

# UTTC Teacher Education

Syllabus

## EDU 355 and Mathematics in the Elementary Classroom

Course Information	Instructor Information
Credit Hour: 2	Instructor: Theresa Schuchard
Semester/Year: Fall 2016	Phone: (701) 400-1044/323-4170
Class Location B03	Office Location: By appointment
Time: Tuesday 4-5:50	Office Hours: By appointment
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### Required Textbooks:

Burns, Marilyn. (2010). *About Teaching Mathematics: A K-8 Resource* (3rd Ed.). Math Solutions. ISBN-978-0-941355-76-6

### Course Description:

This course prepares teacher candidates to teach mathematics in elementary schools. The focus of this course will be on understanding mathematical concepts and developing appropriate lessons and strategies for teaching mathematical concepts to all children. An emphasis is placed on meeting the needs of all learners in culturally diverse educational environments. Field experience is required. (Pre-requisites: MTH 277 & MTH 311)

### North Dakota Elementary Teacher Education Standards assessed for proficiency:

- 50015.2 Curriculum
  - 2a. Central Concepts, Tools of Inquiry, and Structures of Content
  - 2d. Mathematics
- 50015.3 Instruction
  - 3c. Development of Critical Thinking, Problem Solving and Performance Skills
- 50015.6 Instructional Technologies

### Course Student Outcomes:

Candidates will demonstrate the following knowledge and skills:	<i>Assessment</i>
Gain content knowledge necessary for effective teaching and learning in the area of math through class discussion, lesson plans and small group instruction.	Lesson plans Philosophy PLC
1. Develop the skills in teaching methodology that allow for the establishment and maintenance of an environment conducive to the learning of all students through class discussion, teacher interviews and small group instruction.	Lesson plans Unit

1. To use technology as a means of transforming teaching and learning in a small group lesson.	Common Core Lesson Plans
1. To develop effective communication and collaboration skills so that viable partnerships between colleagues, students, and families can be nurtured	PLC Instruction

**Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments**

ND ESPB Elementary Education Standard	Assessment	Program Outcome	Assessment
50015.3 Instruction: 3b. Adaptation to Diverse Students			<b>Lesson Plans Unit tied to the standards Professional Reading and discussions</b>
50015.5 Professionalism: 5c. Collaboration with Families			<b>observation of math lessons, math philosophy</b>
50015.5 Professionalism: 5d. Collaboration with Colleagues and the Community	<b>Math Environment , Philosophy, PLC</b>		<b>Math environment reflection Math Philosophy</b>

**United Tribes Technical College Teacher Education Conceptual Framework**

The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department’s conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

**Relatedness** is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

**Relevance** is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practica in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one’s life and interests.

**Respect** is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others’ contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

**Responsibility** is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

### **Course Attendance Policy**

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone's understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period.

### **Conference Attendance**

To support the UTTC motto, "Leadership Begins Here", all students are required to participate in the United Tribes Technical College Tribal Leader Summit & Trade Show September 6 – 8, 2016 at the Bismarck Event Center. Students are expected to be at the Summit from 1 PM – 3 PM on Tuesday and 9 AM – 3 PM on Wednesday and Thursday. Bussing to and from the campus will be provided. Sign in sheets will be available at the registration tables for all students to sign upon arrival and again at departure. Bussing to and from the campus will be provided.

For each session attended, the student is expected to write 3-4 sentences that connect the presentation to the "Tribal leadership" theme. Include the name of the presenter, a brief description of the content presented, presenter style, and a session-related reflection connecting the theme to something you learned. Visiting the exhibit hall can be included as a session. The reflection paper is considered an assignment for each one of the students' courses and is recorded as either points or a letter grade. One reflection paper can be submitted for multiple courses.

### **Course Attendance Policy**

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone's understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period. Your assignments that are due the date you are absent or tardy, will be subject to the late assignment policy (see **Policy for Late Submission**).

### **Policy for Late Submission**

Each student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of your peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements (homework) must be completed by the due date and will be collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. **No late assignments will be accepted. Any assignment not turned in by the time and date due will receive a grade of "0".**

### **Student Behavior in the Classroom**

UTTC students will conduct themselves in the classroom during class time in a responsible and respectful manner. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics. Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

### **Cell Phones**

Out of respect for the other students, instructor, and yourself it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (case worker, housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received the student should answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Cell phone use interferes with learning and teaching. Students will be staffed if they are unable to meet the expectations of this policy.

### **Students with Disabilities**

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Office of Disability Support Services coordinates reasonable support services, accommodations, and appropriate referrals aimed at removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disability Support Services office located in the Education Building Room 123. The DSS department can also be reached at 701.255.3285 ext: 1516.

### **Programmatic Procedures**

In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by students in this class may be randomly sampled for external review. This means that the instructor of this course may be asked to

provide samples of student and/or student work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

### **Plagiarism and Academic Integrity**

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work, you cannot let your friends prepare your assignments, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

### **Background Checks**

All students go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

### **Extra-curricular Activities**

Academic achievement is a top priority at United Tribes Technical College. If you are involved in extracurricular activities, you must be keeping up with your studies or instructors will not approve travel. Our job is to ensure that you have every opportunity for academic success by attending classes and completing assignments.

### **Class Cancellation Policy**

In every situation, the decision to cancel classes is taken very seriously. The reputation of the College and the integrity of the academic program rely on every class being conducted according

to the schedule. On the course schedule for this syllabus, the dates you will not have class are identified. These are circumstances that your instructor is aware of at the beginning of the semester when the campus is closed or the instructor and/or students have other commitments.

On rare occasions, there are unexpected emergencies that require class to be cancelled. If you want your instructor to contact you prior to class to let you know of a cancellation, be sure the instructor has your current phone number. Otherwise, if your instructor is not able to come to class, one of the other Teacher Education instructors will cover to make sure you get the educational experience you deserve.

**Evaluation of Student Performance (Including Grading Policy)**

<b>A</b>	<b>90-100%</b>	<b>C</b>	<b>70-79%</b>
<b>B</b>	<b>80-89%</b>	<b>D</b>	<b>60-69%</b>
	<b>Failing</b>	<b>Below 60%</b>	

<b>Assignment</b>	<b>Description</b>	<b>Points</b>
Common Core	Create Google drive and save common core for 1-8	50 points
Observations/Reflection	Math Environment, Math block, calendar <b>Choose one</b>	50 points
Observation	Observe cooperating teacher teaching math	50 points
Lesson Plans	<b>3</b> lessons plans for full math block including reflection & student work (paper, pictures, etc) <b>These must each receive 90% higher to pass the course</b>	100 points each
Math Philosophy	Philosophy on math block, environment, PLC, calendar, differentiation, pace, practicing skills, assessment, and delivery of math standards	100 points
Math Unit	5 activities tied to each domain of math standards for grade level. Activities will include standard, materials list, procedure, assessment, and any recording sheets. Final may be submitted in a folder in Google Docs or 3-ring binder. Use the format that works best for you.	300 points

During practicum: Choice to complete ONE of the following during first observations.

Math Environment: What do you notice about math in the classroom? Posters/anchor charts, math tools, student personal math tools If materials are differentiated, how do the students know? How are math tools accessed? What routines are in place? What else are you wondering?

Math Block: Time of day, length of block, how is the time used (mini-lesson, whole group, small group, independent practice, any technology utilized) How do the students know what


