

University of Louisiana at Lafayette  
College of Education  
Class Syllabus

Course: EDCI 349 (003)  
Meeting Days: Tuesday/Thursday 2:00 p.m. - 3:50 p.m.  
Instructor: Aimee H. Barber, M.Ed., ABD  
Telephone: (337) 482-1818  
Email address: abarber@louisiana.edu

Semester: Spring 2019  
Location: MDD 110  
Office: MDD 107

Spring 2019 Office Hours

<b>Mondays 10:30 a.m. – 2:30 p.m.</b>	<b>Tuesdays 8:30 a.m. – 9:30 a.m.</b>
<b>Wednesday 10:30 a.m. – 2:30 p.m.</b>	<b>Thursdays 8:30 a.m. – 9:30 a.m.</b>
<b>Fridays – In the Field with Interns</b>	<b>Others by Appointment</b>

**Course Description:**

**EDCI 349: PK-6 Mathematics Methods I (2,2,3)** Methods and materials for teaching pre-number skills, numeration, whole number computation. Prereq: Block I courses; Math 217.

**Required Texts: You should get these texts (Hard Copy or Electronic version) for this course.**

Van de Walle, J., Karp, K. S., & Bay-Williams, J. M. (2019). *Elementary and middle school mathematics: Teaching developmentally* (10<sup>th</sup> ed.). Boston, MA: Pearson.  
Leinwand, S. (2014). *Principles to actions: Ensuring mathematical success for all*. National Council of Teachers of Mathematics.

**Supplementary Texts:**

Smith, M. S., & Stein, M. K. (2011). *5 practices for orchestrating productive mathematical discussions*. Reston, VA: NCTM.

Spangler, D. & Wanko, J (2017). *Enhancing Classroom Practice with Research behind Principles to Actions*. Reston: VA: National Council for Teachers of Mathematics. (E-book and/or hard copy can be purchased here:

[https://www.nctm.org/Store/Products/\(eBook\)-Enhancing-Classroom-Practice-with-Research-behind-Principles-to-Actions-\(PDF-Downloads\)/](https://www.nctm.org/Store/Products/(eBook)-Enhancing-Classroom-Practice-with-Research-behind-Principles-to-Actions-(PDF-Downloads)/)

Carpenter, T. P., Fennema, E., Franke, M. L., Levi, L., & Empson, S. B. (2015). *Children's mathematics: Cognitively guided instruction*. Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912.

*Access to and familiarity with JSTOR database is essential (JSTOR is accessible through ULink). A subscription to NCTM with access to the Journal of Research for Mathematics Education is helpful but not necessary if you have access to JSTOR.*

**Course Delivery Method:** PowerPoints presentations, Small group discussions, whole class discussions and demonstrations.

**Required Materials (Electronic Versions):**

- **State of Louisiana Mathematics Standards and Common Core State Standards for Mathematics**

It is also recommended (but not required) to create the following online accounts:

- Teaching Channel account (free): <https://www.teachingchannel.org/>
- Promethean Planet account (free): <http://www.prometheanplanet.com/en-us/>
- Pinterest account (free): [www.pinterest.com](http://www.pinterest.com)

**Information from Pearson:** One of the required texts (Van de Walle) for this course (bibliographic reference information above) is available as part of the University of Louisiana-Lafayette Curriculum & Instruction Digital Library. University of Louisiana-Lafayette and Pearson have partnered to bring you the Digital Library—a convenient, digital solution that will save you hundreds of dollars on your course materials. The Digital Library offers you access to a complete digital library of the Pearson textbooks and MyEducationLabs used across the Curriculum & Instruction curriculum at one low subscription price. Access codes are available in the UL bookstore ([www.bookstore.louisiana.edu](http://www.bookstore.louisiana.edu)), or you may purchase directly online. To register your access code or purchase online visit: [http://media.pearsoncmg.com/pls/digitallibrary/la/louisiana\\_education](http://media.pearsoncmg.com/pls/digitallibrary/la/louisiana_education)

***Conceptual Framework: The Responsive Professional***

The conceptual framework of the UL Lafayette College of Education is designed to expand upon the institution’s commitment to be a responsive university. Teacher candidates are expected to demonstrate knowledge, skills, and dispositions associated with the four elements of a ***Responsive Professional***. Responsive Professionals demonstrate expertise in knowledge and practice. They are reflective practitioners who respect diversity and demonstrate a commitment to professionalism.

**Course Objectives and Corresponding Unit Outcomes**

*Candidates will acquire the following knowledge (K), skills (S), and dispositions (D) through this course.*

Item #	Objective	CF Unit Outcomes	COMPASS Teaching Standards based on Charlotte Danielson’s Teaching Framework	InTASC Standards	SPA Standards
1.	Explain theories that support current practices in teaching elementary grade mathematics (e.g. Cognitive Theory,	CF-K2) Disp 1, Disp 3, Disp 4,	1a1, 1a3, 1b1, 2b1, 31a, 3b1, 3c3	#1 Learner Development	CAEP K-6 Standards 4a, 4b, 4c, 4e

	Behaviorism, Direct Teaching) as measured by discussion and tests. CCSS Mathematical Practices related to developing higher order thinking skills and problem solving.	Disp 7			
2.	Articulate the rationale for reform in mathematics instruction to include NCTM standards, CCSSM, and COMPASS influences as measured by discussion and tests.	CF-K1, CF-K2, Disp 1, Disp 2, Disp 3, Disp 4, Disp 5	1a1, 1a2, 1b2, 1b5, 1f2, 2b1, 2b2, 3a4, 3c1, 3c4, 3d1, 4e1, 4f3	#4 Content Knowledge	CAEP K-6 Standards 4e, 5c
3.	Use the NCTM <i>Principles and Standards for School Mathematics</i> and the Common Core State Standards for Mathematics and Mathematical Practices to justify content of well-developed lessons as measured by lesson plans, field experience reflective journal, and tests.	CF-K3, CF-K8, CF-K6, CF-D1, CF-D2, CF-D3, CF-D4 Disp 2, Disp 5, Disp 6, Disp 7, Disp 8	1a1, 1a2, 1b2, 1b5, 1c1, 1f2, 2b1, 2b2, 3a4, 3b1, 3c1, 3c4, 3d1, 4e1, 4f3	#4 Content Knowledge  #9 Professional Learning and Ethical Practice	CAEP K-6 Standards 1a, 2b, 4b, 4c, 5e
4.	Articulate and apply how children in grades Elem 1-5 learn mathematics as measured by discussion, lesson plans, development of portfolio products and tests.	CF-K1, CF-K2, CF-K3 Disp 2, Disp 3, Disp 4, Disp 6, Disp 7	1a3, 1b1, 1b2, 1b3, 1b5, 1c1, 1c2, 1c4, 1d1. 1d2, 1d3, 1e1, 1e2, 1e3, 1e4	#1 Learner Development	CAEP K-6 Standards 1a,1b, 2b, 4e, 5c
5.	Teach pre-number concepts to children in grades Elem 1-5 using appropriate teaching strategies as measured by lesson plans, planning and implementing small group activities during field experience, and class presentations with alignment to the CCSS Mathematics	CF-K1, CF-K2, CF-K3, CF-K4 Disp 2, Disp 3, Disp 4, Disp 6, Disp 7	1a3, 1b1, 1b2, 1b3, 1b5, 1c1, 1c2, 1c4, 1d1. 1d2, 1d3, 1e1, 1e2, 1e3, 1e4	#4 Content Knowledge  #7 Planning for instruction	CAEP K-6 Standards 4a, 4b, 4c

	domains of Counting & Cardinality, Operations and Algebraic Thinking, and Number and Operations in Base Ten and Mathematical Practices.			#8 Instructional Strategies	
6.	Select and use appropriate teaching strategies and materials for teaching number concepts and whole number operations aligned to CCSS Mathematics for a variety of theoretical perspectives, (e.g. Constructivism, Behaviorism, Direct Teaching) to children in grades 1-5 as measured by lesson plans, planning and implementing small group activities during field experience, and tests.	CF-K3, CF-K4, Disp 2, Disp 4, Disp 6	1a3, 1b1, 1b2, 1b3, 1b5, 1c1, 1c2, 1c4, 1d1, 1d2, 1d3, 1e1, 1e2, 1e3, 1e4	#4 Content Knowledge  #5 Application of Content  #8 Instructional Strategies	CAEP K-6 Standards 3c, 4a, 4c
7.	Plan and apply a variety of assessment strategies, aligned with CCSS Mathematics, PARCC, and COMPASS, for children's mathematics learning as measured by lesson plans, planning and implementing small group activities during field experience, and tests.	CF-K5, CF-R2, Disp 6, Disp 8	1f1, 1f2, 1f3, 1f4, 3d1, 3d2, 3d4	#6 Assessment	CAEP K-6 Standards 3b, 3c
8.	Read and interpret professional literature and available teacher support materials related to the teaching of elementary grade mathematics and CCSS Mathematics as measured by summaries/critiques of journal articles and critiques of Internet sites.	CF-K3, CF-K8, CF-K6, CF-D1, CF-D2, CF-D3, CF-D4, Disp 2, Disp 5, Disp 6, Disp 7, Disp 8)	1a1, 1a3, 1d1, 1d2, 1d3, 2b1, 4d2, 4e1, 4f4	#9: Professional Learning and Ethical Practice	CAEP K-6 Standards 5a, 5b, 5c
9.	Identify and use appropriate available technology for teaching pre-number concepts, numeration, and whole number	CF-K3, CF-K7, CF-D3, Disp 2,	1d1, 1d2, 1d3, 1e2	#4 Content Knowledge  #5 Application	CAEP K-6 Standards 2b, 4f

	operations as identified in CCSS Mathematics as measured by lesson plans, planning and implementing small group activities in class and during field experience, and Internet search.	Disp 8		of Content	
10.	Apply the model, The Responsive Professional, in the various tasks of teaching as measured by field experience reflective journal, lesson plans, discussion, and planning and implementing small group activities.	CF-K1, CF-K2, CF-K3, CF-K4, CF-K5, CF-K6, CF-K7, CF-K8 CF-P2, CF-P4, CF-R1 Disp 1, Disp 2, Disp 4 Disp 6Disp 7 Disp 8	1a, 1b, 1c, 1e, 2a, 2c, 3a1, 3a2, 3a3, 3b1, 3b2, 3b3, 3c1, 3c3, 3c4. 3d1, 3d2, 3d3, 3d4, 3e1, 3e2, 3e3  4d2, 4e1, 4f4	#9: Professional Learning and Ethical Practice	CAEP K-6 Standards 4e, 4f, 4g

**IMPORTANT:**

**PASS-PORT transitions to VIA by Watermark. Please see information below.**

**VIA by Watermark:**

An active **VIA** by Watermark membership is required for all courses in the Teacher Preparation Program. Watermark is a learning assessment platform that will provide us with a more effective way to engage you in your learning journey. This system will be replacing our current PASS-PORT assessment system.

VIA will allow you to author and reflect on coursework and learning experiences, visually track your academic growth, store work, showcase what you've learned, and share your best work with others, including potential employers—now and for years to come. The College of Education Teacher Preparation Program will also be able to use the same system to demonstrate the quality of our academic programs and gather data on learning to make change that supports continuous improvement and our quality assurance process.

**Pricing and Subscription Information for VIA by Watermark:**

The subscription required for VIA is a one-time 5-year subscription of \$133. All students in the College of Education Teacher Preparation Program are required to purchase a subscription. Beginning in Fall 2018, you will need a subscription to VIA by Watermark. As long as your previous PASS-PORT subscription is current, you will still have access to your work in PASS-PORT.

IMPORTANT: For those students close to graduation (graduating in Fall 2018, Spring 2019, or Summer 2019), complementary VIA accounts will be granted.

On-Campus Support:

[via@louisiana.edu](mailto:via@louisiana.edu)

337-482-1751

Maxim Doucet room 314

### **Education Majors/Minors, Alternative Certification Majors, and Master's Degree**

All Education Majors/Minors, Alternative Certification Majors, and Master's Degree candidates are required to utilize the College of Education's web-based assessment system, PASS-PORT,

**IMPORTANT: MANDATED DOCUMENTATION OF FIELD EXPERIENCES IN PASS PORT/VIA: All Field Experience hours MUST be documented in PASS-PORT/VIA. Regardless of whether or not your Professor or Instructor includes them as a grade in the course, request hard copies, or requires you to submit them to him or her via PASS-PORT/VIA. You must document all Field Experience hours in PASS-PORT/VIA using the general field experience artifact template or course specific artifact template required by some courses.**

### **College of Education PASS-PORT/VIA Procedure Options for Faculty Confirmation of Candidate Completion of Required Field Experiences in PASS-PORT/VIA**

All College of Education candidates are required to complete and submit all required course-based and Clinical Experience Field Experience Hours as artifacts in PASS-PORT/VIA.

Faculty must utilize at least one of the following options in their courses and/or oversight of Clinical Experience candidates to confirm completion and submission of all required Field Experience hours in PASS-PORT/VIA:

**1) Faculty can verify completion of Required Field Experiences in PASS-PORT/VIA by one of the following methods:**

- a) Electronically:** Each candidate must submit their field experiences to their respective faculty member in PASS-PORT/VIA. The artifacts will appear in the faculty member's Task List/Timeline. Faculty must electronically verify all candidates completion of FEX requirements
- b) Hard Copy:** Submission of a hard copy of the electronic VIEW of Field Experience Artifacts from PASS-PORT/VIA must be provided to faculty member to document the loading of required FEX hours.

to submit required assignments, artifacts, complete required field experiences, and document candidate progress. Failure to purchase a subscription, and/or load required course artifacts with a non-passing score will result in a grade of "I". For example, all candidates are required to pass all course activities and artifacts in VIA for the calculation of the Final Grade. VIA provides the opportunity for multiple iterations/submissions of the VIA Assessments in order to see candidate growth.

### Course Requirements

#### 1. **PASS-PORT/VIA ~ WATERMARK Artifacts**

Preservice teachers should get the following artifacts ready for PASSPORT/VIA:

- Field Experience hours documentation
- Sample Tutoring Reports
- Sample Observation Reports

#### 2. **3 Exams (300 Points Total—100 Points each)**

There will be three exams in all, including the final exam. Each exam will be comprehensive, based on the material covered in class including class notes, class activities, class handouts, and all assigned readings. Exam review guide will be posted on Moodle for preservice teachers to know what to study for each exam.

#### 3. **Journal Article Review (20 Points)**

You will select a peer reviewed journal article involving research in mathematics education in K-6, read it, and write a review. More details on how to write your review will be provided on Moodle.

#### 4. **Field Experiences and Reports (100 Points)**

You will be required to complete a minimum of 15 hours of Field Experience (FEX) at designated elementary schools. Detailed requirements for the FEX will be posted in a folder, "Field Experience Folder" on Moodle. Please, you should read all the documents in this folder carefully before you embark on the FEX. Professional dress and demeanor are expected of candidates whenever visiting a school campus. *As part of your FEX, you will prepare two documents, one for observations reports and the other for tutoring reports. Detailed information will be provided in the FEX Folder on Moodle.*

#### 5. **Professional Development (15 Points)**

Professional Development activities may be selected from: attendance at Teaching Academies on ULL campus; meetings and workshops provided by ULL teacher education organizations; workshop activities provided by Lafayette Parish Public Library; workshops that would enhance the teacher education experience provided by other entities (prior approval needed); additional opportunities will be announced as they become available. Certificates of attendance/ completion and a two-page summary report of the professional development you engaged in will serve as proof of fulfilling Professional Development requirements. Detail information on how to write your summary report will be posted on Moodle. *Other forms of professional development and documentation may be determined by the instructor.*

#### 6. **PASS-PORT/VIA ~ WATERMARK Artifacts course folio** (required before receiving a final grade)

A course portfolio will be created and submitted to the instructor for evaluation. Detailed instructions will be provided on Moodle.

7. **Homework Assignments (45 Points total—15 Points for each assignment)**
8. **Group Presentation (10 Points)**
9. **Active Class Participation (10 Points)**
10. **Online Forum Discussions (15 Points)**

Chapters assigned in the required texts and supportive materials must be read prior to class discussions. You should be prepared to participate fully in all class discuss.

### **Technology Integration**

- Moodle and email will be used as a primary tool for communication between the instructor and the students. All detailed instructions for assignments as well as course notes will be posted to Moodle.
- Students will use various technology tools (internet, software packages, calculators) for planning and presenting lessons during field experiences.

### **Course Evaluation**

To earn a superior grade, students are expected to show evidence of superior effort, both in class and in assignment preparation. **Amount or quantity of time put into a project or assignment does not necessarily have a direct relationship to quality of work.**

### **Grading Scale:**

- A 93 - 100 (Superior),**
- B 85 – 92.9 (Above Average)**
- C 76 – 84.9 (Average)**
- D 67 – 75.9 (Below Average)**
- F Below 66.9 (Failing)**

*Please note that I am ready to work with you throughout this course, so do not hesitate to ask questions or seek help if you need assistance. You can e-mail me at any time. I also encourage you to make use of the office hours or set up appointments if the office hours do not work for you.*

### **Resources**

#### **Professional Association:**

National Council of Teachers of Mathematics

<http://www.nctm.org>

Louisiana Council of Teachers of Mathematics

<http://www.lamath.org/>

#### **Professional Journals:**

*Teaching Children Mathematics*

*Mathematics Teaching in the Middle School*

*Journal for Research in Mathematics Education*

#### **Related Materials and Resources:**

NCTM Standards

<http://www.nctm.org/standards/>

Common Core State Standards for Mathematics



<http://www.corestandards.org/>  
Louisiana Department of Education  
<http://www.louisianabelieves.com/resources/educators>  
Louisiana Grade Level Expectations adapted for CCSS  
<http://www.louisianabelieves.com/resources/library/academic-standards>  
Louisiana Compass Framework for Teaching Evaluation  
<http://www.louisianabelieves.com/teaching/compass>  
Louisiana Assessment  
<http://www.louisianabelieves.com/assessment/annual-assessments>  
Illuminations: Resources for Teaching Math  
<http://illuminations.nctm.org/>  
MathLanding  
<http://www.mathlanding.org>  
Dr. Mike's Math Games for Kids  
<http://www.dr-mikes-math-games-for-kids.com/>

## **References**

- Association of Mathematics Teacher Educators. (2017). *Standards for Preparing Teachers of Mathematics*. Available online at [amte.net/standards](http://amte.net/standards).
- Leinwand, S. (2014). *Principles to actions: Ensuring mathematical success for all*. National Council of Teachers of Mathematics.
- Carpenter, T. P., Fennema, E., Franke, M. L., Levi, L., & Empson, S. B. (2015). *Children's mathematics: Cognitively guided instruction*. Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912.
- Louisiana Department of Education. (2010). *The urgency of now: No time for excuses*. Building Momentum from Strategies that Work. Baton Rouge, LA: Author. Retrieved from <http://www.louisianaschools.net/lde/uploads/16025.pdf>
- Louisiana Department of Education. (2016). *K-12 Louisiana Student Standards for Mathematics*. Retrieved from <https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/louisiana-student-standards-for-k-12-math.pdf?sfvrsn=44>
- National Academy of Sciences. (2007). *Rising above the gathering storm: Energizing and employing America for a brighter economic future*. Washington, DC: The National Academies Press.
- National Council of Teachers of Mathematics (NCTM). (1989). *Curriculum and evaluation standards for school mathematics*. Reston, VA: Author.
- National Commission on Teaching and America's Future. (2003). *No dream denied: A pledge to America's children*. Washington, DC: Author. Retrieved from [http://nctaf.org/wp-content/uploads/no-dream-denied\\_summary\\_report.pdf](http://nctaf.org/wp-content/uploads/no-dream-denied_summary_report.pdf)
- National Mathematics Advisory Panel. (2008). *Foundations for Success: The Final Report of the National Mathematics Advisory Panel*. Washington, DC: Author. Retrieved from <http://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf>
- National Research Council. (2001). *Executive Summary Adding it up: Helping children learn mathematics*. In J. Kilpatrick, J. Swafford, & B. Findell (Eds.), *Mathematics learning study*

- committee, center for education, division of behavioral and social sciences, and education. Washington, DC: National Academies Press. Retrieved from <http://www.nap.edu/catalog/9822/adding-it-up-helping-children-learn-mathematics>
- National Research Council. (2010). *Preparing teachers: Building evidence for sound policy*. Washington, DC: The National Academies Press. Retrieved from <http://www.nap.edu/catalog/12882/preparing-teachers-building-evidence-for-sound-policy>
- National Science Board (2010) *Preparing the next generation of STEM innovators: Identifying and developing our nation's human capital*. Arlington, VA: National Science Foundation. Retrieved from <https://www.nsf.gov/nsb/publications/2010/nsb1033.pdf>
- President's Council of Advisors on Science and Technology (PCAST). (2010). *Report to the President: Prepare and Inspire: K-12 education in Science, Technology Engineering, and Math (STEM) for America's Future*. Author: Washington, DC. Retrieved from: <https://www.whitehouse.gov/sites/default/files/microsites/ostp/pcast-stem-ed-final.pdf>
- Stein, M. K., Engle, R.A., Smith, M.S., & Hughes, E. K. (2008). *5 practices for orchestrating productive mathematical discussions*. Reston, VA: NCTM.
- Van de Walle, J., Karp, K. S., & Bay-Williams, J. M. (2016). *Elementary and middle school mathematics: Teaching developmentally* (9<sup>th</sup> ed.). Boston, MA: Pearson.

## **Course Policies and Procedures**

### **Emergency Evacuation Procedures**

A map of this floor is posted near the elevator marking the evacuation route and the Designated Route Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Student who may need assistance should identify themselves to the teaching faculty.

### **Attendance Policy and Make-Up Policy**

This attendance requirement is in accordance with the University's Attendance Record and Individual Class Policy that appears in University of Louisiana at Lafayette Undergraduate Bulletin (2013-15). Please communicate with the instructor about your attendance.

### **Definitions:**

Tardy: when one arrives 5+ minutes after the official start time of class.

Absence: when one misses the entire class period.

Half Absence: sleeping, missing 25 minutes or more of a class period

### **Absences:**

- ❖ Absences (excused or unexcused) for more than 10% of total class time will be considered excessive. Each student is expected to attend each class session.
- ❖ If three (3) absences occur, your final grade will be reduced to the next lowest grade. Six or more absences will result in a grade of "D" or possibly an "F"; which means that you will be required to repeat the course. Missing more than 25 minutes of a class session will be counted as an absence.
- ❖ When you miss a class meeting, you are still responsible for all material covered on that day. It is not the instructor's responsibility to go over material with you that was discussed in class on the day(s) you were absent. The student is responsible for obtaining notes or otherwise finding out

what was covered in class. Students are strongly advised to find partners to share information or collect handouts in case of unexpected absences.

- ❖ A written explanation or written evidence must be submitted for each absence before the absence occurs or by the first class session attended after the absence occurs. (Excused absences may be considered at instructor's discretion, based on evidence submitted.)
- ❖ In-class work that is missed due to an absence can be made up only if the absence is excused; a grade of zero will be given for in-class work that is missed because of unexcused absences. If homework is assigned, it is your responsibility to find out what it is and complete it on time.
- ❖ Make-up tests will not be given, nor will exams be given early unless reasons are validated and arranged with the instructor.
- ❖ If an excused absence occurs on a day when the student is to be involved in a presentation, arrangements for make-up must be made as soon as the student returns after the absence; for an unexcused absence a grade of zero will be assigned.
- ❖ It is my preference that you e-mail me ahead of time if you are going to be absent from class.

#### **Tardiness:**

- ❖ It is imperative that each person arrives on time for class. A student is tardy when he/she arrives 5 minutes or more after class has begun. Three tardies will be counted as one absence.

#### **Moodle/Online "Netiquette"**

Professional behavior and communication should be practiced in the online environment. Basic guidelines:

- Use standard business English
- Keep your comments relevant to discussion topics
- Treat others respectfully when responding to classmates
- Avoid using ALL CAPS when posting as this is considered "Shouting"

#### **Submission of Materials and Assignments**

- ❖ All typed materials, such as assignments, surveys, papers, etc. should be submitted to me in **word format** via moodle.
- ❖ **The quality of written assignments is very important.** Prior to submission, please review all written work for grammar, spelling, and content. Review English/Writing course materials to be reminded of rules regarding writing format. Assignments WILL be graded on content, writing, and adherence to guidelines provided. As a future educator, your writing skills are of the utmost importance. Use APA format for margins (1 in.), highly readable font (Times New Roman 12 pt is recommended by APA), spacing (double), and referencing. Please use headings in your papers to identify only the *title of assignment*. Do NOT include your name, or any other information, in the heading.
- ❖ There should be no question that your written work adheres to any length requirements for assignments. Headings do not count in page length.
- ❖ Backup all your assignments using a flash drive, external hard drive, or the cloud. A crashed hard drive, a ruined disk, a broken printer, or any other such catastrophe will not be grounds for turning in a late assignment. No exceptions.

#### **Late Assignments**

- ❖ **No late assignments will be accepted beyond 3 days after due date.** If an assignment is not turned in, a grade of **zero** will be earned. When turning in assignments late, ***please let me know*** that you are turning it in late and notify me by e-mail when it is submitted. You will receive **10% off per day for any late work**. If one or more of the course's assignments is not completed, incomplete credit "I" or an "F" failure for the course may be given.
- ❖ **Be aware of online assignments' due dates/times!** Required online forum discussions, assignments, and quizzes will not be able to be made up. You will receive a zero.

#### **Class Environment**

To ensure an environment conducive to higher education, learning and safety for all:

- ❖ **TURN-OFF:** cell phones, pagers, and noises on all devices before entering the classroom. Also, keep devices out of reach and out of sight while in the classroom unless directed by the instructor. Should an emergency require you to have a device on (vibrate), please notify instructor *prior to start of class*. Texting and browsing the internet during class is distracting and disrespectful to the instructor or speaker.
- ❖ If you should use a computer or tablet to take notes during class, you are expected to use your device responsibly, meaning that you should not be browsing the web for unrelated topics, iMessaging, emailing, or using your technology for anything unrelated to what we are doing in class.
- ❖ Limit time out of the room.
- ❖ Sleeping (for any length of time) in class is considered a partial/full absence.
- ❖ Do not use this course's class time to work on materials or assignments unrelated to this course and/or to the topic(s) being covered during any class period.
- ❖ As an instructor, I strive to make our environment feel like a community of learners. Please appreciate and respect the diversity of your classmates who may have different ideas, knowledge, opinions, and values than your own.

### **Academic Honesty**

The College of Education adheres to the policy on academic honesty as outlined in the Undergraduate Bulletin (2016-2017). Cheating and/or plagiarism will result in severe consequences.

The University holds that all work for which a student will receive a grade or credit shall be an original contribution or shall be properly documented to indicate sources. Abrogation of this principle entails dishonesty, defeats the purpose of instruction, and undermines the high goals of the University. Cheating in any form will not be tolerated. Students shall be assumed to know the acceptable methods and techniques for proper documentation of sources and to avoid cheating and plagiarism in all work submitted for credit, whether prepared in or out of class.

### **Students Requiring Special Accommodations**

Students requiring special accommodations must register with the Office of Services for Students with Disabilities and provide official documentation to the instructor in a timely manner.

### **Tentative Schedule\*\***

**EDCI 349: PK-6 Mathematics Methods I**

**Instructor: Aimee Barber**

***Note: Please note that the following table will serve as a guide for class instruction and discussions. The instructor reserves the right to make changes in this syllabus whenever she sees that to be necessary for the class.***

<b>Week</b>	<b>Dates</b>	<b>Topic/ Assignment and project/ Readings</b>
1	Thurs. Jan 17	Introductions, Course Syllabus and Resources <b><i>Van de Walle Chapter 1:</i></b> Movement toward shared standards; Dispositions of Math Teacher
2	Tues. Jan. 22	

	Thurs. Jan.24	<b>Exploring what it means to know and do mathematics (<i>Van de Walle Chapter 1</i>)</b> Mathematics Proficiency; Learning Theories and implications to teaching Math.
3	Tues. Jan. 29 Thurs. Jan.31	<b>Developing Early Number Concepts and Number sense</b> (Van de Walle Chapter 7) <b>Grp. Presentation 1:</b> <i>Establishing Mathematics Goals to Focus Learning and Implementing Tasks That Promote Reasoning and Problem Solving</i> (PtA pp. 12-24)
4	Tues. Feb. 5 Thurs. Feb. 7	<b>Developing Whole-Number Place-Value Concept (<i>Van de Walle Chapter 10</i>)</b> <b>Grp. Presentation 2:</b> <i>Pose Purposeful Questions and Facilitating Meaningful Mathematics Discourse</i> (PtA pp. 29-41)
5	Tues. Feb. 12 Thurs. Feb. 14	<b>Addition and Subtraction Problem Structures</b> (Van de Walle Chapter 8) <b>Addition of Single Digits</b> (Van de Walle Chapters 8 and 9) <b>Grp. Presentation 3:</b> <i>Use and Connect Mathematics Representations and Building Procedural Fluency from Conceptual Understanding</i> (PtA pp. 24-29 & 42-48) <b>Review for Exam 1</b>
6	Tues. Feb. 19 Thurs. Feb. 21	<b>EXAM 1—Comprehensive Exam</b> <b>Addition of single digits</b> (Van de Walle Chapter 8 and 9) <b>Properties of Addition</b> (Van de Walle Chapter 8) <b>Grp. Presentation 4:</b> <i>Elicit and Use Evidence of Student Thinking and Supporting Productive Struggle in Learning Mathematics</i> (PtA pp. 53-57 & 48-52)
7	Tues. Feb. 26 Thurs. Feb. 28	<b>Strategies for Adding Double- and Multi-Digit Numbers</b> (Van de Walle Chapter 11) <b>Grp. Presentation 5:</b> <i>Tools and Technology and Access and Equity</i> (PtA pp.78-88 & 59-69) <b>Grp. Presentation 6:</b> <i>Assessment and Professionalism</i> (PtA pp.89-107)
8	Tues. Mar. 5 Thurs. Mar. 7	Holiday—No Class    Mardi Gras <b>Journal Article Review Due</b>
9	Tues. Mar. 12 Thurs. Mar. 14	<b>Subtraction of Single Digits</b> (Van de Walle Chapters 8 and 9) <b>Properties of Subtraction</b> (Van de Walle Chapter 8)
10	Tues. Mar. 19 Thurs. Mar. 21	<b>Strategies for Subtracting Two Double- and Multi-Digit Numbers</b> (Van de Walle Chapter 11) Review for Exam 2
11	Tues. Mar. 26 Thurs. Mar. 28	<b>EXAM 2—Comprehensive Exam</b> <b>Field Experience Feedback ; Tutoring Reports for Wk 1-3 and 1 Observation Report and Analysis Due</b>
12	Tues. Apr. 2 Thurs. Apr. 4	<b>Multiplication Problem Structures</b> (Van de Walle Chapter 8) <b>Multiplication of single digits</b> (Van de Walle Chapter 8 and 9)

		<b>Properties of Multiplication</b> (Van de Walle Chapter 8)
13	Tues. Apr. 9 Thurs. Apr. 11	<b>Computational Strategies for Multiplication (Single, Double and Multi-Digits)</b> (Van de Walle Chapter 12)
14	Tues. Apr. 16 Thurs. Apr. 18	Easter Break—No Classes <b>Professional Development Due</b>
15	Tues. Apr. 23 Thurs. Apr. 25	<b>Computational Strategies for Multiplication (Single, Double and Multi-Digits)</b> (Van de Walle Chapter 12)
16	Tues. Apr. 30 Thurs. May. 2	<b>Field Experience Hours, Sample Tutoring Report and Sample Observation Reports Due on VIA</b> <b>Review for Finals</b>
17	Tues., May 7	<b>FINALS 11:00 A.M.—1:30 P.M.</b>

***Prairie Elementary Visitation—Please note that we will visit Prairie Elementary for tutoring orientation. Date and time will be communicated to you as soon as that is available.***

#### **CONCEPTUAL FRAMEWORK UNIT OUTCOMES:**

##### **CANDIDATE PROFICIENCIES**

**Knowledge and Expertise in Practice** – The *Responsive Professional* demonstrates knowledge of content disciplines and engages in effective pedagogical practice. The candidate:

- CF-K1 Knows, understands, and applies multiple theoretical perspectives about human development and learning.
- CF-K2 Demonstrates knowledge of content discipline and related standards.
- CF-K3 Knows and demonstrates appropriate use of instructional resources and methodologies for subject matter content.
- CF-K4 Plans and implements effective standards-based learning experiences.
- CF-K5 Applies a variety of appropriate and effective assessment techniques to facilitate and monitor student academic growth and program improvement.
- CF-K6 Demonstrates effective management skills.
- CF-K7 Uses and integrates technology as appropriate.
- CF-K8 Models and utilizes effective planning that incorporates higher order thinking.
- CF-K9 Identifies and articulates relevant education policies and laws.

**Reflection** – The *Responsive Professional* actively, persistently, and carefully considers practice, experiences, and available alternatives to guide decision-making. The candidate:

- CF-R1 Reviews systematically one's own educational practice and learns from experience.
- CF-R2 Uses assessment and evaluation to inform instruction.
- CF-R3 Searches persistently for information and solutions to problems.

**Diversity** – The *Responsive Professional* articulates an understanding that beliefs, traditions, and values across and within cultures affect both learning and relationships with learners, their families, and the community. The candidate:

- CF-D1 Fosters inclusive learning environments in which diversity is valued and learners are taught to live harmoniously.
- CF-D2 Accommodates learning styles and individual needs through developmentally appropriate practices.
- CF-D3 Engages and involves students in relevant and challenging learning experiences.
- CF-D4 Exhibits respect for all types of diversity.
- CF-D5 Is informed about and responsive to cultural differences.

**Professionalism** – The *Responsive Professional* actively seeks opportunities to grow professionally, collaborates to meet complex needs of learners, advocates educational principles, and models leadership skills. The candidate:

- CF-P1 Collaborates effectively with students, parents, and colleagues.
- CF-P2 Models appropriate behaviors and attitudes.
- CF-P3 Sustains commitment to professional growth.
- CF-P4 Demonstrates problem solving, interpersonal communication, and decision-making skills in leadership roles.
- CF-P5 Engages in service to the profession.
- CF-P6 Participates in educational advocacy.
- CF-P7 Participates in professional organizations, meetings, and conferences.

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**RESPONSIVE PROFESSIONAL DISPOSITIONS**

- Disp. 1. Candidates demonstrate commitment to professionalism.
- Disp. 2. Candidates identify and demonstrate appreciation of the importance of diversity and its impact.
- Disp. 3. Candidates demonstrate a commitment to learning and to participation in professional organizations and currency in field.
- Disp. 4. Candidates demonstrate self-direction in learning and practice.
- Disp. 5. Candidates value the role of community and of the family in the learning process.
- Disp. 6. Candidates demonstrate collaboration with other professionals to affect student learning.
- Disp. 7. Candidates demonstrate a commitment to critical thinking and problem solving.
- Disp. 8. Candidates value the use of data to inform decisions.



## **The InTASC Model Core Teaching Standards (April 2011) At A Glance**

### **The Learner and Learning**

#### Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

### **Content Knowledge**

#### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### **Instructional Practice**

#### Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

#### Standard #7: Planning for Instruction



The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.