

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION**

**EDMS 543B Elementary Mathematics Education  
UH 237, Monday 4:00-6:45  
Fall 2010  
CRN 41083**

**Professor: Susan Ritchie  
Phone: (760) 310-1990  
E-Mail: sritchie@csusm.edu  
Office Hours: by appt.**

---

**College of Education Mission Statement**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (*Adopted by COE Governance Community, October, 1997*).

---

**Course Description and Objectives**

EDMS 543 focuses on how children develop mathematical understanding; children's mathematical thinking, curriculum development; methods, materials, planning, organization and assessment in various elementary school curricula; and curriculum integration. Methods of cross-cultural language and academic development are integrated into the course.

Learning to teach mathematics well is challenging and, therefore, this course will only begin your education in learning how to teach mathematics. This course is but one stage in your process of becoming a mathematics teacher. We are expected to: (a) deepen our understanding of the mathematics taught at the elementary level, including such topics as place value, base systems, number theory, fractions, proportions, statistics, and algebra, (b) develop an understanding of the current issues and practices in mathematics education, (c) develop a familiarity with the NCTM and California learning standards, (d) develop an understanding of children's content specific thinking, (e) learn to teach content specific concepts using effective and appropriate strategies, including the educational use of technology, (f) practice how to teach for mathematical understanding, and (g) develop strategies to create a classroom environment that promotes the investigation and growth of mathematical ideas and to ensure the success of all students in multi-cultural settings.

**Course Prerequisites**

- Admission to the Multiple Subject Credential Program
- Commitment to help children understand and do mathematics

**Required Texts**

- Van de Walle, John A. (2010). *Elementary and middle school mathematics: Teaching developmentally* (7<sup>th</sup> ed.). Boston: Pearson Education, Inc.
- California Department of Education (2000). *Mathematics Content Standards for California Public Schools, Kindergarten Through Grade Twelve*. Sacramento, CA: Author. This document can be found at: <http://www.cde.ca.gov/ci/ma/cf/index.asp>
- National Council of Teachers of Mathematics (2000). *Principles and standards for school mathematics*. Reston, VA: author. Can be found on the WWW at: <http://standards.nctm.org/>
- Star Test Blueprints for Standards Items: <http://www.cde.ca.gov/ta/tg/sr/blueprints.asp>

### **Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

*(Approved by CCTC in SB 2042 Program Standards, August 02)*

### **STUDENT LEARNING OUTCOMES**

#### **Teacher Performance Expectation (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

TPE 1A, TPE 2

#### **California Teacher Performance Assessment (CalTPA)**

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided:

<http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

#### **College of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

*(Adopted by the COE Governance Community, December, 1997).*

**For every absence you will lose 5 points. You are able to earn extra credit for one absence. If you miss two class sessions or are late (or leave early) more than three sessions, you cannot receive a grade of "A".** Should you have extenuating circumstances, contact the instructor as soon as possible. Please discuss with me any extenuating circumstances that will cause you to miss class prior to your absence. Attendance will be taken at each class session. Furthermore, grades on assignments turned in late will be lowered unless **prior arrangements** have been made with the instructor.

## Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### Course Requirements

**Reading Reflections** - Students will reflect on the assigned readings for chapters 1&2; 3; 4; 5; 6&7. These reflections should clearly articulate your thoughts on the chapter's and discuss how you might specifically apply what you learned from the reading as a teacher in the classroom. Cougar Courses will be used for the purpose of written reflections and discussion. (15 points)

**Math Chapter Presentation & Activity**- You and a small group (4-5) will present a chapter review and teach a short 5-10 minute math activity from our text. Your group will have an hour to present the chapter and rotate through each of the group members' activity. You will sign up for a specific chapter and class session. (10 points)

**Student Interviews** - You will conduct a series of two different student interviews based on questions provided in class. For each interview, you will pose mathematical problems to any one student at a predetermined grade level. The purpose is to get you to begin thinking about students' mathematical understanding, to learn how to effectively pose questions and interpret the meaning of students' answers, and to provide you with an opportunity to interact with students. (20 points)

**Mathematical Resources & Lesson** – Working in small groups or with a partner, your team will first compile 10 resources each on a predetermined mathematical topic (10 points). Each student will design a lesson (with a COE Lesson Plan) that you will present and videotape in an elementary classroom (30 Points). The purpose of this activity is to help you learn how to design effective mathematical activities, to provide you with an opportunity to begin compiling mathematical resources, and to provide an opportunity for you to practice teaching mathematics. (40 points total)

**Participation & Professionalism** - This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities. (15 points)

**For every absence you will lose 5 points. You are able to earn extra credit for one absence. Extra Credit (5 points): Extra Interview**

### Grading Standards

Grades will be based on the following grading scale:

A	93 – 100%
A-	90 - 92%
B+	88 – 89%
B	83 – 87%
B-	80 – 82%
C+	78 – 79%
C	73 – 77%
C-	70 – 72%

### **All University Writing Requirement**

The CSUSM writing requirement of 2500 words is met through the completion of course assignments. Therefore, all writing will be looked at for content, organization, grammar, spelling, and format.

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **Plagiarism:**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **USE of TECHNOLOGY**

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. Most assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

### **Electronic Communication Protocol:**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Date	Topic	Assignment to be Completed BEFORE Class Session
Session 1 <u>8/30/10</u>	Introduction to Mathematics Education Professionalism	
Session 2 <u>9/6/10</u>	No class- holiday	
Session 3 <u>9/13/10</u>	Developing Mathematical Understanding Characteristics of an Effective Classroom	Van de Walle: chapter 1 & 2 (reflection-Cougar Courses)
Session 4 <u>9/20/10</u>	Student Thinking/ Teaching Through Problem Solving	Van de Walle: chapter 3 (reflection- Cougar Courses)
Session 5 <u>9/27/10</u>	Planning in the Problem-Based Classroom Lesson Design	Van de Walle: chapter 4 (reflection- Cougar Courses)
Session 6 <u>10/4/10</u>	Student Thinking/ Assessment Student Interviews	Van de Walle: chapter 5 (reflection- Cougar Courses)
Session 7 <u>10/11/10</u>	Student Populations Technology	Van de Walle: chapter 6 & 7 (reflection-Cougar Courses) Lesson Resources Due
Session 8 <u>10/18/10</u>	Number Concepts and Operations	Van de Walle: chapter 8 & 9 presentation Student Interview #1 Due
Session 9 <u>10/25/10</u>	Basic Facts and Place Value	Van de Walle: chapter 10 & 11 presentation
Session 10 <u>11/1/10</u>	Strategies for Whole-Number Computation	Van de Walle: chapter 12 & 13 Lesson Plan Due
Session 11 <u>11/8/10</u>	Algebraic Thinking	Van de Walle: chapter 14 presentation
Session 12 <u>11/15/10</u>	Fractions Decimals, Percents, Ratio & Proportion	Van de Walle: chapters 15, 16 presentation 17, 18,
Session 13 <u>11/22/10</u>	Thanksgiving Day- no class	Interview #2 Due
Session 14 <u>11/29/10</u>	Measurement & Geometry	Van de Walle: chapter 19 & 20 presentation Lesson Plan Presentation

Session 15 <u>12/6/10</u>	Data Analysis & Probability	Van de Walle: chapter 21 & 22 <b>Lesson Plan Presentations</b>
------------------------------	-----------------------------	---

### Math Chapter Presentation and Activity

EDMS 543

The purpose of this assignment is to provide you with opportunities to (1) experience teaching a math activity in a small group setting, (2) reflect on student learning, (3) set up learning centers in a classroom and rotate students through various activities.

This assignment will be completed with a small group of 4-5 members. Each group will select a math topic in K-8 curriculum and be responsible for presenting the correspondent chapters in the textbook. Each member will also select an activity from the chapters to present to a small group in class. The activities will be taken from the chapters and are intended to help the class understand the big ideas in the chapters. Each individual activity should take about 7-10 minutes.

Each member will also need to write a short 1 page reflection (due 1 week after you have taught your activity). This reflection should be written after having a discussion with your group members. The reflection has two components:

- 1) The effectiveness of your group presentation. How did the class demonstrate their understanding of the materials in your group presentation? Were they engaged and showing interest? Was your presentation accessible to the class?
- 2) The effectiveness of you individual math activity. How were your learners able to complete the activity (making content accessible)? What worked and what didn't (student engagement)? How were you able to assess their understanding.

You will submit a copy of your reflection on-line in Cougar Courses. (10 points)

### Math Activity Assignment

	<b>1 pt. Developing</b>	<b>3 pt. Nearly Meets</b>	<b>4 pt. Meets</b>	<b>5 pt. Exceeds</b>
Making Content Accessible	Candidates' plan and presentation will demonstrate little to no understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum	Candidates' plan and presentation will demonstrate some understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum	Candidates' plan and presentation will demonstrate considerable understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum	Candidates' plan and presentation will demonstrate exceptional understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum.
Student Engagement	Candidates' plan and presentation will demonstrate little to no understanding in the use of	Candidates' plan and presentation will demonstrate some understanding in the use of	Candidates' plan and presentation will demonstrate considerable understanding in the use of	Candidates' plan and presentation will demonstrate exceptional understanding in the use of

	pedagogical strategies that will engage all students in the mathematics curriculum	pedagogical strategies that will engage all students in the mathematics curriculum	pedagogical strategies that will engage all students in the mathematics curriculum	pedagogical strategies that will engage all students in the mathematics curriculum
--	--	--	--	--

## STUDENT INTERVIEW GUIDELINES

EDMS 543

Student interviews are designed to provide students with opportunities to focus on a single child's thinking about mathematics. It will also help students to improve their use of inquiry for assessment purposes and to better understand elementary level students with different understandings.

You will interview one child for each content interview (make sure to look at the appropriate grade level for each interview) and write up your evaluation of the student (please also submit the child's written work attached to your paper). Everyone will conduct Interview 1 and pick any other topic for your second interview. Questions are provided in Cougar Courses.

### Prior to the interview

- You should arrange with a teacher (or parent of a child you know) to interview one child for 20-30 minutes in a quiet place outside the classroom, if possible.
- Provide the teacher with some understanding of what the interview will contain and see if he/she has any thoughts about how this child will do on the assessment.
- Develop a list of questions you may want to use if the child is not forthcoming with a response. For example, if the child says "I just knew it", you might respond with "What did you think about first?" or "If you were helping a friend, how would you explain what you did?"

### During the interview

Work with the child individually. Begin the interview by informing the child that you will be giving him/her a series of math problems to solve and that you are interested in his/her thinking process and in the strategies s/he uses to solve these problems. Inform the child that s/he can solve the problems in any way s/he wants. Please remind the child that the interview is voluntary and that s/he can end the interview at any time (if a student does end early then please find another willing student). Do everything you can to help make the child comfortable.

Orally provide the child with each problem, posing them one at a time, you received from class and provide him/her with sufficient time to complete each problem. You may also want to provide the child with a written copy of each problem and/or manipulatives.

After the child answers each problem you should ask a variety of questions that will help you to better understand the child's thinking and to assess his/her mathematical understanding. **You will want to note the questions you ask and the child's responses** and it may be necessary to ask the child to wait while you are writing -- it is OK to ask the child to wait. **You should not tape-record/video-tape the interview without parental permission.**

### **During the interview, be sure to consider the following:**

- The best thing you can be is genuinely curious. Remember the point of the interview is to discover how the child thinks -- ***NOT*** to guide the child to the correct answer (try to fight the urge to be "teacher").
- Offer manipulatives and other strategies/methods to support the student and their ability to solve the problems and demonstrate their thinking.
- Be careful to respond similarly to correct and incorrect answers. Be curious about all solution strategies -- not just the ones leading to incorrect solutions.
- Your primary role is to listen. Make sure you allow enough "wait time" -- children need time to think before answering.
- Make sure the child feels comfortable during the entire interview. If the child clearly cannot answer a problem, move on to the next problem. If you feel that the child is really struggling and frustrated, you may want to end the interview or give the child a problem you are fairly certain s/he can solve and then end the interview. If you cut an interview short because of student difficulty, be sure to discuss your reasoning in your write-up.

### **After the interview**

You should write a two page reflection that includes a complete description of the interview with the student responses as well as a brief discussion on each of the following two points:

- What specifically did you learn about this child's mathematical understanding? Here you will want to make some claims about the mathematics your student understands or doesn't understand. I am looking for more of an explanation than just your student could or couldn't solve a particular problem.
- What specifically might you do for this child if you were his/her teacher? Here you might want to include discussions about such issues as curriculum, instructional strategies, etc.

### **Grading:**

Each interview will be worth a total of 10 points. More specifically, I will be looking for nicely written papers that clearly and specifically express what you learned about: 1) the child's mathematical understanding and 2) what you would do next for this child if you were his/her teacher (again be specific here). For example, you might recognize that this student lacks a conceptual understanding of multiplication – so as this child's teacher you might want to pose meaningful problems related to multiplication, etc.

\*NOTE: When you turn in your write-up, you should also include the child's written work (if it exists) and without the student's "actual" name listed.



## Student Interviews Assignment EDMS 543

	<b>.5 pts Developing</b>	<b>1 pt. Nearly Meets</b>	<b>1.5 pts Meets</b>	<b>2 pts Exceeds</b>
Subject Specific Pedagogical skills for MS Teaching Assignment (Teaching Mathematics in a Multiple Subject Assignment)	Candidate's assessment and recommendations from the student interview demonstrates little to no understanding of how to teach the state adopted academic content standard in mathematics	Candidate's assessment and recommendations from the student interview demonstrates some understanding of how to teach the state adopted academic content standard in mathematics	Candidate's assessment and recommendations from the student interview demonstrates considerable understanding of how to teach the state adopted academic content standard in mathematics	Candidate's assessment and recommendations from the student interview demonstrates exceptional understanding of how to teach the state adopted academic content standard in mathematics
Monitoring Student Learning During Instruction	Candidate's assessment and recommendations from the student interview demonstrates little to no understanding of how to monitor student learning and how to effectively make use of this information when teaching.	Candidate's assessment and recommendations from the student interview demonstrates some understanding of how to monitor student learning and how to effectively make use of this information when teaching.	Candidate's assessment and recommendations from the student interview demonstrates considerable understanding of how to monitor student learning and how to effectively make use of this information when teaching.	Candidate's assessment and recommendations from the student interview demonstrates exceptional understanding of how to monitor student learning and how to effectively make use of this information when teaching.
Interpretation and Use of Assessments	Candidate demonstrates little to no understanding of how to effectively assess students' content knowledge through the use of student interviews.	Candidate demonstrates some understanding of how to effectively assess students' content knowledge through the use of student interviews.	Candidate demonstrates considerable understanding of how to effectively assess students' content knowledge through the use of student interviews.	Candidate demonstrates exceptional understanding of how to effectively assess students' content knowledge through the use of student interviews.
Developmentally Appropriate Teaching Practices	Candidates' will demonstrate little to no understanding in the use of developmentally appropriate teaching practices.	Candidates' will demonstrate some understanding in the use of developmentally appropriate teaching practices.	Candidates' will demonstrate considerable understanding in the use of developmentally appropriate teaching practices.	Candidates' will demonstrate exceptional understanding in the use of developmentally appropriate teaching practices.
Making Content Accessible	Candidate's recommendations from the student interview demonstrates little to no understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum	Candidate's recommendations from the student interview demonstrates some understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum	Candidate's recommendations from the student interview demonstrates considerable understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum	Candidate's recommendations from the student interview demonstrates exceptional understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum

## MATHEMATICAL RESOURCES ASSIGNMENT

### EDMS 543

In preparation for your Classroom Presentation Assignment, your "content group" will construct an Annotated List of Resources that your fellow colleagues will find helpful when teaching your mathematical topic to students. Your list should include resources that directly relate to your mathematical topic (e.g., algebra, geometry, etc.). For example, you should include such things as children's literature, teacher support materials, manipulatives, WWW locations, research articles, videos or movies, software, etc. Please include any useful information that you find when researching your topic so that your colleagues can learn from your work (but do not include duplicated pages from teacher workbooks, rather provide citations along with short descriptions of your resources). I will be looking to find well-constructed packets of information. If you partition the workload it should not be an overwhelming task. If each group prepares a packet of materials that is filled with important resources, and we share that information in class, then you will each have a wealth of information on some of the important mathematical resources for use when you teach! A general "rule of thumb" might be for your group to try and find 5 resources in each of the areas mentioned (a minimum of 10 resources per group member). Some topics will naturally have more resources than other topics.

Your group will need to turn in one nicely prepared copy of your List of Resources. Your group should also be prepared to include in your lesson presentation some highlights of the resources you found (consider bringing in a few of the items that you found most helpful when planning your presentation and resources for these materials).

This project is purposefully open-ended in the hopes that you will go out and find some great resources for your mathematical topic and for your presentation. You should talk with your master teachers, use the internet, and make use of materials I provide. However, if you have any questions or challenges finding resources, please be sure to ask (I am happy to provide support...I want these to be good so they are good resources)!

### **Mathematical Lessons:**

Working in small groups or with a partner, students will demonstrate various methods to teach a mathematical concept. Groups of two-four will work together to prepare lessons in a given strand of the elementary math curriculum. You will teach this lesson in your practicum classroom and have it videotaped (if possible). You will sign up to present your lesson to our class. This can be demonstrated through your video or a slideshow with pictures of the lesson or student work samples from your lesson. A complete COE Lesson Plan needs to be turned in as well as a reflection.

**LESSON DESIGN ASSIGNMENT GRADING RUBRIC**  
EDMS 543

Design Component & Criteria	Approaching	Meets (includes the criteria for Approaching)	Exceeds (includes the criteria for Approaching & Meets)
<b>Part I. Elements of Learning Experience (2 points)</b>			
<b>Title, Grade Level, &amp; Time</b> (.3 pts.)	Provides a title that is related to the lesson activity; provides grade level and time allocation ...	& title addresses the math concepts in the lesson; appropriate grade level and time allocation ...	& describes where the title fits within a unit plan.
<b>Math Concept(s)</b> (.5 pts.)	Provides a description of the math concepts in the lesson...	& the description is correct and is distinct from a lesson objective...	& the description contains essential math concepts (“big ideas”).
<b>CA Standards and Lesson-specific Learning Objectives</b> (.5 pts.)	CA Standards are identified and each is addressed in a learning objective or a set of objectives ...	& each learning objective is clearly stated in terms of what students are expected to know and do ...	& identifies which of the three facets of mathematics learning (procedural proficiency, conceptual understanding, & problem solving) each learning objective is designed to address.
<b>List of materials</b> (.3 pts.)	Provides a list of materials ...	& the materials are appropriate...	& effective materials that help achieve the learning objectives; if uncommon materials are used, describes how to obtain and/or produce them.
<b>Class Description and Developmental Needs</b> (.4 pts.)	Provides the class demographic information; describes students' prior knowledge & experience...	& includes developmental needs of the students...	& includes ALL groups of students who present a different instructional challenge (ELL, Special Ed, GATE, etc.) and their particular learning needs.
<b>Part II. Assessment Plan (5 points)</b>			
<b>Assessment Strategies</b> 3 points	Provides assessment strategies for each objective ...	& articulates if each strategy is <i>entry-level</i> , <i>progress monitoring</i> or <i>summative</i> assessment; clearly describes types of assessment, purpose and implementation...	& provides multiple opportunities for the instructor to check for understanding..
<b>Criteria or Rubrics</b> 2 points	Provides a set of criteria or rubrics for assessing student learning...	& clearly communicate to students about the expectations...	& provide evidence of addressing all learning objectives.
<b>Part III. Instructional Strategies (15 points)</b>			
<b>The <i>Launch</i> Phase (Anticipatory Set and Teaching to the Objective)</b> 5 points	Provides an introduction to the lesson ...	& effective introduction that motivates students, challenging/interesting problem(s) that orient student thinking and engages all learners...	& establishes expectations and provides script for teacher and times for each activity.
<b>The <i>Explore</i> Phase (Guided Practice)</b> 5 points	Describes how you will help students explore the math concepts in the lesson	& details the steps that build students’ conceptual understanding (cognitively	& provides script for teacher and times for each activity; predicts what

	...	demanding tasks instead of merely rule-oriented drill); provides hints/assists and questions you might give as students work ...	might happen, provides accommodations and modifications for students who may struggle.
<b>The Summarize Phase Independent Practice and Reflection)</b> 5 points	Describes how you will wrap up the lesson and structure opportunities for practice at the appropriate level of difficulty for the various students...	& clearly describes how you will format the discussion of the learning task, what questions will you ask to encourage students to draw conclusions and to extend their thinking, etc. ...	& provides strategies for increasing students' reflection and meta-cognition between lesson content and the outside world.
<b>Part IV. Differentiation Strategies (3 points)--</b> Choose ONE group of students who present a different instructional challenge such as ELL, GATE, Special education, etc.)			
<b>Differentiation</b>	Describes the differentiation strategy for the chosen group of students...	& articulates how the strategy addresses the students' identity and developmental needs (readiness, interest or learning profile)...	& provides how the strategy will be assessed for effectiveness and altered if needed.
<b>Part V. Rationale &amp; Reflection (5 points)</b>			
<b>Videotaping &amp; Reflection</b>	Videotapes the implementation of the lesson and reflects on what works and what does not work...	& includes an in-depth analysis of students' learning outcomes...	& provides specific and effective strategies for improving the lesson.
<b>Part VI. Annotated List of Recourses (10 points)</b>			
<b>Reference List/ Resources</b>	Provides 10 reference items that are specifically related to the lesson...	& for each item, provides an annotated description...	& each annotated description details how the item can be used in teaching/learning.

Total: 40 points. **Due date:**