p> 	What the students continue to work on, may be done without teacher direct involvement.
<p><u>Evaluation:</u> how to measure</p> 	Scoring rubric or measure; expected outcome; grading, etc.
<p><u>Extension:</u></p> 	Related enrichment activities that extend knowledge and may involve application of knowledge. May be short activity or longer project completed over time.
<p><u>Closure:</u> restate obj</p> 	Wrap up the lesson, obtain samples of each student's work, restate objective and perhaps connect to future learning

Note: Closure may come before Extension if you want to close the lesson and the students can do the related additional activities at another time. Reflect upon your lesson and make notes for adjustments or what to remember for future lessons.

**Interactive Teacher Education Plan (ITEP)
Discussion Log**

Intern Name: _____ Dates covered: _____

Strengths I have demonstrated:

How I have documented and/or demonstrated this growth:

Areas in which I plan to grow (include which competencies you will be working on):
What I plan to work on during the next period of time:

Seminar News – what I need to remember to tell my mentor about seminar:

Date: News

Intern Signature

Mentor Signature/Initial

Liaison Signature/Initial

NET CPDT INDIVIDUAL LESSON EVALUATION

This instrument may be used to provide feedback to interns as they begin to work with individuals, a small group or the entire class. Mentors may complete the form, liaisons may utilize this instrument, or the intern may use it as a self-evaluation tool. The form could be used with residents who are focusing on a particular area of growth and/or are on a growth plan. It provides an opportunity for discussion since there is a line for mentor and intern/resident signatures.

Intern/Resident: _____ Subject: _____

Mentor: _____ Date of Lesson/Activity: _____

Rate Factors Below: 3 (Exceptional), 2 (Acceptable), 1 (Needs Improvement) N/A (Not Applicable) N/O (Not Observed)

	RATING				
1. Lesson Plan: accurate, proper objectives, appropriate intro., sufficient detail, evaluation tied to obj., appropriate closing, able to use resources other than textbook in planning	3	2	1	N/A	N/O
2. Presentation: followed plan, appropriate intro., made obj. clear, connected lesson to past/future learning, stressed more imp. items, good closing, evidence of content knowledge, use of lesson cycle, teaches using resourceful materials	3	2	1	N/A	N/O
3. Strategies: Solicits & provides time for responses, secures attention, begins, promptly maintains good pacing, varies the teaching and learning strategies	3	2	1	N/A	N/O
4. Management: Students on-task, appropriate noise level for activities, appropriate movement for type of lesson, noticed & handled problem situations appropriately	3	2	1	N/A	N/O
5. Personal: evidence of poise & confidence, voice projection, proper grammar, enunciation, eye contact, warmth & enthusiasm	3	2	1	N/A	N/O
6. Materials Used: sufficient use of manipulatives, AV materials visible and used sufficiently; handouts adequate, accurate, useful, & relevant, appropriate and timely distribution of materials	3	2	1	N/A	N/O

STRENGTHS AND CHANGES

1. Strengths of the Lesson:

2. Improvements:

Evaluator Signature Title Date

Intern/Resident Signature Date

Intern Evaluation Report
TEXAS A&M UNIVERSITY-COMMERCE
Northeast Texas Center for Professional Development and Technology

(circle one) Mid-term Final
(circle one) SELF TEAM

(self copy to be completed by intern prior to portfolio conference and brought to the conference)

Directions: Mark the rating that best describes the intern in relation to each criteria:

3 = Exceptional 2 = Proficient 1 = Needs Improvement N/O = Not yet observed

Self Rating is to be completed by the intern prior to the portfolio conference.
Intern should bring this form to the conference.

<i>Criteria:</i>	<i>Self Rating:</i>	<i>Mentor/ Liaison Rating:</i>
Demonstrates professionalism in action and dress	3 2 1 N/O	3 2 1 N/O
Asks questions that demonstrate a willingness to learn	3 2 1 N/O	3 2 1 N/O
Interacts positively with faculty, students, staff, and residents	3 2 1 N/O	3 2 1 N/O
Knows and follows school policy and procedures and is punctual	3 2 1 N/O	3 2 1 N/O
Handles assigned activities willingly, correctly, and punctually	3 2 1 N/O	3 2 1 N/O
Demonstrates enthusiasm for teaching (small/large group)	3 2 1 N/O	3 2 1 N/O
Demonstrates enthusiasm for learning about teaching methods	3 2 1 N/O	3 2 1 N/O
Shows willingness to help in a variety of areas and contents	3 2 1 N/O	3 2 1 N/O
Shows signs of self-evaluation and plans for professional growth	3 2 1 N/O	3 2 1 N/O
10. Plans and implements effective instruction	3 2 1 N/O	3 2 1 N/O

Comments:

Signatures Note: Mentors do not need to sign the intern SELF evaluation.

Mentor

Mentor

Liaison

Intern

Date

Intern Grade Evaluation
TEXAS A&M UNIVERSITY-COMMERCE
Northeast Texas Center for Professional Development and Technology
(circle one) Mid-term Final
(circle one) SELF TEAM

(self copy to be completed by intern prior to portfolio conference and brought to the conference)

Name: _____

Date: _____

Place Suggested Grade in table below

Course #	Course Title	Intern	Mentor	Liaison	Final Status
1.ELED 436	Mathematics Methods				
2.ELED 437	Science Methods				
3.ELED 438	Social Studies Methods				
4.RDG 448	Characteristics of English Language Learners				

Directions:

Please use the following scoring criteria to rank the intern with a **percentage score** for **each course**.

The following scoring format will be used and adapted for field evaluation:

A (90 – 100%) = Commendable. Well above average in initiative, thought, organization, reflection, and implementing professional choices. Evidences extensive control of own decision-making and learning processes. Monitors, adjusts, and manages independently. Excellent attitude, attendance, participation and completion of assignments completed by due date

B (80 – 89%) = Developing. Functional, but in need of instruction, in initiative, thought, organization, reflection, and implementing professional choices. Evidences some control of own decision-making and learning processes. Monitors, adjusts, and manages--but requires intervention. Good attitude, attendance, participation and completion of assignments completed by due date

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D – (less than 70%) = not able to be certified as a teacher

N/A = Not Applicable

N/O = Not Observed

Attendance

	<u>Field</u>		<u>Seminars</u>	
	Mid-Term	Final	Mid-Term	Final
Times absent	_____	_____	_____	_____
Times tardy	_____	_____	_____	_____
Times left early	_____	_____	_____	_____

What do you think has gone particularly well this semester? _____

What area would we like to see the intern work on as s/he begins the second half of the semester or begins residency? _____

Is there a need for a growth plan at this point in time? yes no currently on a growth plan

Signatures <i>Note: Mentors do not need to sign the intern SELF evaluation.</i>		
_____	_____	_____
Mentor	Mentor	Liaison
_____	_____	
Intern	Date	