MIDWESTERN STATE UNIVERSITY
A Member of the Texas Tech University System

Course Syllabus: Teaching Math in Elementary School

Gordon T. & Ellen West College of Education

EDUC 4403-X10

Fall 2025 August -25 – December 12, 2025

Contact Information

Instructor: Mrs. Angie Bullard **Office**: Bridwell 210 **Office Phone: 940-397-4136** **E-mail**: angela.bullard@msutexas.edu	**Office hours**: Tuesday 10:00 am – 11:00 am Wednesday 10:00 am – 1:00 pm Thursday 10:00 am – 11:00 am *Other times available by request

Instructor Response Policy

The most reliable way to reach me is via email. I make every effort to respond within 24 hours. At most, you can expect a reply within 48 hours (or two business days). Messages sent over the weekend will be answered on the following Monday.

Textbook & Instructional Materials

This course is a CBE course, all necessary resources will be provided in each module. Resources include online resources, readings, documents, and links uploaded to D2L. Textbook: None.

Course Description

Assessment and models of instructional planning in math, emphasis on learning with technology and the models of instruction. Field experience required. (Refer to MSU undergraduate catalog)
This field-based, 3-credit course focuses on elementary school mathematics pedagogy with an 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 creative approaches to the learning/teaching process, cooperative learning, direct instruction, inquiry, concept attainment, co-teaching concepts, etc.

How to navigate this course

1) Modules are arranged in correspondence with Learning Outcomes (LO).
2) Read the overview of the course.
3) Start with the module “Read Me First!” The module includes the syllabus and a quiz. You will need to score 100% for the quiz to start the first module, M1. You may retake the quiz any number of times to accomplish this.
4) You will start at Module 1 and finish each module at your own pace over a two-week time period. At the end of each module, there are one to two assignments.

5) You can move on to the next module when you score **80**% or more on the content assessments. (Specific instructions in D2L)
6) After you successfully complete Module 3, you can start the assignments related to your required observation (the Field Module).
PLEASE NOTE – This is important: You will not be able to start your field module until you finish Module 3 successfully. You should contact your predetermined mentor teacher to schedule times to observe and teach in their classroom.
9) Once you finish all the modules, you will be able to navigate to the "FINAL PROJECT" module. You should score at least 80% on the final project to successfully complete the course.
10) See Appendix B-H for Learning Outcomes by Module and the Competency List (which includes Commissioner's Standards, Content Standards, Exam Framework PK-3, PPR PK-3 Standards, and Technology Application Standards).

Course Objectives

This course is designed to prepare you to teach in the elementary/early middle school. The course will introduce you to the profession of teaching. This course provides the necessary foundation needed by future teachers to gain the pedagogical knowledge, skills, and dispositions needed to be an effective teacher. The primary goal of this course is to provide you with research- based effective teaching practices in a practical, realistic, and conversational manner. This course focuses on PK-3 mathematics, mathematics 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 creative approaches to the learning/teaching process, cooperative learning, direct instruction, inquiry, concept attainment, etc.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Must be able to use D2L, Microsoft Office, and Google Suites.

Field Hours

Preservice teachers should complete at least 20 cumulative math field hours. Students should record the field hours in TK20 under time logs. Please see the specific details provided through D2L for when and how to complete time logs.

During your field observations, you are required to submit time logs in TK20 to your cooperating teacher for attendance and participation verification. You must accumulate a minimum of 50 hours total prior to clinical teaching. This will need to be approved by the cooperating teacher. Submission of time logs should be done weekly, and you should periodically check TK20 to ensure that your time logs have been approved. For this course, a minimum of 15 hours in the classroom should be dedicated to engaging with students in instructional or educational activities, although you will likely spend more than 15 hours doing so. Prior to your clinical teaching experience, you should have a minimum of 50 hours of field-based experience, 30 of which show active engagement in instructional or educational activities. All time log entries must have a detailed description/reflection explaining the instructional or educational activities. At the end of the course, on the date indicated on the calendar, you must upload a screenshot of every approved time log to the appropriate Dropbox in D2L.

Observations

Preservice teachers are required to have three teaching observations (one math, one social studies, and one science). The math observation for this class should be done in your mentor teacher's classroom. There are three essential components for each observation.

1) Pre-Conference

Preservice teachers should schedule a pre-conference with the math methods instructor at least one week before the observation. We can use Zoom, Google Meet, or Teams for the pre-conference. You must submit the lesson plan, teaching materials, evaluation instruments, documents, and technology applications that you plan for the lesson BEFORE the pre-conference. You may still amend your plan after the pre-conference, but it should be complete so we can discuss your plan. If you'd like to discuss ideas for the lesson, please contact me prior to your pre-conference to make an appointment. You will email the instructor to schedule the pre-conference. All details can be found in D2L.

2) Recorded teaching in mentor teacher's classroom.

Preservice teachers should record their teaching of the math lesson in their mentor teacher's classroom. One application that can be utilized is Swivl. You create an account, then you can use your phone to record. This app allows you to just send the link to the Math Methods instructor instead of uploading videos to YouTube, etc.

The preservice teacher should teach an appropriate grade level classroom lesson after getting approval from the instructor, as part of their pre-conference. The recorded video of teaching should be submitted for evaluation along with appropriate documentation (lesson plan, teaching materials, evaluation instruments, documents, technology applications, and post lesson reflection). The templates for the lesson plan and reflections can be found in D2L in the corresponding module. You will also find the rubric for the observation and the T-TESS evaluation instrument in the module.

3) Post-Conference

Preservice teachers should contact the Math Methods instructor via email to schedule a post-conference. The observation is not complete without a successful post-conference. The post-conference can be done using Zoom, Google Meet, or Teams.

Important Note on Course Requirements

The Final Project for this course assesses your overall knowledge of the learning outcomes for this course. **A score of 80 percent or higher on the Final Project (Key Assessment) is required to demonstrate competency.** If the 15-week term ends and you do not complete all competencies, you will receive a grade of "F" and will be required to complete the remaining competencies in the next term.

INSTRUCTIONAL METHODS

This is an online Competency Based Education (CBE) course. Learning activities include assorted reading and videos, discussions (pre and post conferences), recorded observations, reflections, field hours, and a final project which is the Vertical Alignment Assignment (with Unit Plan). The field hours should be recorded in TK20 after getting teacher-approval. Instructions on how to complete the time logs will be in D2L. The instructor will advise preservice teachers when this should be done.

Student Responsibilities and Tips for Success in the Course

To be successful in this course, plan to spend at least 10 hours a week to read and review online content, prepare for the observation lessons, teach classes (record these classes), complete assignments, and study the course material.

Assessments

Performance-Based Final Project – Vertical Alignment Plan

For this project you will choose any one topic and one grade level (K-3) and create one week's lesson plan (unit plan) to teach the topic. Refer the rubric and the guidelines in the final project module to score well in the final project. For Vertical Alignment Plan, you will choose three similar TEKS from different grade levels and prepare a vertical alignment plan (details are available in the module).

Assignments related to Observation due the DAY OF Observation are:

- Completed Lesson plan for observation
- Completed General Reflection
- Link to video of the lesson taught

OBSERVATION LESSON PLAN

The pre-conference lesson plan is submitted prior to the preconference meeting. The final Observation lesson plan (with any needed changes) for your math lesson should be submitted by 11:59pm to the D2L Dropbox on the day of your observation/teaching.

You have learned how to plan a lesson. You will put the theory of lesson planning into practice during this semester when you teach the lesson plan in your classrooms. Details of the lesson plan requirements, template, and the rubric can be found in the corresponding module.

CLASSROOM TEACHING OBSERVATION (Submit class videos)

This is the evaluation of your math lesson taught during observation in class. The evaluation is based on the observation rubric in the corresponding module. The recorded video of the classroom teaching should be submitted the same day (before 11:59 pm) of teaching your math lesson.

TEACHING REFLECTION

(DUE 11:59 pm ON THE SAME DAY of your observation class 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. It should also answer all questions and prompts that are provided.

TECHNOLOGY INTEGRATION CRITIQUE

(From the submitted class videos. You will not submit any separate document for this assignment). I will provide feedback for this assignment in the "Classroom Teaching Observation" Dropbox. However, the grade for this assignment will be given separately. This is the evaluation of the technology integration in your observed class, based on ISTE 2a and ISTE 2d. The details and the rubrics found in the corresponding module.

FIELD HOURS

The preservice teachers should record 20 field-hours (along with Teacher approval) in TK20 when the Math Methods instructor advises (usually in the second/third month of the semester.)

Module Assignments.

• Preservice teachers should submit module assignments promptly by the due date.
• Each assignment is worth 50 points.
• There are seven module assignments (7 times 50 = 350 points).
• You should score at least 80% in each module assignment to move to the next module.
• You will have two attempts on the assignments. A re-do of the assignment is allowed if you do not achieve 80% competency however INCOMPLETE assignments will not be graded. They will be counted as an attempt. A conference with the Math Methods instructor is required if 80% competency is not achieved to discuss areas that need attention and skill improvement.
• Plagiarized work of 30% or above will not be graded and will receive a zero.
• You will need to finish the first three modules before you can start the "Field Module."
• You have to finish all modules (M1 to M7) to start the "FINAL PROJECT" module.

TECHNOLOGY REQUIREMENTS

Desire 2 Learn – D2L (LMS)
All course sections offered by MSU have a corresponding course shell in the D2L Online Learning Management System (LMS). See the technical requirements and associated system check in the webpage, D2L Technical Requirements

ACCESS AND NAVIGATION

You will need your username and password to log into the course. If you do not know your username or have forgotten your password, contact helpdesk@msu.edu. For more information on MSU IT services, see Information Technology.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Math Methods Instructor.

Technical Support

If you are new to D2L or if you are having technical difficulty with any part of D2L, please contact Distance Education. Other support options can be found on their webpage.

DISPOSITION AND READING FEEDBACK

It is crucial that you read the feedback for your assignments and exhibit professionalism. There are a lot of moving pieces in this course such as certification requirements, IRB requirements, participants and research location, data analysis and many other things. Your success will be supported throughout feedback and guidance during the course. However, you must read feedback, answer emails timely, show growth and professionalism as needed for a master's student and ask questions if/when you have them. The feedback will have instructions to improve your understanding of the topics discussed and to point out any areas for growth in the submitted assignments. If you would like to meet face to face or virtually at any point, please contact the Math Methods Instructor via email to schedule an appointment. I am happy to discuss any questions face to face, over the phone, or virtually.

Dispositions

- Candidates in the teacher education classes 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 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' 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 all 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 evaluated by the academic committee on program quality. Throughout the program, candidates are evaluated at the beginning, developing, and mastery levels of competency based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

Dispositions

- Candidates (Preservice teachers) in the teacher education classes 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 and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
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- Candidates are committed to using multiple types of assessment processes to support, verify, and document learning. Candidates respect learners' 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 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 evaluated by the academic committee on program quality. Throughout the program, candidates are evaluated at the beginning, developing, and mastery levels of competency based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

Study Hours and Tutoring Assistance

The TASP offers a schedule of selected subjects tutoring assistance. Please contact the TASP, (940)397-4684, or visit the ASC homepage for more information. Tutoring & Academics Supports Programs

Student Handbook

Refer to: Student Handbook which can be found on the Office of Student Rights and Responsibilities

Academic Honesty

Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given) will not be considered. I use Turnitin for the written assignments and D2L directly syncs with it (you do not have to do anything). You will be able to see the plagiarism percentage and are welcome to make changes and resubmit **BEFORE** the due date. Any plagiarism of 30% and above is too much! Your assignment will be reduced by one letter grade for anything above 30%.

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.
Office of Student Conduct

AI / Chat GPT

Artificial intelligence (AI) can be a valuable tool in academic writing, offering support with brainstorming, organization, and clarity; however, it must be used ethically, accurately, and responsibly.

In a collegiate environment, all students are expected to demonstrate academic integrity and develop their own voice in writing. Since writing, analytical, and critical thinking skills are central to the learning outcomes of this course, all writing assignments must be prepared by the student. Developing strong competencies in these areas will prepare you for success in a competitive workplace.

While AI tools serve as helpful resources to guide learning and improve communication, they should never replace a student's own original work. Copying and pasting directly from AI tools or submitting AI-generated content as your own constitutes plagiarism and will not be tolerated. If AI is used, its use must be disclosed within the assignment. Ultimately, academic work should reflect your own thinking and writing.

Grading/Assessment

Table 1: Points allocated to each assignment

Assignments	Points
Autobiography	200
Research Topic Proposal	100
Argument Analysis	200
Field Notes	100
Synthesis Paper	100
Discussion Boards	200
Total Points	1000

Table 2: Total points for final grade.

Grade	Points
A	900 to 1000
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

Instructor Drop

As per the College policies, 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 Math Methods Instructor will give the student a verbal or written warning prior to dropping the student from the class. The instructor-drop takes precedence over the student-initiated course drop at a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of this semester. After this period, 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.

Assignments

There will be weekly assignments. Please see the course schedule for details.

Quizzes

You will not have any quizzes for this class.

Mid-Term and Final Exam

There is no Mid-Term exam. Your synthesis paper will count as your Final Exam and will be turned in to TK20 as a key assessment. You cannot pass this class without submission of your key assessment.

Extra Credit

No extra credit assignments will be given or accepted.

Late Work

Late work will receive a 10% deduction per day per assignment (including Saturday and Sunday). This means if the assignment is for 50 points, you can make a maximum score of 45 after one day, 40 after two days, etc. Any assignment more than 2 days late will not receive credit since that grade would be below 80%. If you are confused about an assignment, contact me **BEFORE** the assignment is due (at least 24 to 48 hours before the assignment is due). Time shown on D2L, or email will be used. **Please note:** This class requires you to have access to a computer (with Internet access) to complete assignments, check for class news updates, materials, instructions, resources and upload your assignments in D2L. It is your responsibility to have (or have access to) a working computer in this class. **Assignments are due by the due date, and personal computer and/or technical difficulties will not be considered a reason to receive extra time for submission.**

Make Up Work/Tests

There will be no make-up or resubmissions allowed on assignments, quizzes, discussion boards, or any other activity in class.

Important Dates

Last day for term schedule changes: 8/28/2025
Deadline to file for graduation: December graduation 9/22/2025
Last Day to drop with a grade of "W:" 11/24/2025 by 4 PM
Refer to: Drops, Withdrawals & Void
Refer to the Academic calendar for more details.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Please note: This class requires you to have access to a computer (with Internet access) to complete weekly activities, check for class news updates, have access to materials, instructions, resources and to upload your assignments in D2L. It is your responsibility to have (or have access to) a working computer in this class. **Assignments are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time for submission. Each time you log into D2L is documented. You should open D2L often to reference content, materials, and updates.**

Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into *D2L.*

Attendance

Students are expected to log into D2L at least 3 times per week. This demonstrates that the student is dependable, reliable, and responsible. Students are also expected to participate in all class activities and discussions each week. If a student fails to log in each week, this is considered evidence of a lack of dependability, and is taken seriously. It is the student's responsibility to make up for any missed assignments. Discussion boards cannot be made up.

Preservice teachers should participate in all classes. Logging into D2L at least three times a week and working diligently on assignments will be considered your attendance for the week. In case of an emergency situation that will not allow you to log on to D2L, please let me know as early as possible. Excessive absences (or lack of participation in assignments) may also result in the Preservice teacher being dropped from the class.

In the event that a class member is "absent", for whatever reason, that individual assumes responsibility for contacting the instructor to account for missed work and to turn in work. If a student is unable to participate, they have the responsibility to contact the instructor to turn in assignments. Tentative assignment due dates are listed on the course schedule. While the actual due dates may vary due to the flow of the class, all assignment due dates will be finalized and announced in D2L well in advance of the specific date. Late work, unless arrangements are made by the student and approved in advance by the instructor, will not be accepted for full credit. *Participation points will be deducted for a lack of weekly participation.* You will be given a verbal or written warning prior to being dropped from the class.

Note: Late work will not be accepted for full credit unless arrangements are made by the student and approved in advance by the instructor.
As previously mentioned, cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given) will not be considered. Turnitin is used for the written assignments and D2L directly syncs with it (the student does not have

to do anything). Each student will be able to see the plagiarism percentage and is welcome to make changes and resubmit **BEFORE** the due date. **Any plagiarism of 30% and above is too much! The assignment will be reduced by one letter grade for anything above 30%.**

Important Course Information

I will use D2L for posting the syllabus, course communication, course schedule, attendance, and gradebook. There will be online office hours announced through D2L. You should check D2L at least three times per week.

Expectations for written work:

- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).
- Written assignments can be done in one of the following:
    - Microsoft Word and turned in as an attachment in Dropbox on D2L
    - PDF Document and turned in as an attachment in Dropbox on D2L
    - Google doc with the share link submitted to D2L (Make sure share settings are set to "anyone with the link can view or edit")
- Discussions should be completed within the D2L discussion space and NOT uploaded as an attachment.
- Due dates should be honored in order to receive the highest grade.
- When referring to the ideas of others, works should be cited using the APA format.

ONLINE COMPUTER REQUIREMENTS

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have or have access to a working computer for this class. Assignments are due by the due date, and personal computer technical difficulties will not be considered a reason for the instructor to allow preservice teachers extra time to submit assignments, tests, or discussion postings. Computers are available on campus in various areas of the buildings including the Clark Student Center (CSC). Your computer being down is not an excuse for missing a deadline. There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student help desk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they will be able to help you get connected to our online services.

Inclement Weather

In the case of campus closure due to inclement weather, key decision-makers will monitor weather projections and communicate with local news agencies and WFISD leadership to make a delay or cancellation decision. The timeline is as follows:

Event	Time	Day	Decision
Inclement weather occurs during regular work/class day	3:30 PM	Day of inclement weather	Cancel classes/events after 5 PM
Overnight inclement weather expected	8 PM	Day before inclement weather	Close campus or delay opening
Delay called the day before but change to closure due to the extent of weather impact	6:15 AM	Day of delay	Close campus

Event	Time	Day	Decision
No cancellation or delay decision made the night before	5:30 AM	Day after no decision made the night before	Close campus or delay opening

Delay/closure times are as follows:

- MWF class day: Delay to either 10 AM or 11 AM; all classes prior to opening do not meet.
- Tu/Th class day: Delay to 11 AM; all classes prior to opening do not meet
- Saturday or Sunday: Delay to either 10 AM or 11 AM; classes may start after campus is open.

Notification processes - Notification occurs through official campus channels and in communication with the local news networks. MSU channels include MSU Alert, MSU Safety app, Postmaster, and website headers. MSU Police and the Office of Marketing and Public Information. Information for all channels can be found at MSU Ready.

Activity	Recommendation
Face-to-face or hybrid courses	Indicate in a syllabus statement whether the course will shift to fully online in inclement weather. A shift to online is not required, but is permitted as long as you describe your inclement weather practices in class and in your syllabus.
Online courses	Fully online courses may continue as scheduled, but should communicate course practices in syllabus statements and news items on D2L.
Graded assessments	If assessment deadlines coincide with the closure dates, Academic Affairs recommends delaying the deadline until after the campus reopens. A syllabus statement should state if deadlines will stand during closure.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

Electronic Network Access

Students using the university network facilities and services will indemnify and hold harmless the university against any and all actions or claims of infringement of intellectual property rights arising from the use of a network-based service or facility provided by the university. Network access is provided by password control. All passwords are managed and controlled by Information Systems. See Student Handbook for specific policies on electronic network access.

Students with Disabilities:

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from the University's Disability Support Services (DSS) Office during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation(s) to a student until appropriate verification from DSS has been provided.

Nondiscrimination Notice

MSU will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination.

College Policies

Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses.

Refer to: Campus Carry Rules and Policies

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: *"Run. Hide. Fight."*

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting: Laura Hetrick, Title IX Coordinator, Sunwatcher Village Clubhouse. 940-397-4213, laura.hetrick@msutexas.edu You may also file an online report 24/7 on the Sexual Misconduct Report Form.

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit the MSU Sexual Misconduct Resource Page.

Course Specific Procedures/Policies

In order to demonstrate competency, you must achieve 80% or higher on each required competency assessment.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings indoors among groups of people, regardless of vaccination status. Although MSU Texas does not currently require facial coverings, they have been an effective strategy in slowing the spread.

Other Expectations

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 make a minimal contribution to the discussion board and gain full credit overall. Be prepared to discuss the assigned chapters, contribute appropriately, and encourage the participation of your peers.
Preparation – Complete all assignments on time. Complete readings assigned in order to participate in class discussions and activities.
Classroom Observation - The student must achieve a Developing or Above on all criteria- failure to achieve a Developing or above will result in teaching a mini-lesson that specifically addresses the deficit(s).
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 – not just in this class but from now on – that is the nature of the classroom.
Respect – Be considerate of others. Do not talk while others are talking; do not use foul language; behave in an ethical manner.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Online Course Schedule

Module Topic	Assignments
Getting to know the Course	Syllabus Quiz
M1 – Review of Standards LO1: Review of TEKS (mathematics domain) and teaching mathematics to young children	Module 1 Assignment #1 and #2 (50 points each)
M2 – Mathematical Learning Foundations (Young Learners) (Includes Assessment, Using Assignments) LO2: Foundational characteristic and processes in children's mathematical development	Module 2 Assignment (50 points)
M3 – Strategies/activities in teaching mathematics to young children – Pre-Field Content Knowledge / Differentiation LO3: Developmentally appropriate strategies and activities in teaching mathematics to young children	Module 3 Assignment (50 points)
M4 – Student Engagement & Instructional Resources (Include Learning Environment) LO4 & LO5: Instructional Resources, tools, and materials to teach mathematics to young children & building children's interest to learn mathematics	Module 4 Assignment (50 points)
M5 – Developing Mathematical Thinkers LO6 & LO7: Promote children's mathematical problem solving and reasoning skills. Develop students to become competent mathematical thinkers.	Module 5 Assignment (50 points)
M6 – Integrated Learning LO8 & LO9: Integrating mathematical content with other areas of the curriculum, everyday activities, and financial literacy.	Module 6 Assignment (50 points)
M7 – Professional Collaboration / Students' Background Knowledge (Families) Include research (prior knowledge, …) LO10: Collaboration with professionals and families to promote students' mathematical development	Module 7 Assignment (50 points)
Final Project Module – Vertical Alignment Plan	Key Assessment: Comprehensive vertical alignment plan. 200 points
Field Modules (This will open after Modules 1, 2, and 3 have been completed.)	Lesson Plan Teaching Lesson Video Teaching Lesson Reflection Technology Critique for the teaching lesson Total 325 points

Appendix A: WCOE Standards

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

1. **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.

2. **Learning Differences -** understand individual differences to ensure learning environments that enable each learner to meet high standards.
3. **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.
4. **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.
5. **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.
6. **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.
7. **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.
8. **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.
9. **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.
10. **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.

Texas Education Agency. Texas Essential Knowledge and Skills (TEKS).

Content Standards: Nesinc Content Study Guide

Appendix B: Required assignment/standard alignment matrix

Assignment	WCOE Standard (WCOE #)
Technology Assignment	WCOE #1,4,5
Quizzes	WCOE #1,4,5,6,8
Discussion Boards	WCOE #1,2,5,9,10
Written Assignments	WCOE #1,2,3,4,5,6,7,8,10
Final Assignment – Key Assessment	WCOE #1,2,3
Weekly Activities: class discussion, lecture, guided reading, guest speakers, peer practice, experiential learning, exploration, and role playing	WCOE #1,2,3,4,5,6,7,8,9,10 EC6C #1,2,3,4,5,6