

<b>Course &amp; Section Nos.</b>	<b>EDMS 543-01</b>
<b>Course Title</b>	<b>Elementary Mathematics Education</b>
<b>Class Roster No.</b>	<b>42624</b>
<b>Course Day(s)</b>	<b>Fridays</b>
<b>Time</b>	<b>8:45 am – 3:00 pm</b>
<b>Course Location</b>	<b>San Marcos Elementary School</b>
<b>Semester / Year</b>	<b>Fall 2018</b>
<b>Instructor</b>	<b>Susan Ritchie</b>
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<b>Office</b>	
<b>Office Hours</b>	<b>By Appointment or before or after class</b>

### **SCHOOL OF EDUCATION MISSION & VISION STATEMENT**

*(Adopted by SOE Governance Community, January 2013)*

#### ***Vision***

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

#### ***Mission***

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the school, college, university, and community

### **BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcome

## COURSE DESCRIPTION

This course focuses on curriculum development, methods, techniques, materials, planning, organization, and assessment in various elementary school curricula, and curriculum integration in mathematics. Methods of cross-cultural language and academic development will be integrated into the course. *Requires participation/observation in the public schools.*

### Course Prerequisites

Admission to the Multiple Subject Credential Program.

### Course Objectives

Learning to teach mathematics well is challenging and, therefore, this course is but one stage in your process of becoming a mathematics teacher. We are expected to: (a) increase our skills of listening to students and asking questions, (b) develop an understanding of children's content specific thinking, (c) 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 multicultural settings, (d) deepen our understanding of the mathematics taught at the elementary school level, including such topics as place value, base systems, number theory, fractions, proportions, statistics, and algebra, (e) develop an understanding of the current issues and best practices in mathematics education, (f) develop a familiarity with the Common Core State Standards, (g) understand the nature, purposes, and application of mathematics assessment and its relationship with curriculum, teaching, and learning, and (h) learn to teach content specific concepts using effective and appropriate strategies, including the educational use of technology.

### 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 how children think and problem solve; and for implementing and videotaping a math learning activity.

## REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

### Required Texts

- Kamii, C. (2000). *Young children reinvent arithmetic: Implications of Piaget's theory* (2nd Ed.). New York: Teachers College Press. ISBN-13: 978-0807739044.

### On-line Texts/Resources

- California Department of Education (2010). *California common core state standards for mathematics*. Sacramento, CA: Author. <http://www.cde.ca.gov/ci/cc/> (PDF, free download)
- California Department of Education (2016). *2016 Mathematics Frameworks Chapters-Curriculum Frameworks*. Sacramento, CA: Author. <http://www.cde.ca.gov/ci/ma/cf/mathfwchapters.asp> (PDF, free download)
- National Council of Teachers of Mathematics (NCTM) (2014). *Principles to actions: Ensuring mathematics success for all*. Reston, VA: Author. <http://www.nctm.org/PrinciplestoActions/> (eBook/PDF \$5 or print edition \$29)
- Selected chapters in Van de Walle, J. A., Karp, K. M., & Bay-Williams, J. M. (2013). *Elementary and middle school mathematics: Teaching developmentally* (8th ed.). Boston: Allyn & Bacon
- Several other readings are required and will be available for download.

### Recommended Texts

- Burns, M. (2007). *About teaching mathematics: A K-8 resource* (3rd Ed.). Sausalito, CA: Math Solutions Publications.
- Carpenter, T. P., Fennema, E., Franke, M. L., Levi, L., & Empson, S. B. (1999). *Children's mathematics: Cognitively guided instruction*. Portsmouth, NH: Heinemann.

- Empson, S. B., & Levi, L. (2011). *Extending children's mathematics: Fractions and decimals*. Portsmouth, NH: Heinemann.
- Parrish, Sherry (2010). *Number Talks: Helping children build mental math and computational strategies*. Sausalito, CA: Math Solutions Publications.

### **Cougar Courses**

The course materials and assignments are posted at Cougar Courses, access from <https://cc.csusm.edu/>.

### **COURSE LEARNING OUTCOMES**

Upon successful completion of this course, teacher candidates will demonstrate the course objectives listed above. Teacher candidates will also complete other courses, clinical practice, and additional requirements for the credential program. Upon successful completion of the program, teacher candidates will demonstrate the following competencies and dispositions:

### **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. Candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02*)

### **Teacher Performance Expectation (TPE) Competencies (2017)**

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) 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-Subject Specific Pedagogical Skills for MS Teaching (Mathematics)
- TPE 2-Monitoring Student Learning During Instruction

### **Teacher Performance Assessment**

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2018-19 academic year the CSUSM credential programs will use the CalTPA (California Teacher Performance Assessment)

### **CalTPA**

To assist with your successful completion of the CalTPA, 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. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on this website:

<http://www.ctcpa.nesinc.com/Home.aspx>

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

### **Expected Dispositions for the Education Profession**

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity,

collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

### **PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)**

The Teacher Performance Expectation Competencies, the Teacher Performance Assessment, and the Assessment of Professional Dispositions provide the program student learning outcomes for the Multiple Subject Credential Program.

### SCHEDULE/COURSE OUTLINE

The dynamic nature of teaching and learning makes it hard to establish a set schedule. Please note that modifications will likely to occur at the discretion of the instructor.

Date	Topic	Assignment (if any)	Due Date
8/31: Week 1 Session 1  Session 2	1. Introduction to Mathematics Education - Course Overview - What are characteristics of an effective math classroom? 2. Building a math learning community - What does it mean to “do mathematics”? - Students' thinking in math: Clinical interviews	<b>Read Course syllabus</b>  Read Kamii, ch 8-9	8/31 in class
9/7: Week 2 Session 3  Session 4	3. Standards & Framework 4. Challenging with rich math tasks & Lesson Design - Different levels of cognitive demand of math tasks - Number Talks & MLA	<b>Reflection 1</b> Van de Walle et al. ch 3  Kamii, ch 1-3	<b>9/7 online &amp; in class</b>
9/14: Week 3 Session 5  Session 6	5. Standards & Framework Unpacking - California State Standards & Mathematics Framework 6. Lesson design & Challenging with rich math tasks - Teaching through problem solving (1) - The art of listening to students and asking good questions - Designing & selecting math tasks for higher-order thinking	<b>Unpacking Framework</b> CA Framework: Grade level chapter	<b>9/14 online &amp; in class</b>
9/21: Week 4 Session 7  Session 8	7. Lesson design: Teaching through problem solving (2) - Designing problem-based lessons - Connecting instruction to assessment <b>Lesson plan workshop: Bring ideas &amp; materials</b> 8. Children's number sense - What are some types and structures of math problems? - How do we help children develop number sense? <b>MLA team 1 presentation</b>	<b>Reflection 2</b> Van de Walle et al. ch 4  <b>Student Interview 1</b>	<b>9/21 online &amp; in class</b>  <b>9/21 online</b>
9/28: Week 5 Session 9  Session 10	9. Developing understanding in computation - How do we help students develop a conceptual understanding of operations on numbers? <b>MLA team 2 presentation</b> 10. Lesson presentations and discussion - How can we maintain the intended cognitive level of a math task? How do we collect evidence of learning as a means for in-depth reflection on the effectiveness of instructional strategies? <b>MLA team 3 presentation</b>	Kamii, ch 4-7  <b>Lesson draft for review: peer &amp; turn in</b>	<b>9/28 in class</b>
10/5: Week 6 Session 11  Session 12	11. Developing children's understanding of fractions - How do we help students construct understanding of fractions? <b>MLA team 4 presentation</b> 12. Using tools/technology for developing number sense and place-value concepts - How do we provide opportunities for hands-on explorations of mathematics?	<b>Reflection 3</b> Empson (2011) ch 1-2  <b>Student interview 2</b>  Kamii, ch 12, 13	<b>10/5 online &amp; in class</b>  <b>10/5 online</b>
10/12: Week 7 Session 13 Session 14	13 & 14. Online session: Complete the online modules in Cougar Courses Lesson Design ( <b>due by 4pm</b> )	Online session 13 Online session 14 <b>Lesson design</b>	<b>10/12 online</b> <b>10/12 online</b> <b>10/12 online</b>
10/19: Week 8 Session 15  Session 16	15. Teaching for conceptual understanding: The case of algebraic thinking - Children's understanding and misunderstanding of the equal sign. How can we improve children's relational understanding of math? <b>MLA team 5 presentation</b> 16. Socio-political issues in math education - How is math education related to social justice?	<b>Reflection 4: equal sign survey</b> Carpenter et al. (2003) ch 2-3 <b>All MLA video's &amp; reflection</b> Peterson (2006) Gutstein (2005)	<b>10/19 online &amp; in class</b>  <b>10/19 online</b>

## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

### Course Assignments

Teaching and learning require engaged and reflective participants. It is essential that you prepare carefully for class, be ready to discuss readings and assignments thoughtfully, and actively participate in all class activities. Here is a list of the assignments and requirements, followed by descriptions of each of them:

Assignment	Points	Due Date
Unpacking CA Mathematics Framework	12	9/14
Reflections	8	ongoing
Clinical Student Interviews	20	9/21, 10/5
Lesson Design	25	Draft 9/28; Revision 10/12
Mathematics Learning Activity (MLA)	5	Varies
MLA Video & Reflection	10	10/19
Online Modules	10	10/12
Professional Dispositions/Participation	10	ongoing

**Unpacking CA Frameworks and Standards**— This assignment has two parts. 1) Read the California Mathematics Framework. Read the beginning of the grade level chapter through "Connecting Mathematical Practices and Content", for which you will be completing your clinical practice. Also read through one of the "Domains" for your grade level. Write a 2-3 page reflection on expectation/emphases for that grade level. What content are students expected to be taught for that grade level in that school year. Access from <http://www.cde.ca.gov/ci/ma/cf/draft2mathfwchapters.asp> (make sure it is the 2016 version). 2) You will download and complete a template on an activity/task from your grade level. You will select and unpack a representative content standard and, using that standard, provide an example (activity, task, problem, or scenario) that addresses that standard. You will explain how the example addresses the selected content standard. Provide adequate details in your analysis. You will also explain how the example addresses one or two of the 8 math practice (MP) standards. Provide adequate details in your analysis.

**Reflections**— Each week you will reflect on the readings, observations, or our class activities. You will submit online and bring a reflection *to class to discuss*. The focus will be on how you make sense of the information rather than a summary. The purpose of the reflection is to prepare you for class discussion and to reflect on your own experiences, beliefs, and theories about mathematics education. There will be time for discussion of the readings, so it is imperative that you do the readings each week. The way in which you are asked to reflect should be different from week to week. **These reflections are due online and will be discussed in class.**

**Clinical Student Interviews** – The purpose is to gain insight into students' mathematical thinking and understanding, to learn how to effectively pose questions and interpret the meaning of students' responses, and to provide you with an opportunity to interact with students. You will conduct two clinical interviews. In each interview, you will assess a student's understanding of mathematics and problem-solving skills. Interview protocols with sample problems are provided. You will pose mathematical problems/tasks for the student to solve. You will ask the student to explain his or her thinking, so you may gain insight into his or her mathematical understanding and strategies. You will assess student understanding and reflect on strategies to help students develop deeper understandings and skills. For each interview, you need to submit a 2-to-3-page reflective report. Please also include the student's written work (if available). In addition, you may need to share/present your interview findings in class. See the Student Interview Guidelines and a sample interview on Cougar Courses.

**Lesson Design**— You will design a *problem-based* math lesson. The lesson needs to focus on *student thinking* and *interaction* (Kamii, 2000). It needs to be aligned with Van de Walle's "teaching through problem solving" framework and requires a higher-level cognitive demand. You are strongly encouraged but not required to (1) implement the lesson in your clinical teaching classroom; (2) videotape the lesson

implementation as it is a powerful means for an in-depth analysis of the effectiveness of the lesson and student learning.

**Mathematics Learning Activity (MLA)** -- In the context of this course, an MLA is a math activity, task, game, problem, and so on that students can complete in 10-20 minutes. It is like a mini lesson or a component of a larger lesson or unit. You will select or design an MLA and conduct it with (a) your fellow teacher candidates AND (b) a group of students in your tutoring or clinical practice classroom. In other words, you will conduct your MLA twice— once in the EDMS class and once in an elementary school classroom. Given the short time frame of the course, you may or may not be able to practice your MLA in the EDMS class before you do it with kids.

Both Kamii's (2000) and Van de Walle, et al.'s (2013) books have many good math learning activities. You may also design your own activity. Your activity should be planned and/or adapted to show evidence of conceptual understanding or other higher-order thinking rather than merely memorization or procedures without understanding.

In the case of (a) *MLA in the 543 class*: We will get into MLA teams with a specific date of presentation. You need to coordinate with your team members so that your MLAs will not be too similar. You will conduct your MLA with your peers that are not on the team in a learning center type format. For example, if your team has 5 members, there will be 5 math activities. Your team will set up 5 learning centers in our class. Each of you will conduct your activity at a learning center. The rest of the class will form into 5 groups, and they will rotate through the 5 learning centers/activities. It means that you can do your activity 5 times, and chances are you will modify the activity to meet the participants' needs. Each individual activity should take about 10 minutes (for your peer teacher candidates). Therefore, if the activity as the way it is described is too short or too long, you need to adapt it to fit the time frame.

In the case of (b) *teaching your MLA to a group of elementary school students*: you need to talk to the classroom teacher and find a group of students for your MLA. The "group" can be a small group (minimum of 4 students), a bigger group, or even the entire class. You will discuss with the classroom teacher and identify an appropriate MLA for the group of students. You need to videotape your MLA implementation and reflect on students' learning and interaction. You will submit the video (for example, you may save your video in your Google Drive, YouTube, or Dropbox and submit a sharable link to the video). You will also submit a reflection paper.

**Online Modules**— There will be a few online sessions. You need to complete a learning module for each online session. The modules will be posted on Cougar Courses.

**Professional Dispositions & Participation**— You are expected to actively participate in in-class and online 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, curiosity, perseverance, and seriousness about improving one's self as a teacher. It can also include a sense of humor and social intelligence (e.g., the tact and ability to make others feel comfortable and to contribute).

### **Assignment Policy**

All assignments, requirements, due dates, and scoring rubrics will be available through Cougar Courses. You are responsible to track your grades and progress in the course. To successfully complete this course, all assignments must be completed at an acceptable level noted on assignment directions and rubrics. Each written assignment is expected to have a clear organizational presentation and be free of grammar, punctuation, or spelling errors. There will be a reduction in points for the above-mentioned errors. All assignments are due by the beginning of class on the due date, unless specified otherwise. Reading reflections are due online and in class for discussion.

### **Grading Standards**

Final grades are calculated on the standard of:

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

Failure to complete this course with a grade of C+ or higher will prohibit a teacher candidate from continuing the teaching credential program.

**Final Exam Statement**

There is not a final exam in this course.

**School of Education/Course Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

**This course:** Teacher education is a professional preparation program. Therefore, candidates missing more than one class session (half day) cannot earn an A or A-. Candidates missing more than two class sessions cannot earn a B or B+. Candidates missing more than three classes cannot earn a C+. Arriving late or leaving early by more than 20 minutes counts as an absence. Notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence.

**Policy on Late/Missed Work**

10% deduction for being one day late, 20% deduction two days late, 30% deduction three days late, and so on. After a week, no assignments will be accepted. If extraordinary circumstances occur, please contact the instructor BEFORE the deadline.

## GENERAL CONSIDERATIONS

### **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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:

[http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

### **Plagiarism**

As an educator, it is expected that each candidate (course participant) 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.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or make an appointment.

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy, students are expected to spend a minimum of 11 hours outside of the classroom each week because this is a 3-unit course in an 8-week timeframe. The course has a few online sessions. The online tasks are designed to reflect an appropriate amount of time needed for the course credit

### **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. For this class please use APA Manual, 6th edition (see a guide at <http://owl.english.purdue.edu/owl/section/2/10/>).

### **Course Format**

This course is considered a hybrid (HY) course. The combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

### **Necessary Technical Competency Required of Students**

This course has a few online sessions. To successfully complete online activities, you need to use Cougar Courses (download course documents, watch presentations and videos, upload your assignments, post discussion responses and reply to peers' posts, join online chats, etc.). You need to use e-mail effectively and know how to attach files. It is best that you know how to make minor configuration changes in a Web browser (change font sizes, open and close tabs, allow or disable pop-ups and plug-ins, enable Cookies and JavaScript, etc.). In addition, you are expected to use office applications (such as a word processor, a presentation tool, a spreadsheet tool, an image viewer, a PDF reader, etc.), engage in collaboration and file sharing (such as Dropbox and/or Google Drive & Apps), and apply Web literacy skills (conduct an effective search with a search engine, evaluate trustworthiness of web content, understand copyrights). Lastly, you may need to troubleshoot basic hardware and software problems.

### **Contact Information for Technical Support Assistance**

If you need any technical support, contact IITS Student Help Desk: <http://www.csusm.edu/sth/>.

### **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 School 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 to correct any confusion.