

**CALIFORNIA STATE UNIVERSITY SAN MARCOS  
COLLEGE OF EDUCATION (Fall 2009)**

**EDMS 543 (3) –Elementary Mathematics Education (3 Units)  
Monday: 8:30 AM – 3:00 PM (Bonsall Elementary School- Rm 204)**

**Professor:** Ingrid M. Flores, Ed.D  
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**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**

This course 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. The course requires observation/participation in the public schools.

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/CLAD Teacher Credential Program is a prerequisite.

**Course Objectives**

1. Using reflective writings, teacher candidates will provide ongoing evidence of good depth of understanding as well as application to the classroom, of chosen ideas from weekly assigned readings.
2. Using the interview process to apply the pedagogical content knowledge that is being learned in the course, teacher candidates will improve their use of inquiry for assessment purposes by focusing on students' thinking about mathematics to better understand elementary level students with different understandings.
3. By merging theory and practice in order to enable their future students to understand a mathematical topic and make connections among ideas related to this topic, teacher candidates will participate in the design, construction, and presentation of a reform-minded mathematical activity (lesson design) that focuses on students' mathematical thinking.
4. By compiling an effective list of resources on a predetermined math topic, teacher candidates will

demonstrate evidence that they are able to provide students with access to a balanced and comprehensive mathematics curriculum that promotes and enhances student learning and understanding, and provides conceptual understanding of the logic and structure of mathematics, problem-solving skills, and computational and procedural skills.

5. Teacher candidates will engage in coursework that leads to preparation for engaging in Teaching Performance Assessment (TPA) tasks.

### **Unique Course Requirements**

Students will be required to have access to children in a grade K-6 for the purpose of conducting a series of math interviews to learn about how children think and problem solve.

### **Required Texts**

- Van de Walle, J. A., Karp, K. M., & Bay-Williams, J. M. (2010). *Elementary and middle school mathematics: Teaching developmentally* (7th ed). Boston: Allyn & Bacon, Inc. ISBN: 978-0-205-57352-3  
The text has a companion Web site:
- California Department of Education (2006). *Mathematics framework for California public schools, kindergarten through grade twelve* (2006 Revised Ed.). Sacramento, CA: Author. This document can be found on the WWW at:  
<http://www.cde.ca.gov/ci/ma/cf/documents/mathfrwkcomplete.pdf>. The Web site contains a downloadable PDF file. There are also copies in the library for checkout.
- Turnbull, A., Turnbull, R., & Wehmeyer, M. (2010). *Exceptional lives: Special education in today's schools*. (6<sup>th</sup> ed). Upper Saddle River, NJ: Pearson/Merrill. ISBN: 978-0-13-502696-0

**You are required to access the following Web sites and materials for this course.**

- National Council of Teachers of Mathematics (2000). *Principles and standards for school mathematics*. Reston, VA: Author. This document can be found at: <http://standards.nctm.org/document/index.htm>
- Star Test Blueprints for Standards Items (grades 2-7)  
<http://www.cde.ca.gov/ta/tg/sr/documents/math1105.doc>

## **INFUSED COMPETENCIES**

### **Special Education**

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

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

The CSUSM 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)*

### **Technology**

This course infuses technology competencies to prepare candidates to use technologies, emphasizing their use in both teaching practice and student learning. Students are expected to demonstrate competency in the use of various forms of technology (i.e., word processing, electronic mail, WebCT 6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Please keep a digital copy of all assignments.

You must use your WebCT email account for this class. The best way to contact me is by WebCT e-mail.

## COURSE POLICIES

### **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. Absences and late arrivals/early departures will affect the final grade. 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 this class, if you miss one class session or are late (or leave early) more than two sessions, you cannot receive a grade of "A" and your highest possible grade is a "B". If you miss two class sessions, your highest possible grade is a "C+". **Attendance will be taken at each class session.**

If possible, please discuss with the instructor any extenuating circumstances that will cause you to miss class prior to your absence. Absence is no excuse for not turning in assignments, as they may be sent electronically (e-mail) to the instructor if an absence arises or is anticipated. Please ensure that e-mailed assignments are sent by the start of the class session that the assignment is due. **NOTE: With few exceptions, late assignments will not be accepted.**

### **All University Writing Requirement**

In keeping with the All-University Writing Requirement, all 3-unit courses must have a writing component of at least 2,500 words (approximately 10 pages), which can be administered in a variety of ways. Writing requirements for this course will be met as described in the assignments.

### **Computer Use During Class Sessions**

You are welcome to use a laptop computer in class when working on class assignments, for example. However, you will need to save checking email or other personal computer use for time outside of class. Most students find it disruptive when they are focusing on class activities or listening to presentations and can hear keyboarding in the classroom. Your kind consideration is greatly appreciated by all!

### **Person-First Language**

Use "person-first" language in all written and oral assignments and discussions (e.g., "student with autism" rather than "autistic student"). Disabilities are not persons and they do not define persons, so do not replace person-nouns with disability-nouns. Further, emphasize the person, not the disability, by putting the person-noun first.

### **Students With Disabilities Requiring Reasonable Accommodations**

Students must be approved for services by providing appropriate and recent documentation to the Office of Disabled 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.

### **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.

## **STUDENT LEARNING OUTCOMES**

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

The course objectives, assignments, and assessments have been aligned with the CTC standards for the 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.

### **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/StudentInfoTPA.html>

## **COURSE REQUIREMENTS/ASSIGNMENTS**

Each written assignment is expected to have a clear organizational presentation and be free of grammar, punctuation and spelling errors. There will be a reduction in points for the above mentioned errors. Late assignments will not be accepted. Prepare carefully for class, be ready to discuss readings and assignments thoughtfully and actively participate in all class activities. Note the Description of Exemplary Students in this syllabus (p. 6).

- |   |     |
|---|-----|
| 1. Active Participation and Collaboration (all or nothing credit given) | 10% |
| 2. Reading Accountability: Reflection Papers and Classroom Activities   | 15% |
| 3. Student Interviews   | 20% |
| 4. Mathematical Lesson Design   | 30% |
| 5. Mathematical Resources List  | 15% |
| 6. Mathematics Learning Activity (Small Group)                          | 10% |

## DESCRIPTIONS OF ASSIGNMENTS

The relative weight for each assignment is indicated as a percentage of the total course grade.

*Detailed assignment guidelines and scoring rubrics (course packet) will be given in class. The course calendar/topics schedule is attached to this syllabus.*

### **Active Participation and Collaboration (10%) - Individual**

Defined as actively engaging and contributing in all class discussions and activities, students will be evaluated daily. You are expected to actively participate in discussions, group work, presentations, and hands-on activities throughout the course. A positive professional disposition includes a willingness to consider and discuss new ideas objectively and to exhibit curiosity, perseverance and seriousness about improving oneself as a teacher. All students are expected to exhibit professional behavior and demeanor at all times. All or nothing credit is given for this course component.

### **Reading Accountability: Reflection Papers and Classroom Activities (15%) – Individual**

Each week students will either:

- 1) Write a "meaningful" reflection paper based on (a) the text material assigned to be read for that week OR (b) a pressing issue in mathematics education per the instructor's guidelines.
- 2) Engage in classroom activities that are designed for students to demonstrate their understanding of the text readings

Each reflection paper and classroom activity will be worth 10 points. The reflection paper should be one full page in length (use an "11" font, line spacing of 1.5, with **only** your name and class session number as a heading). Each paper should clearly articulate your thoughts on the assigned readings and how you might **specifically apply** what you learned from the articles as a teacher in the classroom. Please do not repeat verbatim or quote from the readings. **Other written assignments may be given that will substitute the written reflection but not the reading assignment.** These will require more than 1 page in length.

### **Student Interviews (20%) - Individual Write-ups**

You will conduct two different student interviews based on questions provided in class. Each interview is worth 10 points. 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, interpret the meaning of students' responses, and to provide you with an opportunity to interact with students. For each interview, you need to submit a report of no more than two pages. Please include the child's written work. You may work with a peer in the interviewing process, but each needs to write his/her own report.

### **Mathematical Lesson Design (30%) - Group**

The purpose of this assignment is to help you learn how to design effective mathematical activities and lessons and to provide an opportunity for you to practice teaching mathematics. Working in small groups of 2-3 members, your team will design one standards-based lesson (approximately 40 mins in length) that you will present in an elementary school class. A draft of the lesson should be submitted for review before the lesson is taught to students. More specific details will be given in class. The lesson plan template is attached to this syllabus.

### **Mathematical Resources List (15%) - Group**

You will compile a resources list related to the mathematical topic of your lesson design. The purpose is to investigate what information is available that relates to your mathematical topic, to compile a thorough, effective list of such resources to demonstrate evidence that you are able to provide students with access to a balanced and comprehensive mathematics curriculum. More specific details will be given in class and posted to WebCT.

### **Mathematics Learning Activity (10%) (small groups comprised of individual work)**

The class will form groups of 5-6 members, and each group will be assigned a mathematical area in the elementary school curriculum K-5 (see course schedule). Each group member needs to design a 5-10 minute learning activity in the assigned area (each member within a topic group will choose a grade level) and then teach the activity in our EDMS 543 class. In addition, you need to write a detailed description of the learning activity and provide teaching tips for your activity. Your activity will be posted on the appropriate thread of the discussion board on WebCT, where a collection of approximately 30 learning activities will be available for your future teaching.

**GRADING SCALE:** Grades for this course will be based on the following grading scale:

A = 93% - 100 %	A- = 90% - 92%	B+ = 87% - 89%	B = 83% - 86 %	B- = 80% - 82%
C+ = 77% - 79%	C = 73% - 76 %	C- = 70% - 72%	D = 60% - 69%	F = below 60

**Exemplary “A” Students:**

- Demonstrate serious commitment to their learning, making full use of the learning opportunities available and searching out the implications of their learning for future use.
- Complete all assignments thoroughly and thoughtfully toward the goal of developing in-depth math projects.
- Make insightful connections between all assignments and their developing overall understanding of mathematical concepts; they continually question and examine concepts in a genuine spirit of inquiry.
- Students show a high level of achievement of course goals.

**“B” Students:**

- Simply comply with the course requirements and expectations.
- Complete all assignments, usually thoroughly and thoughtfully.
- Usually connect assignments to their developing overall understanding of mathematical concepts; may be satisfied with accepting their learning as it is received without deeply examining concepts or seeking a higher level of understanding.
- Students show reasonable achievement of course goals.

**Remember! You are required to maintain a B average (3.0 GPA) in your teacher education courses to receive a teaching credential in the State of California.**

## Lesson Design and Presentation Assignment

EDMS 543

	<b>Developing</b>	<b>Nearly Meets</b>	<b>Meets</b>	<b>Exceeds</b>
<b>TPE 1, 1a</b> Subject Specific Pedagogical skills for MS Teaching Assignment (Teaching Mathematics in a Multiple Subject Assignment)	Candidates' lesson design and presentation demonstrates little to no understanding of how to teach the state adopted academic content standard in mathematics	Candidates' lesson design and presentation demonstrates some understanding of how to teach the state adopted academic content standard in mathematics	Candidates' lesson design and presentation demonstrates considerable understanding of how to teach the state adopted academic content standard in mathematics	Candidates' lesson design and presentation demonstrates exceptional understanding of how to teach the state adopted academic content standard in mathematics
<b>TPE 2</b> Monitoring Student Learning During Instruction	Candidates' lesson plan and presentation demonstrates little to no understanding of how to monitor student learning and how to effectively make use of this information when teaching.	Candidates' lesson plan and presentation demonstrates some understanding of how to monitor student learning and how to effectively make use of this information when teaching.	Candidates' lesson plan and presentation demonstrates considerable understanding of how to monitor student learning and how to effectively make use of this information when teaching.	Candidates' lesson plan and presentation demonstrates exceptional understanding of how to monitor student learning and how to effectively make use of this information when teaching.
<b>TPE 4</b> Making Content Accessible	Candidates' lesson design 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' lesson design and presentation will demonstrate some understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum	Candidates' lesson design and presentation will demonstrate considerable understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum	Candidates' lesson design and presentation will demonstrate exceptional understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum
<b>TPE 6a, 6b</b> Developmentally Appropriate Teaching Practices – Grades K-3 & 4-8	Candidates' lesson design and presentation will demonstrate little to no understanding in the use of developmentally appropriate teaching practices.	Candidates' lesson design and presentation will demonstrate some understanding in the use of developmentally appropriate teaching practices.	Candidates' lesson design and presentation will demonstrate considerable understanding in the use of developmentally appropriate teaching practices.	Candidates' lesson design and presentation will demonstrate exceptional understanding in the use of developmentally appropriate teaching practices.
<b>Lesson Plan</b>	Candidates' lesson plan demonstrates little to no understanding of COE lesson plan format..	Candidates' lesson plan demonstrates some understanding of COE lesson plan format..	Candidates' lesson plan demonstrates considerable understanding of COE lesson plan format..	Candidates' lesson plan demonstrates exceptional understanding of COE lesson plan format..

Secondary TPE's for this Assignment

- TPE 2 – Monitoring Student Learning During Instruction
- TPE 5 – Student Engagement
- TPE 9 – Instructional Planning
- TPE 10 – Instructional Time
- TPE 11 – Social Environment

**Mathematics Lesson Resources Assignment**  
EDMS 543

	<b>10 Developing</b>	<b>15 Nearly Meets</b>	<b>20 Meets</b>	<b>25 Exceeds</b>
<b>TPE 4</b> Making Content Accessible	Candidates' resources and descriptions will demonstrate little to no understanding of how instructional resources can help provide all students with access to a balanced and comprehensive curriculum.	Candidates' resources and descriptions will demonstrate some understanding of how instructional resources can help provide all students with access to a balanced and comprehensive curriculum.	Candidates' resources and descriptions will demonstrate considerable understanding of how instructional resources can help provide all students with access to a balanced and comprehensive curriculum.	Candidates' resources and descriptions will demonstrate exceptional understanding of how instructional resources can help provide all students with access to a balanced and comprehensive curriculum.

Secondary TPE's for this Assignment

- TPE 1a – Subject-Specific Pedagogical Skills for MS Teaching Assignments (Teaching Mathematics in a MS Assignment)
- TPE 5 – Student Engagement



**Student Interviews Assignment: EDMS 543**

	<b>1 pts Developing</b>	<b>4 pts Nearly Meets</b>	<b>7 pts Meets</b>	<b>10 pts Exceeds</b>
<b>TPE 1, 1a</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
<b>TPE 2</b> 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.
<b>TPE 3</b> 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.
<b>TPE 4</b> 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

**Secondary TPE's for this Assignment**

- TPE 5 – Student Engagement
- TPE 6, 6a, 6b – Developmentally Appropriate Practices in Grades K-3 & Grades 4-8.
- TPE 8 – Learning about Students and TPE 9 – Instructional Planning

## Lesson Design Elements

### Elements of the learning experience

**Lesson Title:** What is the title of your lesson?

**Grade Level:**

**Content Area:** *Mathematics*

**Subject Matter:** *Number Sense, Measurement and Geometry, Algebra and Functions, Statistics, Data Analysis and Probability, Mathematical Reasoning*

**Time period for the learning experience** *Example: two 30 minute sessions Science*

**California Mathematics Content Standards:** *State-adopted content standards*

**Lesson objective(s) based on the content standards:** What do you want students to be able to do as a result of active engagement and learning in your lesson? Write in complete sentences. Use an action verb and explain how students will demonstrate their new knowledge and understanding.

Example: "The student will demonstrate understanding of \_\_\_\_\_." Or, "The student will be able to \_\_\_\_\_".

**Mathematical Concept(s):** What are you trying to teach? What big idea(s) is/are the focus of your lesson? Do not say, "The students will \_\_\_\_\_." (That is an objective, not a concept.)

*Example: In the set model for fractions, the whole is understood to be a set of objects and subsets of the whole make up fractional parts.*

**Class Description -** For the purpose of this assignment, the class description must include English Learners, Special Education students and GATE students. Individualize this section based on your own assigned classroom.

*Type of class (self contained, subject specific), time of year, general background of students learning in relationship to new learning (challenges and prior learning)*

*English Learners:*

*Special education:*

*GATE student:*

*Regular education:*

### **Developmental needs of the students at this age**

*Learning needs and developmental, age-appropriate skills needed by your students based on grade level.*

**Student Groupings:** *How will you group students for instruction?*

**Materials/Resources/Technology:** *What does the teacher need? What do the students need? Materials should include lists of supplies that will be needed to present this lesson.*

### Assessment Plan

**Note:** Goals/objectives that will be assessed are based on the content standards and are tied to the Big Idea(s) (concepts) in your lesson.

*Types of assessment: Prior knowledge (pre assessment), Formative (progress monitoring), Summative (final product)*

*Description and Purpose of each Assessment Type listed above*

*Feedback strategies: How students will be informed of specific successes and challenges?*

*Description & Purpose of Differentiated/Adapted Assessment Methods for ONE of the following students:*

- *English Learner*
- *Learner with Special Needs*
  - *Learning Disability*
  - *Physical Disability*
- *GATE Student/Advanced Learners/Accelerated Learner*

*How general assessment results will be used to inform instruction:*

**Criteria for Assessment**

What benchmark criteria will you use to grade the assessment? How will you know if a student has successfully completed the assessment and accomplished the learning goals? What will they do to show you they have succeeded?

**NOTE:** Criteria are based on the science content standards and the learning goals/objectives in your lesson.

**Lesson Activities:** Address the subject matter lesson objectives and developmental needs of the students described.

<p style="text-align: center;"><b>Instructional Strategies-</b> <i>What the <u>teacher</u> does during the instruction.</i></p>	<p style="text-align: center;"><b>Student Activities –</b> <i>What the <u>students</u> do during the lesson and independent practice.</i></p>
<p><b>Opening the Lesson/ INTO</b> Anticipatory Set - How will you motivate and focus students?</p>	<p>What will the students do?</p>
<p><b>Process/Steps of Instruction/ THROUGH</b></p> <ol style="list-style-type: none"> <li>1. How will you describe and model skills/tasks?</li> <li>2. How will you explain the mathematical concept(s)?</li> <li>3. How will teach to the objective(s)?</li> <li>4. How will you actively involve <u>all</u> students?</li> <li>5. How will you structure opportunities for the students to practice in class with support?</li> <li>6. How will you check for students’ understanding?</li> <li>7. How will you structure opportunities for the students to practice independently?</li> <li>8. How will you ensure that the independent practice is at the appropriate level of difficulty for the various students?</li> <li>9. Closure: How will you have students summarize their learning?</li> <li>10. How will you assess that students have met the learning objectives?</li> <li>11. What will your interventions consist of if the learning objectives are not being met?</li> </ol>	<p>For each of the steps of instruction (what the teacher does), describe what the <u>students</u> will do</p>
<p><b>After the Lesson /BEYOND</b></p> <p><b>Transfer:</b> How will you structure opportunities for students to continue practice and transfer learning after the lesson?</p>	<p>What will the students do?</p>

**Description & Purpose of Differentiated/Adapted Instructional Methods for ONE of the following students:**

- *English Learner*
- *Learner with Special Needs*
  - *Learning Disability*
  - *Physical Disability*
- *GATE Student/Advanced Learners/Accelerated Learner*

**Rationale for Instructional Strategies:**

Why are the instructional strategies, student activities and resources appropriate for this class, (based on content and student development)?

**Note: A Mathematics Resources List as indicated in this syllabus will be turned in as a separate document.**

**\* Note to Students**

Due to the devastating effects of current budget crisis in California, I have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, I am required to submit formal certification that I will not work on my furlough days. I am prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on my furlough days. Furlough dates vary by professor; my Fall Semester furlough dates are September 15, October 20 and 30; November 23, 24, 25 and 30; December 4 and 7.

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM.

Furlough plans may be altered after the beginning of the semester as a result of administrative actions or other emergencies; thus, subsequent revisions to this syllabus may occur.

### Tentative\* Course Schedule: Fall 2009

DATE	EDMS 543 COURSE TOPICS & ASSIGNMENTS (M)	READINGS (Text and Other Sources)
8/31/09	Introduction to Mathematics Education What does it mean to “do mathematics”? (Big picture) Characteristics of Effective Classrooms: Overview of Instructional Practices Developing understanding—How do kids learn? Problem solving in the mathematics classroom  <b>Overview of Mathematics Content Standards for CA Public Schools</b>	1- Teaching Mathematics in the Era of the NCTM Standards 2 - Exploring What It Means to Know and Do Mathematics 3 -Teaching Through Problem Solving This document is available on: <a href="http://www.cde.ca.gov/ci/ma/cf/index.asp">http://www.cde.ca.gov/ci/ma/cf/index.asp</a>
9/14/09	Lesson Planning - Conceptual vs. procedural knowledge - Introduction to Cognitively Guided Instruction (CGI) - Assessment – Connecting instruction to assessment - Interviews  *** <b>Group presentations of assigned standards</b>	4 - Planning in the Problem- Based Classroom  5 - Building Assessment into Instruction
9/21/09	Special Populations: Creating Inclusive Mathematics Classrooms  <b>Article summary/critique on Math and Special Populations due</b> <b>Number Sense I: What it means and how we can help children develop it.</b> <b>PRACTICE INTERVIEW DUE</b>	6 - Teaching Mathematics Equitably to All Children <b>Journal article on math &amp; special needs</b> 8 - Developing Early Number Concepts and Number Sense
9/28/09	<b>Number Sense II:</b> Classification of word problems for addition, subtraction, multiplication, and division. How all children can construct efficient mental tools for fact mastery. <b>Number Sense III:</b> Developing understanding of place value <b>Place Value Interview due; Place Value Learning Activities</b>	9 - Developing Meanings for the Operations  10 - Helping Children Master the Basic Facts  11 – Developing Whole-Number Place-Value Concepts
10/05/09	<b>Number Sense IV:</b> Developing flexible methods of computation, mental strategies, and estimation.  ***1 <b>Add/Subtraction OR Multiplication/Division classroom presentation (Number Sense)</b> <b>Addition/Subtraction OR Multiplication/Division interview due (turn in only one interview) Add/Sub &amp; Multip/Div Learning Activities</b> <b>Algebraic Reasoning and Function</b> – Exploring patterns, variables, and equations. Developing function concepts.  ***2 <b>Algebra classroom presentation</b> <b>Algebra interview due Algebra Learning Activities</b>	12 – Developing Strategies for Whole Number Computation 13 – Using Computational Estimation with Whole Numbers  14 - Algebraic Thinking: Generalizations, Patterns, and Functions 23 – Developing Concepts of Exponents, Integers, and Real Numbers
10/12/09	<b>Fractions I:</b> Constructing understanding of fractions; fraction computation ***3 <b>Fraction classroom presentation #1 (grades K-4 lesson choice)</b> <b>Fractions interview due Fractions Learning Activities (K-4)</b> ***4 <b>Fractions II:</b> <b>Fraction classroom presentation #2 (grades 5-8 lesson choice)</b> <b>Fractions Learning Activities (5-8)</b>	15 - Developing Fraction Concepts 16 – Developing Strategies for Fraction Computation  17 – Developing Concepts of Decimals and Percents 18 – Proportional Reasoning
10/19/09	<b>Measurement - Customary and metric system</b> ***5 <b>Measurement classroom presentation</b> <b>Measurement interview due Measurement Learning Activities</b> <b>Geometry – Developing geometric reasoning and spatial sense</b> ***6 <b>Geometry classroom presentation</b> <b>Geometry interview due Geometry Learning Activities</b>	19 - Developing Measurement Concepts  20 - Geometric Thinking and Geometric Concepts
***7	<b>Probability &amp; Data Analysis</b> – Developing meaningful experiences in gathering and displaying statistical data. Exploring concepts of chance, simple and independent events. <b>Probability &amp; Data Analysis classroom presentation</b> <b>Probability &amp; Data Analysis interview due</b> <b>Probability Learning Activities</b>	21 – Developing Concepts of Data Analysis 22 – Exploring Concepts of Probability
	<b>Technology</b> – This competency will be infused throughout the course. Use this chapter as an ongoing reference.	7 – Using Technology to Teach Mathematics