ELED 436 Integrated Learning: Math in Field-Based Settings
COURSE SYLLABUS
Fall 2012

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: Nath., J.L., & Ramsey, J. (2004). Preparing to Teach Texas Content Areas. Allyn and Bacon
Field-Based Teacher Education Program Handbook [revised July 2010]. Available online at https://www.tamu-commerce.edu/teacher/pdf/FieldBasedProgramHandbook.pdf

Course Description:
Explores the integrated nature of learning with math as the 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 ElEd 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. (3 semester hours)

This course is taught in an integrated manner during seminar by Center Faculty and includes ELED 437, ELED 438, RDG 448

Student Learning Outcomes:

While engaged in learning and teaching, the intern will show evidence that s/he understands and uses:
• numbers, number systems, and their structure, operations, and algorithms, quantitative reasoning, and technology appropriate to teach the statewide curriculum [TEKS] in order to prepare students to use mathematics;
• patterns, relations functions, algebraic reasoning, analysis, and technology appropriate to teach the TEKS in order to prepare students to use mathematics;
• geometry, spatial reasoning, measurement concepts and principles, and technology appropriate to the TEKS in order to prepare students to use mathematics;
• mathematical processes to reason mathematically, to solve mathematics problems, to make mathematics connections within and outside of mathematics, and communicate mathematically; and the intern will show evident that s/he understands
• the historical development of mathematics ideas, the interrelationships between society and mathematics, the structure of mathematics, and the evolving nature of mathematics and mathematical knowledge;
• how children learn and develop mathematical skills, procedures, and concepts, knows typical errors students make, and uses this knowledge to plan, organize, and implement instruction; to meet curriculum goals; and to teach all students to understand and use mathematics; and
• assessment and uses a variety of formal and informal assessment techniques appropriate to the learner on an ongoing basis to monitor and guide instruction and to evaluate and report student progress.
• understand the importance of illustrations and concrete examples with use of hands-on experiences, as well as content and vocabulary development for English language learners--- example: use of cognates with English learners.

### COURSE REQUIREMENTS

#### Instructional / Methods / Activities Assessments

1. **Math Lesson:** Teach an informal lesson in the area of mathematics. Rockwall’s CSCOPE (which follows TEKS) should be your guide. This informal lesson can be in a small group. Success is the key. Set up a situation that allows the lesson to be a positive learning experience for you and the children. The lesson must include a TEKS objective for the grade level during the time frame found in the grade level curriculum framework (CSCOPE). An informal lesson means it is observed and discussed with you by your mentor(s). Your mentor will fill out documentation, provided by you. **Worth 100 points**

2. Use the Lesson Cycle as a guideline to analyze a Math lesson from CSCOPE. Include what strategies you will use to teach vocabulary and check for understanding. Consider what needs to be done before, during and after the teaching of the lesson. Use the format page provided by your liaison. Teach it if you can. **Worth 100 points**

3. Observe 5 math strategies done by your mentor. Write about each strategy and how they were used or how you will use them in your classroom. **Worth 100 points**

4. **Seminar lesson:** choose, plan, and analyze with your school team a lesson from CSCOPE to teach during seminar. Every member of the team must participate equally and all participants in the demonstration lesson must be active. **Worth 100 points**

5. Daily journal writing in your journal while on campus and in seminars which will include reflections on teaching strategies, learning strategies, organization/management systems, effective instruction, and the accommodation of diversity. It is very important to reflect on what you are learning, what you are seeing and areas that you need to address. Be sure to include routines, timing, children’s responses to different situations, etc. You will look back on this when you are in charge. This journal will be an invaluable reference, for your personal reflection and experiences. Bring your journal to seminar because questions will be posed for you to answer. Bringing your journal to seminar is **Worth 100 points**.

6. Complete ITEPS every week. You and your mentor sign. Bring your ITEP to seminar. **Worth 130 points**

7. After reading assigned chapters, record 5 ah-ha's per chapter read PRIOR to seminar (your ticket into seminar). The remaining 5 ah-ha's per chapter will be completed with a group during seminar. This is how you get full credit. **Worth 100 points**

8. **Seminar attendance** is **worth 150 points**. See section about attendance.

9. **Professionalism:** The highest level to be demonstrated at all school and university functions. An educator demonstrates his/her professionalism in the following ways: be on time and not absent (must make up day if absent, please do not take advantage of this option, it is so important for you to be there on your assigned days, students, mentors, and principals rely on you), participating in and contributing to class activities, accepting responsibility, adhering to professional dress (RISD), and consistently demonstrating professionalism during class, field-experience, and on assignments. **Worth 120 points**
Grading

Grading will include completion of the assignments listed under general course requirements.

1000 - 950 = A  
949 – 850 = B  
849 – 750 = C  
Below 750 = Failing Grade

Additional Expectations:
1. Attendance at school functions. Example: PTA meeting, a school board meeting, and ARD meeting, Open House, “Meet the Teacher” night and a community function. These need to be documented by creating a list of activities attended, the location and the date. This can be used for extra credit if needed.
2. An electronic portfolio is started this semester.
3. Formal evaluations: Internship is a time for growth. These evaluations are used to guide your instruction in order to make you a better teacher. Liaison will evaluate you once. Each of your mentors will also evaluate you. This is a total of 3 evaluations for this semester.

TECHNOLOGY REQUIREMENTS

1. Enhance lessons using computer based curriculum for Rockwall ISD that can be used during your teaching.
2. Understand that technology is a tool that can, if used correctly, enhance the learning-teaching experience.

ACCESS AND NAVIGATION

Course Concerns: If you have questions pertaining to the content of this course or field experiences, please contact your liaison or Debra Lee, Rockwall Center Coordinator (debra.lee@tamuc.edu) or (972-972-5305)

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
1. Attendance—on time—at all university seminars, campus assigned days, school/university meetings, and staff development. Each seminar is worth 10 points for attendance. Points will also be deducted for each tardy.
2. Prepared for all campus assignments, university assignments and university seminars.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:
Citizenship: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct)
Late Work: Late work is not accepted. You will have plenty of notification of due dates.
Plagiarism: Plagiarism will not be tolerated and will result in an automatic F in the course.
Scholarly Expectations All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor.
University Specific Procedures:

ADA Statement

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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).
1. Total Hours for degree met? (Must be at least 120 hrs)

2. Required Institutional-25% of course work taken at TAMU-Commerce?

3. Last Number Institutional Required-24 out of last 30 hrs?

4. Overall GPA at least 2.00 (2.50 for Certification Students)?

5. University Studies Met?

6. Major (plus support if applicable) Course Requirements Met?

7. Major GPA is at least 2.00 (2.50 for Certification Students)?

8. Major Required courses have C's or better?

9. At least 6 hours are advanced in Major?

10. All Certification Requirements Met? (Internship/Residency/Etc.)

11. 2nd Major (plus support if applicable) Course Requirements Met?

12. 2nd Major GPA is at least 2.00 (2.50 for Certification Students)?

13. Minor (plus support if applicable) Requirements Met?

14. Minor GPA is at least 2.00 (2.50 for Certification Students)?

15. Junior Level Essay Met?

16. Senior Level Check Met (minimum 60 hrs)?

17. Advanced Hour Check Met?

18. 24 Advanced Hours taken at TAMU-Commerce?

19. A&M Commerce GPA 2.00 Met (2.50 for Certification Students)?
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