Syllabus for EDUC-4073-101 Teaching Mathematics-Middle/HS Fall 2018
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West College of Education
Course Dates: Aug 24, 2019 – Dec 14, 2019
Credit Hours: 3

Contact Information

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Thursdays: 3:00 pm – 5:00 pm

How to contact me?

Use the email within D2L. This will help us to organize a private email system for our class. You may use my office email in case needed. If you are using my office email, make sure that you start the subject of the email with "EDUC 4073: student first name, last name" so that I will know that the email is from our class, which will promote faster replies. In case you need to talk to me – Yes, sometimes it will help to talk than using emails – please use my office phone number (940)397-4136. Leave a message with your phone number, name, and course number (EDUC 4073) if you end up in a voice message box. Another option is to email me your phone number. In both situations, I will contact you as soon as possible. I am located at 101B, Ferguson Building. If you are anywhere near, you are welcome to schedule an appointment to meet with me.

Catalog Description

This field-based, 3-credit course focuses on middle and secondary school math pedagogy with emphasis on instructional strategies and models, the use of technology in the learning/teaching process, effective practices, professionalism, curriculum, and lesson design. Different teaching strategies include: appropriate use of create approaches to the learning/teaching

process, cooperative learning, direct instruction, inquiry, concept attainment, etc.
Prerequisite(s): EDUC 3163, EDUC 3183, EPSY 3153, and SPED 3613 & Admission to the teacher education program.
Co-requisite(s): Concurrent enrollment in ETEC 4003.

West College of Education [WCOE] Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- *Learner Development* - understand 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 design and implements developmentally appropriate and challenging learning experiences.
- *Learning Differences* **-** understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- *Learning Environment* **-** work 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* **-** understand the central concepts, tools of inquiry, and structures of
  the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- *Application of Content* **-** understand 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.
- *Assessment* **-** understand and use 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.
- *Planning for Instruction* **-** plan 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.
- *Instructional Strategies* **-** understand and use 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 Learning and Ethical Practice* **-** engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- *Leadership and Collaboration* **-** seek 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.

Course Objectives

- Learners will be able to understand, describe and implement learning and thinking in mathematics in middle/high school level.
- Learners will be able to develop curriculum and use effective instructional planning skills.
- Learners will be able to develop appropriate assessment tools to assess students learning and use the assessment data to design appropriate learning activities.
- Learners will be able to develop lesson plans that involve students in an active learning environment, including flexible instructional strategies and differentiation.
- Learners will be able to develop lesson plans/unit plans that incorporate national standards and state standards in mathematics.
- Learners will be able to develop technology integrated instructional and assessment strategies and activities.
- Learners will be able to develop and implement effective teaching strategies including learner-centered instruction, integrating effective modeling, questioning and self-reflection strategies.
- Learner will be able to effectively implement discipline management procedures and communicate clear expectations for achievement and behavior for their students.
- Learners will be able to develop and implement learning environments (positive, equitable, engaging) that utilize various teaching/learning strategies, integrating critical thinking, inquiry, and problem solving.
- Learner will be able to assume various roles in the instructional process (facilitator, instructor, audience, …)
- Learner will be able to provide quality and timely feedback to students.
- Learner will be able to differentiate instruction to meet the academic needs and behavioral needs of students with disabilities and LEP-ELL and to provide appropriate ways of the students to demonstrate their learning.

- Learner will be able to collaborate with professionals in meeting the needs of students with disabilities.
- Learner will be able to understand and adhere to federal and state laws and district and campus policies regarding Students with disabilities and LEP-ELL students and implement IEP decisions and assessments related with IEP goals and objectives.
- Learner will be able to model and teach the forms and functions of academic English in content areas.
- Learner will be able to build and maintain positive rapport with students and their families.

In addition, the course activities will also address the Domain VI – Mathematical Learning, Instruction and Assessment competencies of TExES. The competencies for grade levels 4-8 (017, 018, and 019) are available in the document published by TEA for the test 115 in pages 14 through 16. The competencies for grade levels 7-12 (020 and 021) are available in the document published by TEA for the test 235 in pages 18 and 19. The domain VI are aligned with the following standards (VII and VIII) from TExES:

- Mathematical Learning and Instruction: The mathematics teacher understands 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.
- Mathematical Assessment: The mathematics teacher understands 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.

Textbook:

Stein, M. K., & Margaret, S. S. (2011). *5 Practices for Orchestrating Productive Mathematics Discussions*. Reston, VA : Thousand Oaks, CA: National Council of Teachers of Mathematics.

Academic Honesty

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works. I will run all your submissions through Turnitin© to check for their authenticity.

Plagiarism Statement

By enrolling in this course, the student expressly grants MSU a *limited right* in all intellectual property created by the student for the purpose of this

course. The *limited right* shall include but shall not be limited to the right to reproduce the student's work / products in order to verify originality and authenticity, and for educational purposes. Refer Student Handbook

Disability Support

In accordance with the law, MSU provides students with documented disabilities academic accommodations. If you are a student with a disability, please contact your instructor as well as Disability Support Services, Clark Student Center, Room 168, Phone: (940) 397-4140 or visit their webpage.

Classroom Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building— in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an *F* for the course.

Your participation in classes at a Professional Development School is a privilege, not a right. Our relationship with these schools is critical to the development of strong teachers. If, for *any* reason, you are asked to leave a Professional Development School, you will be dropped from the course in accordance with the Instructor Drop policy (see below) of the academic catalog. *This is your warning as required by the policy. If a candidate is taking courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.*

Campus Carry

University Guidelines: Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at Campus Carry Policies

Concealed Carry at Professional Development Schools:

Although MSU follows the requirements of concealed carry on its campus, this does not negate nor supersede state laws regarding the carrying of firearms on K-12 public school campuses. You may not carry a firearm on a K-12 campus. Some public schools' campuses have authorized specific personnel to carry a concealed handgun. This does not apply to you.

Instructor Drop

An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4-week or 5-week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

Attendance Policy

Absence Policy - Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at *every* class, and to stay for the *entire* class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. *Candidates will receive a grade of F on the third absence. If a candidate is taking Block-Courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.*

Observation Schedule

Each candidate needs to be observed one time by your math methods professor. If a candidate requests to be observed outside of the designated course time, and the Mentor Teacher has approved it, you should schedule the observation with your math method professor. Duration for observations and the schedule for the same will be discussed in class. Please use this google spreadsheet at the earliest to schedule your Observation Class. When you begin scheduling your observations, please remember that this is a professional document; you may not delete/move/overwrite anyone's name. You must only type your name in an empty box. Please be sure to submit your observation lesson plan to me at least seven days before you plan to teach it. In addition, you need to schedule and meet with me for a pre-

conference to discuss your lesson plan before teaching the class. Without this pre-conference, I will not observe your class. A post-conference is also required to complete the observation process. Please plan accordingly.

Professionalism

As a part of your preparation for becoming a teacher, you are expected to begin acting in a professional manner – starting today. This includes, but is not limited to:

- *Internship Experience* **–** Throughout your internship experience, ask your mentor teacher to provide you with constructive feedback regarding your classroom presence, interactions with students and lessons that you present to the students. Use this information to make necessary improvements during the time that remains in the schedule. Always conduct yourself in a professional manner.
- *Participation* **–** It is not enough to just "show up". In other words, you cannot just sit there and breathe. You need to be prepared to discuss the readings that are assigned, contribute appropriately and encourage the participation of your peers.
- *Preparation* **–** Complete all assignments on time. Written assignments (whether submitted online or in class) will be discounted by 25% for each late day. They will not be accepted after the grade is reduced by 75%. Complete readings assigned prior to class in order to be able to participate in class discussions and activities.
- *Attitude* **–** Demonstrate the following dispositions that are essential for learning:
    - Curiosity (ask questions, look for additional answers, probe, reflect)
    - Flexibility (take alternate points of view, be open-minded)
    - Organization (plan ahead – literally, GET A PLANNER!)
    - Patience (take time to reason, be persistent in efforts)
    - Risk-taking (try things beyond your current repertoire)
    - Passion (invest in ideas, processes, products, and most of all – other people)

Be aware that your attitude is conveyed to others by body language, conversation, neatness, completeness of work, willingness to assist and contribute and many other ways. A sense of humor and the ability to be flexible are crucial.

- *Respect* **–** Be considerate of others. Do not talk while others are talking; do not use foul language; behave in an ethical manner. This is particularly important considering our classroom location - we are guests in the Wichita Falls school district and should behave as such.

- *Professional Development* **–** Remember that teaching requires a commitment to continual learning. You will be asked to complete several "chores" as the semester rolls along and the points earned for dispositions are affected by those "chores". Timely completion of tasks (or "chores") is an indication of your "fitness" to this profession.

Assessment

As you complete the assignments for this class, you will demonstrate skills from the following five categories and will assessed based on them:
Domain I: Planning and Preparation - demonstrate knowledge of content and pedagogy; demonstrate knowledge of students; select instructional goals; demonstrate knowledge of resources; design coherent instruction; assess student learning.

- Plan *minds-on* lessons in a unit around *powerful ideas* that have students actively involved in the learning process.
- Use the TEKS and district assigned standards for mathematics instruction.
- Curriculum and NCTM standards, to develop and present the lessons.
- Content understanding and learning goals are assessed.
- Data collection and analysis.

Domain II: Classroom Environment - establish a culture for learning.
Field experience observation: Teach one Math lesson in your field experience placement. Submit Lesson Plan to me AND your mentor teacher *five school days in advance*. Lesson cannot be taught until approved by both of us and must be observed by me.
Domain III: Instruction - communicate clearly and accurately; use questioning and discussion techniques; engage students in learning; provide feedback to students; demonstrate flexibility and responsiveness.

- Field experience observation.
- Peer instruction and reviews.
- Classroom activities
- Problem-solving

Domain IV: Professionalism - Reflect on teaching; show professionalism; contribute to the school and/or district.

- Reflection required after Math lesson taught.
- Being *present* in class in a prompt manner.
- Classroom Participation.

Domain V: Technology Integration - demonstrate the use of technology in the learning/teaching process.

- Integrate technology by being aware of various resources and its effectiveness and application to the curriculum.

- Integrate technology and correlate it to the Math TEKS by critically analyzing I-pads apps for teaching mathematics.
- Assignments accurately posted through D2L and TK20.

Assessments

Clinical experiences at the WCOE, including both initial clinical experiences (e.g. classroom observations) and clinical teaching, are an essential part of the professional preparation program. Clinical experiences vary across many WCOE undergraduate programs and are designed and implemented through collaboration with school district and community partners. WCOE teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities in a wide variety of diverse settings (e.g. urban/rural, SES, special needs, race/ethnicity). WCOE believes in gradual release of responsibilities and exposes and evaluates teacher candidates throughout the program so as to provide them with the best learning experience. Below are the assessments that are used across courses and programs to effectively monitor teacher candidates' progress.

Dispositions

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching in the following areas:

- Candidates respect learners' differing strengths and needs and are committed to using this information to further each learner's development.
- Candidates believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
- Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- Candidates realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
- Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
- Candidates are committed to using multiple types of assessment processes to support, verify, and document learning.
- Candidates respect learners' diverse strengths and needs and are committed to using this information to plan effective instruction.

- Candidates are committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.
- Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as determined by the academic committee on program quality. The evaluation is based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

Data Literacy Assignment

Teacher candidates are expected to demonstrate the ability to interpret standardized test data and make instructional decisions based on the test data from students. At the conclusion of the Classroom Assessment/Assessment in PE, students will develop an understanding of assessment practices that enable them to accurately read and interpret testing data. In addition, teacher candidates will apply concepts learned in the course to explain what the data means and what, if any, interventions should be implemented for targeting specific groups of students. By identifying weak areas of conceptual understanding of their students, teacher candidates can create appropriate instructional strategies that lead to greater student success.

Lesson Planning

Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal.

Candidates must form an assessment strategy to determine the extent to which students are able to master learning of objectives. Candidates also describes the instructional delivery method addressing the following step-by-step procedures:

1. Questions and concerns listed in the directions given to you by your instructor

2. Setting purposes ("Today we will be…I want you to…because you will…")
3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in bold
5. Higher order thinking reflected in questions
6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.
7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon for unit planning and other key assessments.

Unit Plan

Teacher candidate's ability to demonstrate the ability to plan, assess, and implement instruction continues in the professional block with the Unit plan assessment. The unit plan assessment is a modified form of Midwestern Impact on Student Learning (MISL) that requires teacher candidates to plan a unit of teaching. Candidates are required to determine a set of multiple learning objectives aligned to state content standards Texas Essential Knowledge and Skills (TEKS) appropriate to the lesson(s) the candidate is preparing. This key assignment should be submitted in TK20.

Co-Teaching

WCOE adopts a co-teaching model for the candidates during their clinical experiences. These strategies include the following:

- One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.
- One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.
- Station Teaching — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Of-ten an independent station will be used.
- Parallel Teaching — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and

present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.

- Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
- Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
- Team Teaching — Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. (Adapted from Cook & Friend (1995))

Midwestern Impact on Student Learning [MISL]

Successful completion and submission of a MISL portfolio is required during the first six weeks of clinical teaching. Teachers candidates are required to plan, implement, and assess student learning within a unit of study. The Midwestern Impact on Student Learning (MISL) measures content knowledge, pedagogical knowledge, and effect on student learning in the following areas/domains: Learning Environments; Individual Development and Diversity; Collaboration; Planning Process and Content; Assessment; Strategies and Methods; Reflection; Professional Development; and Communication.

Each of the 10 areas is scored with one of 4 ratings: Exemplary 4, Competent 3, Needs Improvement 2, and Unsatisfactory 1. An overall score of 20 (meets expectations) is required for successful completion of student teaching for all teacher candidates.

The MISL is a record of candidates' ability to carefully consider all contextual factors that influence instruction and to then use those factors to plan and design a unit of instruction, including an assessment plan that can demonstrate changes in student knowledge, skills, or dispositions resulting from instruction. The MISL includes both reflexive (description of instructional decision making during the unit) and reflective components that encourage candidates to plan instruction strategically and to approach teaching in a purposeful, thoughtful, and methodical manner.

Assignments related to Observation:

Observation Lesson Plan (100 points): Due 5 working days before the observation in D2L.

You learned how to plan a lesson in your classroom management class. You will put the theory of lesson plan making into practice during this semester when you apply the plan in the classrooms. Details of the lesson plan requirements, template, and the rubric will be explained in class.

Pre-conference and post-conference (50 points): At least 5 working days before the observation.

You should schedule both conferences and discuss the observation lesson before and after your observation. I will not be able to observe your class without the pre-conference session. I will not be able to post your grades for the observation and assignments related to the observation without the post-conference.

Classroom Teaching Observation (100 points) (No submissions)

This is the evaluation of your observation class, based on the observation rubric which will be discussed in class. You do not submit any document for this assignment.

Teaching Reflection (50 points). Due 11:30 on the same day of your observation in D2L.

The prompts for the reflection paper will be provided. Use Times New Roman, 12-point font, and 2-line spacing. Length will not be considered but writing should explain/ reveal your thoughts and insights. *Note* – one liners, incomplete sentences, or lack of depth will result in reduction of grade. Prompts are given to make your reflection insightful.

Technology Integration (50 Points) (No Submissions)

This is the evaluation of the technology integration in your observed class, based on ISTE 2a and ISTE 2d. We will discuss the details and the rubrics in class. You do not submit any document for this assignment.

Technology Critique (50 Points). Due 11:30 on the same day of your observation in D2L.

Will discuss the template and details in class.

Assignments not related to Observation:

Unit Plan – the Capstone assignment (200 points):

Details of the unit plan assignment, template, and rubrics will be discussed in class.

Article reviews (25 points each)

Two article reviews are due during this semester. Get the articles from the NCTM's professional journals: *Teaching Children Mathematics, The Mathematics Teaching in Middle School or The Mathematics Teacher* (from the past 15 years and targeting the teaching and learning of middle/high-school-math). Each review should be typed (APA 6th style). See Rubric for details. The rubric for article reviews will be discussed in class.

Dispositions/Classroom Participation (100 points) (No submissions)

Much of the learning in this course takes place by participating, sharing, and experiencing. This cannot take place if you are absent, late to class, or if you are not fully engaged in class activities. Your total points for this course component will be determined through you dispositions and participation in class activities. A part of the participation grade is also kept specifically for being tardy. Another major part of the participation grade will be from class discussions and assigned activities. *So, be alert and be ready to talk!*

Assignment 7 (Manipulatives/Foldables) options.

It is important for you to identify, collect and organize instructional resources to support the teaching and learning of middle/high school level mathematics. You should create and submit at least 5 manipulatives/ foldables to guide learner from concrete to abstract for the TEKS (can be different for each item) of your choice. You should include the TEKS, learning objective(s) and a detailed explanation on how the manipulative/foldable would help the students to achieve the learning objective associated with the TEKS.

- Foldables geared towards teaching mathematics vocabulary (maximum 2).
- Teacher made instructional manipulative with instructions on using the manipulative (maximum 2).
- Foldable to teach middle/high school mathematics content. (maximum 2).
- Literature connecting middle/high school level mathematics to the real-world. The activity should center on using literature to enrich the middle/high school mathematics content. You should include explanation on how the literature would help the students to enhance their understanding of the selected learning objectives and TEKS (maximum 2).

Assignments. (25 points each). Refer schedule for due dates

These assignments are directed towards effective teaching of middle/high school mathematics content and will cover relevant mathematics topics and effective methods to teach the mathematics concepts. These assignments

will also address the Domain VI – Mathematical Learning, Instruction and Assessment competencies for appropriate grade levels.

Grading

Item	Grade Item	Where to submit?	Score
1	Article Review 1	In D2L	25
2	Article Review 2	In D2L	25
3	Unit Plan	In D2L (linked to TK20)	200
4	Dispositions	No submissions	100
5	Assignments (25 points each)	Check tentative schedule	200
6	Pre- post- conferences	No submissions	50
7	Observation Lesson Plan	Observation day	100
8	Classroom teaching observation	No submissions	100
9	Teaching Reflection	Observation day	50
10	Technology Integration	No submissions	50
11	Technology Critique	Observation day	50
12	Field Experience Observation and Reflections: Scan items 8 & 9 in one pdf	In D2L (linked to TK20)	-
		Total Points	950

Late submissions: 10% reduction in the grades for each day you are late to submit the assignment.

Letter Grades

A	90% – 100%
B	80% – 89%
C	70% – 79%
D	60% – 69%
F	Below 60%

Tentative Mathematics Methods Schedule

Date		To do today
8/27/2019, Tuesday	Class	Read chapter 1 & 2
8/29/2019, Thursday	Class (Share your reading)	Submit Assignment 1 (11:30 pm, 9/1/19); Read chapter 3
9/3/2019, Tuesday	Class (Share your reading)	Submit Assignment 2 (11:30 pm, 9/4/19); Read chapter 4
9/5/2019, Thursday	Class (Share your reading)	Submit Assignment 3 (11:30 pm, 9/8/19); Read chapter 5
9/10/2019, Tuesday	Class (Share your reading)	Submit Assignment 4 (11:30 pm, 9/15/2019); Chapter 6 & 7. Create your lesson for Teach1
9/12/2019, Thursday	Field	
9/17/2019, Tuesday	Class Teach1 (Share how reading helped Teach1 lesson)	Collaborate with Teach 2 partner for Assignment 6 (in class - Teach2)
9/19/2019, Thursday	Field	Submit Article Review 1 (11:30 pm, 9/22/19)
9/24/2019, Tuesday	Class; Teach1	
9/26/2019, Thursday	Field	Submit Article Review 2 (11:30 pm, 9/29/19)
10/1/2019, Tuesday	Class; Teach2	Work on Assignment 7
10/3/2019, Thursday	Field	Submit Assignment 7 (11:30 pm, 10/6/19)
10/8/2019, Tuesday	Class; Teach2	
10/10/2019, Thursday	Field	
10/15/2019, Tuesday	Class	Work on Assignment 8
10/17/2019, Thursday	Field	Submit Assignment 8 (11:30 pm, 10/20/19)
10/22/2019, Tuesday	Class	
10/24/2019, Thursday	Field	
10/29/2019, Tuesday	Field	
10/31/2019, Thursday	Field	
11/5/2019, Tuesday	Field	
11/7/2019, Thursday	Field	
11/12/2019, Tuesday	Field	
11/14/2019, Thursday	Field	
11/19/2019, Tuesday	Field	
11/21/2019, Thursday	Field	
11/26/2019, Tuesday	Class (at MSU)	Submit Unit Plan (11:30 pm, 12/1/2019)
12/3/2019, Tuesday	Field	
12/5/2019, Thursday	Class	

All candidates should get a minimum of 36 field hours in their mathematics methods course.

References

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