

EDUC 3340.110, CRN 80323, Math Instruction for Teachers

Fall 2019 rev. 08.01.2019

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Carl Juenke

Office: Warrior Hall Rm. 322-P

Phone: 254-519-5795

Email: Use email within Canvas to correspond with me

Office Hours:

T: (8:30 a.m. – 10:45 a.m.)

W: (8:30 a.m. – 1:45 p.m.)

TH: (8:30 a.m. – 10:45 a.m.)

And as scheduled by appointment.

Mode of instruction and course access:

This course meets face-to-face. Students will participate in small group activities to achieve the Student Learning Outcomes for the course. If possible, students will work with small groups of students who are struggling in mathematics at a local elementary school.

This course uses the A&M-Central Texas Canvas Learning Management System
[<https://tamuct.instructure.com>].

Student-instructor interaction:

As this course is critical in the growth and development of you as a teacher, I am readily available to you. You can reach me at any time during my office hours, by email, or by phone. If you would like to request a conference, please email me and I will get back to you with available times. If I am unavailable and you need to speak with someone about your placement or in an emergency, please call (254) 519-8737.

911 Cellular:

Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description:

This course is intended for preservice teachers to plan, organize, deliver, and evaluate developmentally appropriate educational strategies and instructional techniques in teaching mathematics to diverse learners. The preservice teacher will develop responsive instruction appropriate for all learners which reflects an understanding of relevant mathematics content, promotes active engagement, and is based on continuous and appropriate assessment.

Course Objective: Upon successful completion of this course, the pre-service teacher will be able to plan, organize, deliver, and evaluate developmentally appropriate educational strategies and instructional techniques in teaching mathematics to diverse learners using student data and instructional technologies. The pre-service teacher will demonstrate knowledge and application of State Educator Standards in Mathematics.

Student Learning Outcomes:

Competency Goals Statements (certification or standards):

Mathematics Standard VII 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.

Mathematics Standard VIII 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.

Mathematics Standard IX Professional Development: The mathematics teacher understands mathematics teaching as a profession, knows the value and rewards of being a reflective practitioner, and realizes the importance of making a lifelong commitment to professional growth and development.

InTASC Standards

The Learner and Learning

Standard 1: Learner Development—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences—The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments—The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

Standard 4: Content Knowledge—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard 6: Assessment—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard 9: Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Required Reading and Textbook(s):

Van de Walle, J. A., Karp, K. S. & Bay-Williams, J. M. (2017). Elementary and middle school mathematics: Teaching developmentally (10th ed.). New York, NY: Pearson.

Suggested Textbook and Reading:

Boaler, J. (2016). *Mathematical mindsets*. San Francisco, CA: Jossey-Bass.

Grading Criteria Rubric and Conversion

| | | |
|---|--------------|--|
| A | (1000 – 900) | exceptional demonstration and deep coherent understanding |
| B | (899 – 800) | proficient understanding |
| C | (799 – 700) | acceptable understanding in most areas |
| D | (699 – 600) | developing understanding with some critical deficiencies |
| F | (599 – 0) | unsatisfactory understanding with significant deficiencies |

Posting of Grades

Final grades will be posted to Blackboard Learn after completion of course requirements.

COURSE REQUIREMENTS

Number Line Project – Students will create and maintain a number line of whole numbers, fractions, decimals, square roots, etc. (100 pts.)

Mini-Lessons: Students will create lesson activities/center activities to help students understand and explore the following mathematical concepts. Students will create the activity utilizing appropriate manipulatives to provide a concrete understanding of the concepts. Students must include an explanation/reflection for how they will use student data to inform instruction for subsequent lessons.

Number Sense (100 pts.)

Place Value (100 pts.)

Addition/Subtraction Facts (100 pts.)

Multiplication/Division Facts (100 pts.)

Fractions as Numbers (100 pts.)

Operations with Fractions (100 pts.)

Mathematical Growth Mindsets Project: Students will work in small groups to address specific components of mathematical growth mindsets. They will create an activity that supports mathematical growth mindsets. This project will be created and uploaded in Canvas (100 pts.).

Final Exam: Students will demonstrate understanding of specific topics covered during the 16-week course. Demonstrations will vary depending on the topic assigned. Students will work in partners to create their demonstration of learning and understanding (200 pts.).

COURSE OUTLINE AND CALENDAR
Complete Course Calendar

| Week | Topic | Resources/Readings | |
|------|---|--------------------|-----------|
| | | Van de Walle | Boaler |
| 1 | Review Syllabus and Course Requirements (Syllabus, Textbooks) | | |
| 2 | What it means to know and do mathematics | Ch. 1, 2 & 7 | |
| 3 | Early Number Concepts/The Brain and Mathematics Learning | Ch. 7 | Ch. 1 |
| 4 | Making Mistakes in Mathematics/Creating Mathematical Mindsets (Growth Mindsets) | | Ch. 2 & 4 |
| 5 | Mathematics and Growth Mindsets (cont'd.) | | Ch 9 |
| 6 | Fact Fluency/Place Value Concepts | Ch. 9 & 10 | |
| 7 | Operations (Addition/Subtraction/Multiplication/Division) | Ch. 8, 11, 12 | |
| 8 | Understanding Fractions as Numbers | Ch. 14 & 15 | |
| 9 | Decimals/Percent/Ratios/Proportions | Ch. 16 & 17 | |
| 10 | Developing Measurement Concepts | Ch. 18 | |
| 11 | Creating Rich Mathematical Tasks | | Ch. 5 |
| 12 | Classroom Presentations of Mini-Lessons | | |
| 13 | Classroom Presentations of Mini-Lessons | | |
| 14 | Classroom Presentations of Mini-Lessons | | |
| 15 | Classroom Presentations of Mini-Lessons | | |
| 16 | Final Exam Demonstrations Due | | |

Important University Dates:

| | |
|--|---|
| August 12, 2019 | Classes Begin for Minimester |
| August 23, 2019 | Classes End for Minimester |
| August 26, 2019 | Classes Begin for Fall Semester |
| August 26, 2019 | Add, Drop, and Late Registration Begins for 16- and First 8-week Classes \$25 Fee assessed for late registrants |
| August 28, 2019 | Deadline for Add, Drop, and Late Registration for 16- and First 8-week |
| September 2, 2019 | Labor Day (University Closed) |
| September 3, 2019 | Deadline to Drop First 8-week Classes with No Record |
| September 11, 2019 | Deadline to drop 16-week Classes with No Record |
| October 1, 2019 | Deadline for Teacher Education and Professional Certification Applications |
| October 4, 2019 | Deadline to Drop First 8-week Classes with a Quit (Q) or Withdraw (W) |
| October 15, 2019 | Deadline for Clinical Teaching/Practicum Applications |
| October 18, 2018 | Classes End for First 8-week Session |
| October 18, 2019 | Deadline to Withdraw from University for First 8-Week Classes (WF) |
| October 21, 2019 | Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants |
| October 21, 2019 | Classes Begin for Second 8-Week Session |
| October 21, 2019 | Class Schedule Published for Spring Semester |
| October 22, 2019 | Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm) |
| October 23, 2019 | Deadline for Add, Drop, and Late Registration for Second 8-Week Classes |
| October 25, 2019 | Deadline for Graduation Application for Ceremony Participation |
| October 28, 2019 | Deadline to Drop Second 8-Week Classes with No Record |
| November 4, 2019 | Registration Opens for Spring Semester |
| November 8, 2019 | Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W) |
| November 11, 2019 | Veteran's Day (University Closed) |
| November 28-29, 2019 | Thanksgiving (University Closed) |
| November 29, 2019 | Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W) |
| December 13, 2019 | Deadline for Applications for Tuition Rebate for Fall Graduation (5pm) |
| December 13, 2019 | Deadline for Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee |
| December 13, 2019 | Deadline to Withdraw from University for 16- and Second 8-Week Classes |
| December 13, 2019 | Fall Semester Ends |
| December 13, 2019 | Fall Commencement Ceremony |
| December 17, 2019 | Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm) |
| December 23, 2019 – January 1, 2020 | Winter Break (University Closed) |

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The

Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student

lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright. (2018) by *(Carl Juenke)* at Texas A&M University-Central Texas, *(College of Education)*; 1001 Leadership Place, Killeen, TX 76549; Phone (254-519-5795); Email *(cjuenke@tamuct.edu)*