



University of North Carolina at Pembroke
Teacher Education Program
Accredited by:

National Council for Accreditation of Teacher Education (NCATE)
North Carolina Department of Public Instruction (NCDPI)

CRN 20561: ELE 4110 Teaching Mathematics in Elementary School II
Spring Semester 2021
CRN 10297: 001 M: 9:30-10:45 am Synchronous Sessions

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<https://uncp.zoom.us/j/9618031633?pwd=MUZwbDF0RHRleXhMTWRhT2dhTEF3Zz09>

Course Description: *From the catalogue:*

ELE 4110 – This course is designed to provide an in-depth study of mathematics and pedagogies that support developmentally appropriate mathematics instruction in grades 3-6. Current standards, research, educational practice, and instructional materials are analyzed in relation to a comprehensive, balanced approach to planning, instruction, and assessment. Teacher candidates critically examine research-based theories and best practices that support children’s developing mathematics skills and reasoning. Field Experience Required. PREREQ: Admission to Teacher Education

UNCP Teacher Education Conceptual Framework:

Theme: Preparing professional educators who are committed, collaborative, and competent.

The UNCP Teacher Education Program is committed to the public-school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP’s primary responsibility in that noble effort is to prepare competent and collaborative professional educators committed to the mission of public education.

Relationship of Course to the Conceptual Framework:

This course assists in developing the knowledge, skills, and dispositions necessary for the creation of a high-quality, developmentally-appropriate elementary mathematics curriculum. The course researches grades 3-6 content, curriculum, resources, and child development theory. This course is one of the progressions within the series of courses that comprise the Educator Preparation Core of the UNCP Teacher Education Program. The Teacher Education Program is structured around the five North Carolina Professional Teaching Standards (NCPTS) that teacher candidates are expected to meet by the time their program of study is completed

(<http://www.ncpublicschools.org/docs/educatoreffect/ncees/standards/prof-teach-standards.pdf>).

Course Goals and Objectives:

Elementary teachers must know and understand the critical pedagogical and content knowledge to effectively plan and implement instructional sequences. ELE 3040 focuses on building the pedagogical, content, and dispositional knowledge and skills to plan an effective curriculum that consists of the focus, coherence, rigor, and mindset necessary for deep student learning of mathematics.

By the end of the course, students should be able to:

- Determine the knowledge, skills, and abilities required of students related to current standards
- Analyze student work samples for demonstrated knowledge, skills, and abilities of students related to lesson objectives
- Describe, select, design, and sequence tasks to develop a mathematical concept
- Select, design, implement, and analyze the results of developmentally appropriate assessments
- Explain the vertical development of a mathematical concept in current standards
- Develop, implement, and justify an instructional plan based upon standards, objectives, student characteristics, anticipated strategies, common misconceptions/misunderstandings, student performance, and research/theory
- Demonstrate mastery of K-6 mathematical strategies, processes, and content for Number, Operations, and Quantitative Reasoning
- Demonstrate mastery of K-6 mathematical strategies, processes, and content for Geometry
- Demonstrate a productive disposition towards mathematics at any level
- Reflect upon teaching and learning in ways that generate growth and development

Instructional Strategies and Course Administration:

Research findings show that the more actively engaged you are with the course content, the more you learn. This course section will be delivered in a format including traditional face-to-face class meetings on the UNCP main campus and web-enhanced instruction including online class discussion, assignments and participation through Canvas. Teacher candidates will also complete Clinical Practice (Field Experience) in the community and in a local school related to class assignments. It is important that students connect through UNCP tools such as checking their Bravemail account regularly and the course Canvas site for announcements and information pertaining to class.

This course employs a variety of teaching and learning strategies to create significant learning experiences including diverse techniques and methods that can be applicable in education:

- Discussion through whole-class, table groups, pairs, triads, etc.
- Small-group and Whole-class collaborative learning activities
- Classroom Scenarios
- Professional Readings and Research
- Lesson Planning and Demonstration Lessons
- Elementary Instructional and Assessment Strategies
- Technology and Media Presentations
- Hands on Activities related to instruction

Statement about Communication in online and hybrid courses:

This course is typically a face-to-face course taught on UNCP's campus. Some classes will be held online. **In online, face to face and hybrid courses, expectations of communication are imperative. Synchronous class sessions will be held, and attendance is required.** Students should also regularly check their Bravemail account and Canvas for updates, course information and assignment updates. ALL assignments must be posted on-time to Canvas.

Canvas & Class Communication: A Canvas site has been established for the course. The instructor will periodically post course documents/information (including time-dependent information concerning changes in class schedule/logistics) on the Canvas site. You are responsible for checking the course site daily and your Bravemail account, including prior to class meetings.

The instructor will retain student work submissions beyond the duration of the term and only the instructor will have access to it. No evaluative commentary or grade information from the instructor will be included with student work.

Netiquette: It is expected that you will follow the rules of common courtesy in all your electronic correspondence. Inappropriate communication could adversely impact your grade and academic standing at the university. Please visit the following page for more information:

<http://www.albion.com/netiquette/corerules.html>

Evaluation, Assessment, and Grading Policies

Assignments will be evaluated using rubrics and graded accordingly. Assignment guidelines and rubrics are provided. Assignments will be part of the final grades using the percentages and points below.

Evaluation/Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100 – 95%	94 – 90%	89 – 87%	86 – 84%	83 – 80%	79 – 77%	76 – 74%	73 – 70%	69 – 67%	66 – 64%	63 – 60%	59 – 00%

Assessment

**Grading assignments and criteria are subject to change at Instructor Discretion.*

Course Elements	Points
Syllabus Quiz	10
Teaching a Math Lesson (Two Lesson Plans)	200
Teaching a Math Lesson Presentation	100
Context for Learning/Clinical Practice Evidences Checklist	100
Clinical Practice Attendance	100
Math Journal/ToolKit & Participation	100
Math Epilogue	50
Class Attendance and Discussion Boards	50
Chapter & Article Quizzes	145
Final Exam	100
Performance Final Exam	45
Total Possible Points in the Course	1000

**ALL ASSIGNMENTS ARE TO BE SUBMITTED IN CANVAS AND NOT VIA EMAIL.
EMAIL SUBMISSIONS WILL NOT BE ACCEPTED!**

**LATE ASSIGNMENTS ARE NOT TOLERATED, UNLESS APPROVED IN ADVANCE!
PRIOR APPROVAL ONLY**

Students earning 900 points or more of the 1000 points will receive a grade of A (90%+)

Students earning 890-800 of the 1000 points will receive a grade of B (80%-89%)

Students earning 790-700 of the 1000 points will receive a grade of C (70%-79%)

Students earning fewer than 700 of the 1000 points will not pass the course.

Grading Policies

Assignments are not generally accepted late, however, certain situations may deserve consideration with **PRIOR APPROVAL**. Late assignments will be accepted, at the discretion of the instructor and contingent upon **PRIOR APPROVAL**. Exams may be rescheduled at the convenience of the instructor. Make up exams may be offered in an alternate format in order to maintain integrity of the material on the test.

Textbook: Teaching Student-Centered Mathematics Developmentally Appropriate Instruction for Grades 3-5 (Volume II) by John A. Van de Walle and Karen S. Karp

Materials: Notebook for Math Journaling

Other Requirement:

- TaskStream account

Course Requirements:

All course requirements must be completed during the UNCP semester. Students should make themselves aware of calendar deadlines to complete assignments in a timely manner.

Assignment	NCPTS Standards & Indicator	InTASC Standard Alignment	edTPA Alignment	Assessment method
Math Epilogue	3.b, 5b, 5c	4,9		Written Reflection with Rubric
Chapter Quizzes Exams	3.a.1, 3.b.1, e.c.1, 3.d.1, 4.c.1, 4.d.1, 4.e.1, 4.f.1, 5.b, 5.c Specialty Area Standard 2	4, 5	Tasks 1-3	Canvas/Online Online Exam & Graded Performance Exam
Context for Learning/Clinical Practice	2.e., 3.a.1, 3.b.1, e.c.1, 3.d.1, 4.c.1, 4.d.1, 4.e.1, 4.f.1, 5.b, 5.c Specialty Area Standard 2	1, 3, 4, 5, 7, 8, 10	Tasks 1-3	Departmental Context for Learning Task
Clinical Practice Assignments	1 – 5 Specialty Area Standard 2	1-10	Tasks 1-3	Observations Attendance
Teaching a Math Lesson & Lesson Plans	2.e, 3.b, 3.c., 4 Specialty Area Standard 2	1, 4, 7, 8, 9, 10	Tasks 1	Graded with Rubric

Clinical Practice (Field Experience) Requirements: As a course requirement, you will be enrolled in EDNS 3010 or EDN 5460, a non-graded, zero credit, field experience course. The USPCP Office will survey you at the beginning of the semester for your field placement(s). Teacher Education candidates in

this course may participate in Service Learning and Clinical Practice outside of class time. The philosophy of the Teacher Education program is that these experiences enrich and deepen your knowledge and experience to empower you to become effective professionals in the field of education. Your instructor will provide additional information regarding Clinical Experience Assignments. Contact Ms. Ericka Locklear for clinical practice 910-521-6379 ericka.locklear@uncp.edu.

EDN 2040 Field Experience (Undergraduate) –The student will participate in field experiences that support the practical application of theoretical constructs including activities completed outside of the college classroom connecting to course content, assignments and assessments. Students will actively engage in clinical teachers and students to broaden their knowledge bases and engage in school-based professional activities and may include observation, co-teaching and working with students in supervised settings. (Course may be repeated).

Students in this course will participate in activities during Clinical Practice Week and throughout the semester to develop and enhance the NCPTS and begin preparations for edTPA. These experiences will provide students with valuable opportunities to interact with students, collaborate with teachers, and practice conducting the Plan-Instruct-Assess cycle.

Liability Insurance Requirements - The University of North Carolina at Pembroke assumes no financial responsibility or liability for its teacher interns. The UNCP Teacher Education Program requires professional liability coverage for all candidates enrolled in the teaching internship. Candidates are required to provide proof of liability protection before final approval for the teaching internship is granted and will not be allowed to report to the assigned school without such proof has been submitted. (Required liability insurance for Early Field Experience pending, TEC approval 8/6/19, for spring 2020 implementation).

Statement on electronic portfolios and Taskstream: In March 2018, the UNCP Board of Trustees approved a student fee for our Education eportfolio system. The fee is \$25 per semester. This required fee will apply to all undergraduate, graduate, add-on, and licensure only students. ***The fee is assessed based on the enrollment in EDN 2040 or EDN 5460 for every semester a teacher candidate is enrolled.***

Program approval by the North Carolina Department of Public Instruction requires portfolios of student work to be posted and assessed in an electronic portfolio system; the Teacher Education Program at the University of North Carolina at Pembroke has adopted Taskstream for that system. *Student work from this class may be part of that program assessment system.* You may be asked to upload materials from this course to Taskstream during this semester, or you may be asked to do so before or during your professional semester. Compliance with this program requirement is required in order to be recommended for licensure at program completion. Wait on direction from your instructor to enroll in Taskstream and more information available at www.uncp.edu/taskstream. Taskstream subscriptions can be purchased at the UNCP Bookstore and at www.taskstream.com.

Statement on edTPA - All candidates for initial licensure in North Carolina must submit qualifying scores on the appropriate edTPA performance-based, subject-specific assessment. More information is available online www.uncp.edu/edtpa.

For more information about edTPA or the Implementation Pilot, please contact Dr. Kay Pitchford in person in EDUC rm. 115, by phone at (910) 521-6779, or by email at kayonna.pitchford@uncp.edu.

Electronic Portfolio Elements required by this course: {To be Determined}

Work outside of class

Thorough preparation for each class is essential and expected for this class. Preparation includes completing all assigned readings and any required writing in time and with sufficient reflection to be able to participate wholeheartedly and knowledgeably in class discussions and activities. UNCP guidelines suggest that students devote at least two hours outside of class for everyone one hour of class time. As this is a three-hour class, please plan on investing at least six hours to coursework.

Writing Expectations:

Written assignments will be graded for completion, quality, and relevance. Please double space and use 12-point standard type fonts (e.g., Times New Roman). Written assignments that are not double spaced and in which 12-point standard type fonts were not used will be returned and considered late when resubmitted. **Any assignment turned in late will receive NO credit unless prior approval has been granted for extenuating circumstances.**

All written assignments should be spelled correctly, be grammatically correct, and use of Standard English. If you have concerns about your writing ability, I strongly urge you to seek the assistance of the UNCP Writing Center in the Dial Building. The University Writing Center assists with writing assignments. Trained writing consultants provide student writers with an outside perspective, helping to make sure your ideas are clear and well-organized. You can [visit the website](#) for more information about library hours and to make an appointment.

All writing assignments for this class must follow APA reference and citation format unless otherwise specified. Failure to follow APA format and to support assertions will result in a significant loss of points. I suggest the following links for APA assistance:

<http://owl.english.purdue.edu/owl/resource/560/16/>

<http://www.apastyle.org/faqs.html>

Attendance policy:

Regular attendance and active participation are essential and expected in this class. The quality of your experience in the class, and that of your classmates, is related to the quality of your attendance and participation in class discussions and exercises. Be prepared to engage and actively contribute to this class. Read the assigned readings so you can interact appropriately during discussions. Part of your grade is based on your participation in class. Show respect and a positive, supportive attitude toward

other members of the class. Points are earned through participation, which means actively participating. Lack of participation will result in a lower final grade.

Quality participation includes:

- Active, enthusiastic participation in class discussions and activities
- Preparation and understanding of the assigned readings
- Asking of thoughtful questions
- Responding to other students' comments in a constructive, respectful manner
- Contributing regularly and constructively without dominating.

Attendance is determined by your presence and participation during class sessions. When technology fails, it is NOT a legitimate excuse to "miss" class. It is YOUR responsibility to notify me via e mail if there are problems and to look for solutions to the problems, such as going to the library to use the Internet connection and computers to complete assignments when your computer fails. Make sure you contact me via email and/or phone if you are having difficulty with an assignment – due to the fact that we are online, your weekly participation is your attendance for this course. **MY expectation is for students to participate each week! THE INSTRUCTOR RESERVES THE RIGHT TO LOWER THE FINAL GRADE OF ANY STUDENT WHO HAS MORE THAN ONE UNEXPLAINED/UNSUBSTANTIATED ABSENCE.**

Universal Syllabus Addendum

UNCP Class Attendance Policy

Students are expected to attend class, be prepared for engaged learning, and be aware of the policies outlined in every course syllabus. Professors and instructors should communicate clear expectations regarding attendance, participation, and make-up of any missed exams and assignments. These expectations should be included in the written course syllabus and explained during the first day of each semester. Faculty teaching an online course should require completion of an assignment of the faculty member's choosing that requires active student participation within the roster verification period.

Professors and instructors teaching general education courses will keep accurate attendance records and notify the Academic Support Center when a student's attendance patterns become counterproductive to academic progress. Excessive absences may result in course failure, and any student who does not attend any class can be administratively withdrawn by the university. Faculty and staff are encouraged to offer reasonable accommodations to students with documented illnesses, family or medical emergencies, bereavement, or official legal proceedings.

If a student is representing the university in an official capacity (e.g., academic conference, student government, course field trips, service-learning activities, ROTC events, athletics, band), it is recommended that the faculty member in charge of the course excuse the absence, for up to 15% of class sessions and, when it is feasible, allow the student to make up the missed work. However, the final decision on whether to excuse an absence rests with the faculty member.

It remains the responsibility of the student to communicate accurately and regularly with the professor or instructor about missed classes due to any reason, including for university-sanctioned events. During the first week of each semester, students shall provide official documentation of proposed university-

sanctioned events that will result in excused absences, unless such notice is impracticable (e.g., rescheduled events). Prior written documentation shall be provided for each excused absence unless extenuating circumstances arise.

When the University is officially closed, no student can be counted absent, even if the instructor holds class. Any course related material will be made available in some form by the instructor

ADA Syllabus Access Statement - Americans with Disabilities Act (ADA) Statement Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, and psychological, visual or hearing disabilities. In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: [UNCP ARC](#)

University Sanctioned Events - Absences for University-Sanctioned Events If a student is representing the University in an official capacity (e.g.: academic conference, student government, course field trips, ROTC events, athletics, band) at an official University sanctioned event, that absence shall be excused. Students are responsible for all coursework missed and must make up the work within three university business days after the student returns to campus. Any student who anticipates missing more than 15% of the course should not enroll in the course without prior approval from the instructor. It is the responsibility of the student to communicate with the professor or instructor about classes missed for any reason, including University sanctioned events. Students must provide official documentation of proposed University-sanctioned events that will result in excused absences during the first week of each semester. Prior written documentation must be provided for each excused absence.

Religious Holiday Policy Statement - Students are allowed two excused absences each semester from class or other scheduled academic activity to observe a religious holy day of their faith. Students must submit written notification of the absences to their instructors within two weeks of the beginning of the semester. Students should not be penalized for these absences, and shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance. A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

The Honor Code: Students have the responsibility to know and observe the UNCP Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. Any special requirements or permission regarding academic honesty in this course will be provided to students in writing at the beginning of the course, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate this code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic

dishonesty to the instructor. In general, faculty members should, and will, take preventative measures to avoid cases of academic dishonesty (for example, examinations should be carefully proctored). However, a faculty member's failure to take such measures is no excuse for academic dishonesty. Academic honesty and integrity, in the final analysis, are matters of personal honesty and individual integrity on the part of every student. More information on the academic honor code can be found at [UNCP Honor Code](#)

Student Support Services - Provides free tutoring for undergraduate students enrolled in general education courses and select upper level math and biology courses during the academic year. Other supportive services include counseling, academic advising, career development, study skills assistance, cultural enrichment activities, financial literacy, and assistance with completing financial aid paperwork – [Center for Student Success](#)

Alternative Format Statement - This publication is available in alternative formats upon request. Please contact the Accessibility Resource Center, D.F. Lowry Building, Room 107, or call 910.521.6695.

Diversity Statement - As part of the mission of the University of North Carolina at Pembroke in providing the setting and environment for the University experience, and to graduate students prepared for global citizenship and our multi-ethnic regional society, the Teacher Education Program at UNCP is committed to the development of educators who embrace the diversity of ideas, learning styles, racial, ethnic, and gender differences, and who possess the knowledge, skills and dispositions necessary to promote living and learning in a global society. In order to accomplish this, the Teacher Education Program

1. recruits students from among diverse backgrounds, cultures, and races;
2. recruits faculty members from among diverse populations who possess a knowledge base for teaching diverse populations;
3. develops, teaches, and assesses a curriculum that embraces learning and teaching for diverse populations; and,
4. provides (field) experiences and clinical settings which enable students to test, adapt, and adopt paradigms of learning for diverse populations.

Face Coverings in Class – As stated in the UNC Pembroke Code of Conduct, all students are responsible for conducting themselves in a manner that helps enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the academic community are respected. In recognition of this responsibility, and in response to the best available science and current guidance from the Centers for Disease Control and Prevention, every student must wear an appropriate face mask/covering that covers their nose and mouth while in this classroom.

Students who feel they cannot wear a face covering due to a documented health condition, should consult the Accessibility Resource Center regarding alternative options, **prior to the beginning of class**. Requests/needs will be considered on a case-by-case basis. Documentation from ARC must be provided to the instructor by or before any alternative method is allowed in class. More information for students about the services provided by ARC and the accommodation process may be found at the following link: [UNCP ARC](#).

Students who are not properly wearing a face covering will be asked to leave the classroom; they may return when they follow this basic public health recommendation. The instructor is not responsible for providing any make up instruction or activities beyond what is already being offered to the class. Refusal to leave will result in a student conduct violation. For the safety of the community, the instructor also has the right to end that in-person class session if a student who is not properly masked will not leave the room.

A number of disposable masks are available across campus. It is the student's responsibility to procure a mask.

If a student is not wearing a face covering when they report to class, the instructor should:

- Ask the student to put on an appropriate covering and refer to the statement in the course syllabus that includes detailed information about the requirement.
- Ask the student to leave the classroom and only return when they follow this public health requirement if the student does not have a face covering.
- Inform the student that there are a number of disposable masks available across campus.
- Refer students who feel they cannot wear a face covering due to a documented health condition to the Accessibility Resource Center (ARC) regarding alternative options prior to the start of class. If the student has not consulted with ARC, refer them to the office at this time.

If a student refuses to wear a face covering, the instructor should:

- Ask the student to leave the classroom and only return when they follow this public health requirement.
- For the safety of the community, the instructor also has the right to end that in-person class session if a student who is not properly masked will not leave the room.

If a student's behavior becomes concerning, the instructor should:

- For the safety of the community, end that in-person class session if the student refuses to leave the room.
- Submit a report to the Office of Student Conduct at uncp.edu/conduct.
- Call Campus Police and Public Safety at 910.521.6235 for emergency situations.

After a student has refused to comply and has been asked to leave the class:

- Provide written documentation immediately to the department chair, dean and associate vice chancellor for Academic Affairs.
- Provide a written summary statement to the student before the next class meeting outlining the conditions under which the student may return to the class, if allowed to do so.
- Notify the student in writing if the faculty member, in consultation with the department chair and dean, have recommended to the associate vice chancellor for Academic Affairs that the student be administratively withdrawn from the course. This must be done before the next class meeting.

Course Schedule/Calendar: 4110 (Tentative-may be changed at the discretion of the instructor)

Syllabus Key: **Synchronous Sessions** (Mark your calendar)

Date & Location	Reading Assignment	Course Objectives	NCPTS & InTASC, edTPA alignment	Assessment
Monday 2/1 UNCP Synchronous Meeting	Syllabus Schedule School Improvement Plans	Welcome, Let's Get Started! Course Introduction Course Expectations Research and discuss various School Improvement Plans Problem Solving	Task 1	Math Journal/ToolKit
Wednesday 2/3 ONLINE	Assignment Rubric	Lesson Plan Assignment and Rubric Sign Up for Presentation Time Slot	Task 1	Syllabus Quiz (2/3)
Monday 2/8 UNCP Synchronous Meeting	Chapter 7 Lesson Plan Template Cognitive rigor Matrix	Collaborating with families and other stakeholders Lesson Plan Template Lesson Plan Discourse Academic Language	Task 1 Tasks 1-3	Chapter 7 Quiz Due (2/8)
Wednesday 2/10 ONLINE	Unpacking Documents for Grade Level Lesson Planning	Unpacking Documents Teaching a Math Lesson (Lesson Plans/Collaboration)		
Monday 2/15 UNCP Synchronous Meeting	Number Talks Build Numerical Reasoning, Grades 3-5 Strategies, String Planning Lesson Planning: Building Classroom Community	Number Talks: Digging Deeper Teacher Talk Moves Teaching a Math Lesson (Lesson Plans/Collaboration)	Task 1 Tasks 1-3	Math Journal/ToolKit

Wednesday 2/17 ONLINE	Several readings listed in Canvas Module	Problem Solving Lesson Planning: Backward Design Equip Rubric Lesson Plan Template Reverse Plan a Lesson Provide Feedback.		
Monday 2/22 UNCP <i>Synchronous Meeting</i>	Faster Isn't Smarter, Fluency Without Fear, Learning Progressions	Multiplication and Division Problem Structures Multiplication and Division Fluency	2.e, 3.b, 3.c., 4 Specialty Area Standard 2 1, 4, 7, 8, 9, 10	Math Journal/ToolKit
Wednesday 2/24 ONLINE		Scaffolding: Teaching a Math Lesson (Lesson Plans/Collaboration)	Task 1	Teaching a Math Lesson (Submit Lesson Plans) (Due 2/24) Teaching a Math Lesson Presentation Rubrics
Monday 3/1 UNCP <i>Synchronous Meeting</i>	Ch. 8 pp. 123-140 Ch. 9 pp. 151-162 Ch. 11	Numbers & Operations Basic Facts Whole Number Computations	2.e, 3.b, 3.c., 4 Specialty Area Standard 2 1, 4, 7, 8, 9, 10 Tasks 1-2	Chapters 8, 9 & 11 Quizzes (Due 3/1) Math Journal/ToolKit Teaching a Math Lesson Presentation Rubrics
Wednesday 3/3 ONLINE	Teaching a Math Lesson Presentation (Collaboration) Standard Course of Study Grades 3-6 Mathematics Curriculum & Instruction	Curriculum Shifts in Mathematics Mathematics Curriculum & Instruction: Deep Dive		
Monday 3/8 UNCP <i>Synchronous Meeting</i>	EOG Released Tests Grades 3-6 Read Ch. 12 & Ch. 13	NC Assessments for Grades 3-6 (EOGs and Check-Ins) Intro to Fractions, Decimals, Percents, and Ratios	Task 3 Tasks 1-2	Quizzes 12 & 13 (Due 3/8)

Wednesday 3/10 ONLINE	Teaching a Math Lesson Presentation Rubrics	Teaching a Math Lesson Presentations Class Grouping & Collaboration		
Monday 3/15 UNCP <i>Synchronous Meeting</i>		Teaching a Math Lesson Presentations	2.e, 3.b, 3.c., 4 Specialty Area Standard 2 1, 4, 7, 8, 9, 10 Tasks 1-2	Teaching a Math Lesson Presentation Rubrics (Due 3/15)
Wednesday 3/17 Wellness Day				
Monday 3/22 UNCP <i>Synchronous Meeting</i>		Teaching a Math Lesson Presentations	2.e, 3.b, 3.c., 4 Specialty Area Standard 2 1, 4, 7, 8, 9, 10 Tasks 1-2	Teaching a Math Lesson Presentation Rubrics (Due 3/22)
Wednesday 3/24 ONLINE	EE6	School Improvement Plan Evidence Professional Development Collaboration Reflection		
Monday 3/29 UNCP <i>Synchronous Meeting</i>		Teaching a Math Lesson Presentations	2.e, 3.b, 3.c., 4 Specialty Area Standard 2 1, 4, 7, 8, 9, 10 Tasks 1-2	Teaching a Math Lesson Presentation Rubrics (Due 3/29)
Tuesday-Tuesday 3/30-4/6 ADVISING WEEK Wednesday 3/31 ONLINE	“What Does Good Math Instruction Look Like”	Effective math pedagogical approaches that support developmentally appropriate instruction	Task 2	Quiz (Due 3/31)
Monday 4/5 UNCP ONLINE	Understanding and Supporting Children's Mathematical	Academic Language: Continuation to Number Talks Reverse Plan a Lesson		Take the Quiz (Due 4/5)

	Vocabulary Development"	Provide Feedback		
Wednesday 4/7 ONLINE	Math Wiki Scavenger Hunt			Math Wiki Scavenger Hunt (Due 4/7)
Monday 4/12 <i>Synchronous Meeting</i>	EOG Released Tests Read Chapter 14	Explore & Practice EOG Released Tests Problem Solving Exploring Fractions Scaffolding: More on Fractions		Take Quiz for Ch. 14 (Due 4/12) Math Journal/ToolKit
Wednesday 4/14 ONLINE	Prep CKT: Elementary Education Mathematics	Explore, Navigate, & Document for Math Assessment		https://www.ets.org/s/praxis/pdf/7801.pdf (pp. 14-18) Math Study Topics (pp. 92-99) https://www.ets.org/s/praxis/pdf/7801.pdf
Monday 4/19 UNCP <i>Synchronous Meeting</i>	Prep CKT: Elementary Education Mathematics	Scaffold Explore, Navigate, & Document for Math Assessment		
Wednesday 4/21 ONLINE	"How to Learn Math: For Students"	Enroll in and complete the online course for best mathematical practices		Certificate https://online.stanford.edu/courses/gse-yeduc115-s-how-learn-math-students (Due 4/21)
Monday 4/26 UNCP <i>Synchronous Meeting</i>	NCSCOS Clinical Practice Module	Lesson Alignment Focus, Coherence, and Rigor Curriculum, Instruction, & Assessment Math Journal/ToolKit Explore Manipulative Kits Discuss expectations of Clinical Practice Module Discuss Math Epilogue	Tasks 1-3	Math Journal/ToolKit (Due 4/26)

Wednesday 4/28 ONLINE	Readings listed in Canvas Module	Reverse Plan a Lesson Provide Feedback Math Epilogue		Math Epilogue (Due 4/28)
CLINICAL PRACTICE WEEK 5/3-5/5 ONLINE	Educational practices are analyzed in relation to planning, instruction, and assessment	Clinical Practice Reflections 4000 Level Clinical Checklist	2.e., 3.a.1, 3.b.1, e.c.1, 3.d.1, 4.c.1, 4.d.1, 4.e.1, 4.f.1, 5.b, 5.c Specialty Area Standard 2 1, 3, 4, 5, 7, 8, 10 Tasks 1-3	Context for Learning/Clinical Practice (TBD) 4000 Level Clinical Checklist (TBD)
Monday- Wednesday 5/10-5/12 ONLINE		Critically examines the mathematical understandings of prospective teacher candidates	3.a.1, 3.b.1, e.c.1, 3.d.1, 4.c.1, 4.d.1, 4.e.1, 4.f.1, 5.b, 5.c Specialty Area Standard 2 4, 5 Tasks 1-3	EXAM: Online Final Exam (Due 5/11) Opens at 8 a.m. (Only open 24 hours)
Monday-Friday 5/17-5/21 5/17 EXAM WEEK ONLINE		Critically examines the mathematical understandings of prospective teacher candidates	3.a.1, 3.b.1, e.c.1, 3.d.1, 4.c.1, 4.d.1, 4.e.1, 4.f.1, 5.b, 5.c Specialty Area Standard 2 4, 5 Tasks 1-3	Virtual EXAM: Performance Final Exam (Due 5/18) Opens at 8 a.m. (Only open 24 hours)

The instructor reserves the right to make changes or revisions in the course, course syllabus, course requirements, and class schedule as they deem appropriate. Exam dates and due dates for assignments are tentative and subject to change at the discretion of the instructor. All changes will be discussed in advance and will be posted on Canvas.

Teacher Education Standards addressed by {ELE 4110}:

The NCPTS standards and their associated competency assist teacher candidates with developing collaborative, competent, and committed perspectives. The NCPTS standards and their associated competency subareas that are addressed in this course are listed below:

North Carolina Professional Teaching Standards (undergraduate & MAT: for initial licensure candidates)

<http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/prof-teach-standards.pdf>

Standard I: Teachers demonstrate leadership.

- Teachers lead in their classrooms.
- Teachers demonstrate leadership in the school.
- Teachers lead in the teaching profession.
- Teachers advocate for schools and students.
- Teachers demonstrate high ethical standards.

In ELE 4110, you will complete projects that may be used as evidence that Standard 1 performance indicators (a-e) have been met.

- 1.a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study.
- 1.a.2 Draws on appropriate data to develop classroom and instructional plans.
- 1.a.3 Maintains a safe and orderly classroom that facilitates student learning.
- 1.a.4 Uses positive management of student behavior, effective communication for defusing and de-escalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.
- 1.b.1 Engages in collaborative and collegial professional learning activities.
- 1.c.1 Participates in professional development and growth activities.
- 1.c.2 Begins to develop professional relationships and networks.
- 1.d.1 Implements and adheres to policies and practices positively affecting students' learning.
- 1.e.1 Upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.

Standard II: Teachers establish a respectful environment for a diverse population of students.

- Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- Teachers embrace diversity in the school community and in the world.
- Teachers treat students as individuals.
- Teachers adapt their teaching for the benefit of students with special needs.
- Teachers work collaboratively with the families and significant adults in the lives of their students.

In ELE 4110, you will complete projects that may be used as evidence that Standard 2 performance indicators (a-e) have been met.

- 2.a.1 **Maintains** a positive and nurturing learning environment.
- 2.b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.
- 2.b.2. Incorporates different points of view in instruction.
- 2.b.3 Understands the influence of diversity and plans instruction accordingly.
- 2.c.1 Maintains a learning environment that conveys high expectations of every student.
- 2.d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.

2.d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.

2.e.1. Communicates and collaborates with the home and community for the benefit of students.

Standard III: Teachers know the content they teach.

- Teachers align their instruction with the North Carolina Standard Course of Study [or the Common Core].
- Teachers know the content appropriate to their teaching specialty.
- Teachers recognize the interconnectedness of content areas/disciplines.
- Teachers make instruction relevant to students.

In ELE 4110, you will complete projects that may be used as evidence that Standard 3 performance indicators (a-d) have been met.

3.a.1 Develops and applies lessons based on the *North Carolina Standard Course of Study*.

3.a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.

3.b.1 Demonstrates an appropriate level of content knowledge in the teaching specialty.

3.b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.

3.c.1 Demonstrates knowledge of links between grade/subject and the *North Carolina Standard Course of Study* by relating content to other disciplines.

3.c.2 Relates global awareness to the subject.

3.d.1 Integrates 21st century skills and content in instruction.

Standard IV: Teachers facilitate learning for their students.

- Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- Teachers plan instruction appropriate for their students.
- Teachers use a variety of instructional methods.
- Teachers integrate and utilize technology in their instruction.
- Teachers help students develop critical thinking and problem-solving skills.
- Teachers help students work in teams and develop leadership qualities.
- Teachers communicate effectively.
- Teachers use a variety of methods to assess what each student has learned.

In ELE 4110, you will complete projects that may be used as evidence that Standard 4 performance indicators (a-h) have been met.

4.a.1 Identifies developmental levels of individual students and plans instruction accordingly.

4.a.2 Assess and uses resources needed to address strengths and weaknesses of students.

4.b.1 Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.

4.c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.

- 4.d.1 Integrates technology with instruction to maximize students' learning.
- 4.e.1. Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.
- 4.f.1. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.
- 4.g.1 Uses a variety of methods to communicate effectively with all students.
- 4.g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.
- 4.h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.
- 4.h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.

Standard V: Teachers reflect on their practice.

- Teachers analyze student learning.
- Teachers link professional growth to their professional goals.
- Teachers function effectively in a complex, dynamic environment.

In ELE 4110, you will complete projects that may be used as evidence that Standard 5 performance indicators (a-c) have been met.

- 5.a.1 Uses data to provide ideas about what can be done to improve students' learning.
- 5.b.1 Participates in recommended activities for professional learning and development.
- 5.c.1 Uses a variety of research-verified approaches to improve teaching and learning.

InTASC Model Core Teaching Standards and Learning Progressions for Teachers

https://www.ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Learner and Learning

Standard 1: Learner Development

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

Standard 2: Learning Differences

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

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard 4: Content Knowledge

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

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard 6: Assessment

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

Standard 7: Planning for Instruction

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

Standard 8: Instructional Strategies

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

Professional Responsibility

Standard 9: Professional Learning and Ethical Practice

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

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

NC Digital Learning Competencies

<http://www.dpi.state.nc.us/docs/dtl/digitalllearningnc/competencies/teacher-dlcompetencies.pdf>

Crosswalk with Digital Learning Competencies and NC Professional Teaching Standards

<http://dtl.ncdpi.wikispaces.net/file/view/Teacher%20DLC%20-%20Crosswalk%20Professional%20Standards.pdf/617204645/Teacher%20DLC%20-%20Crosswalk%20Professional%20Standards.pdf>

EDA Dispositions Assessed

- Oral Communication
- Written Communication
- Professionalism
- Positive Attitude
- Prepared
- Appreciation of and value for cultural and academic diversity
- Collaboration
- Self-Regulation
- Social Emotional Learning