

**EDUCATION 370**  
**Workshop in Education - Mathematics (1-3 credits)**  
**Fall 2021**

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Office Hours: Tues./Thurs: 9:00 – 12:30, Wed: 12:30 -2:30, or by appointment

Meetings: Wednesdays; 5:00 pm – 7:30 pm; CCC 231

**Course Description:** This course provides an opportunity to study the fundamental mathematical theory underlying the content contained in the Wisconsin Standards for Mathematics (K-9) utilizing a framework that promotes creating a student-centered, problem-based classroom. Students will demonstrate their learning of mathematical content, structure, application, and modeling through various contexts and assignments (CAEP 2b). Topics addressed in this course include lesson and assessment design, structural analysis of mathematical models and algorithms, attending to student thinking and reason using discourse and questioning, professional noticing, inclusions strategies for students with exceptionalities, technology integration in elementary mathematics, and the effective use of manipulatives and other mathematical tools.

**Instructor Note to Students:** The purpose of this course is to provide you, as a student, an opportunity to solidify your understanding of mathematical concepts while supporting your transition to teaching these same topics at the elementary and middle school level. This course will use various forms of discussion to surface questions and misconceptions regarding elementary mathematics. You are highly encouraged to take ownership for your education and ask questions about all aspects of the mathematics being discussed, and the instructional implications. The instructor will do his best to create an environment where no one is embarrassed to share their thinking, much like you will do when you begin your teaching career. Your mathematics content and pedagogy questions will be valued.

**Learning Outcomes:**

- Become knowledgeable about instructional practices emphasizing mathematical reasoning, communication, connections, and problem-solving
- Learn the content, methods, and materials necessary to teach grades PreK-9 mathematics as recommended by the Wisconsin Standards for Mathematics
- Develop knowledge of the goals of mathematics *curriculum and instruction* for grades PreK-9 as reflected in the NCTM Standards and the Wisconsin Standards for Mathematics
- Utilize understanding of standards and learning targets to develop and/or analyze curricular resources; become a critical consumer of curriculum
- Become familiar with assessing and using children's thinking as a guide to planning instruction
- Examine personal assumptions, beliefs and values about elementary mathematics instruction
- Become more confident in one's ability to *do* mathematics and *teach* the Wisconsin Standards for Mathematic

**Available Text:**

Beckmann, S. (2018). Mathematics for elementary teachers, with activities (5th ed.). United States: Pearson.

\* Most of the class materials will be made available by the instructor.

**InTASC Core Teaching Standards**

These standards have been adopted by the School of Education. The standards have been grouped into four general categories to help users organize their thinking about the standards:

Category	Standard	Description
<b>The learner and learning</b>	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.
	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.
	Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active in learning, and self-motivation.
<b>Content</b>	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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
	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.
<b>Instructional practices</b>	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.
	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.
	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.
<b>Professional Responsibility</b>	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.
	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.

\*Adapted from the INTASC - Interstate New Teachers Assessment and Support Consortium, a project of the Council of Chief State School Officers.

This document is available at: <http://dpi.wi.gov/tepd/standards.html>

## CAEP Standards Addressed in EDUC 323

#	Description
1.a	Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.
1.b	Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.
2.b	Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.
4.a	Candidates use a variety of instructional practices that support the learning of every child.
4.b	Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.
4.c	Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.
4.d	Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.
4.e	Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.
4.f	Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.
4.g	Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.

These descriptions come from the 2018 CAEP Standards.

## Course Schedule

Dates	Course	Description	Assessment
9.2.21-9.9.21	<b>All Courses</b>	Introduction to teaching mathematics for understanding and NCTM research	<b>None</b>
9.14.21 – 10.7.21	<b>Math 228</b>	Building a foundation for teaching arithmetic and number sense.	<b>10.7.21</b>
10.12.21 – 11.4.21	<b>Math 345</b>	Understanding the real numbers and proportional reasoning in multiple contexts, including probability and statistics.	<b>11.4.21</b>
11.9.21 – 12.9.21	<b>Math 338</b>	Applications for teaching and learning geometry, measurement, and algebraic thinking to K-9 learners.	<b>12.9.21</b>
12.13.21	<b>All Courses</b>	Final Examination Meeting Date [CPS 304]	<b>12.13.21</b>

## Assignments

Students are responsible only for the assignments that are part of their required coursework. If students decide to audit another section that is not required, they will have the option to have that coursework averaged with their required coursework, or simply to have their required coursework counted separately. More details will be provided on the first day of class regarding this structure.

**Noticing Portfolio (25%):** *Teacher Noticing of Student Thinking* is an area within the current mathematics education research. This body of research focuses on how teacher respond to student thinking in classroom situations. Studies have found that this is a skill that can be developed over time with specific experiences. For this class you will create a portfolio of your noticing over the course of the semester. This process will be facilitated through watching several short videos (less than ten minutes each) and responding to what you noticed. You will receive points by completing each of the videos and your comments will not be graded per se as you will hopefully increase your noticing ability as time progresses. You will also complete an individual student/group observation report during your classroom experience portion of the semester. You will be provided detailed instruction about this assignment towards the middle of the semester [**Signature Assignment**].

**Assessments (45%):** We will have two formal assessments during this class. These assessments will address topics from the course and how they apply to classroom instruction. A calendar of these assessments will be provided within the first two weeks of class.

**Teacher Ethos (13%):** Your ethos grade will reflect how you approach the profession of teaching and, more specifically, how you approach the teaching of mathematics. The following is a list of items that will be considered when deciding your score in this area: 1) Student's willingness to participate, 2) Student's overall professionalism (timeliness, attendance, etc.), 3) Student's interactions with peers, 4) Student's attitude towards learning/teaching. You will have an opportunity during mid-term and the end of the semester to submit a Teacher Ethos Self Evaluation document.

**Desmos Activities (10%):** You will be asked to complete several Desmos Activities during this class. Some of these activities will be explorations and others will be assessments of your mathematics knowledge. You will be provided with clarification by your instructor and within the activity about the point structure for each of these tasks.

**Topic Reflections (5%):** Periodically you will be asked to complete a reflection or exit ticket during class. These assignments will be unscheduled and can occur at any time. It **is not** possible to make up these assignments if you miss class when one is assigned.

**Name Tag (2%):** You will be asked to create a nametag on the first day of this class. You are asked to display this name tag each day you attend class. You will receive 3% of your grade from displaying your name tag during the semester.

### **Grading Policy**

Letter grades are not provided on individual assignments. To calculate your grade at the end of the course, the points from all of your assignments are summed and then divided by the total number of points possible. An adequate performance on any task will earn approximately 75 percent of the points possible. Higher scores, less commonly awarded, reflect above average (B) and excellent (A) work. In other words, final grades of A, D, and F are uncommon; Bs and Cs are the common grades awarded. However, because the scoring is performance-based (i.e., the scores are not placed on a curve), it is possible for all students to earn an A.

In order to track your progress at any point during the course, simply sum the number of points you have earned up to that time and divide it by the number of possible points. The percentage equivalent of that quotient provides an approximate indicator of your course grade at that moment.

#### Grade Cut-Offs for converting points to letter grades

A ( $93\frac{1}{3}\%$ ); A- (90%); B+ ( $86\frac{2}{3}\%$ ); B ( $83\frac{1}{3}\%$ ); B- (80%); C+ ( $76\frac{2}{3}\%$ ); C ( $73\frac{1}{3}\%$ ); C- (70%); D+ ( $66\frac{2}{3}\%$ ); D (60%); F (<60%)

\*\*Please note: Unexcused late work will not be accepted. For late work to be excused, students must immediately discuss reasons with the instructor, who will then make the determination. Excused late work should be submitted as soon as possible. Please do not wait and bring it to the next class meeting.

#### Attendance

As a pre-service teacher, you are expected to attend every class meeting. In viewing the classroom assignments section of this document, you will notice that 20% of your grade is directly tied to your attendance (Teacher Ethos, Topic Reflections, Name Tag). Your ability to attend class can potentially mean the difference between earning an A or a C in this class. It is difficult to grow as an educator when you do not attend class regularly.

With that said, there are sometimes circumstances outside of our control that we need to address. The more that you can communicate this information to your instructor the better. Personal illness or family crisis will be taken into consideration when determining the impact on your success in the class. Events such as wanting to take a vacations or trips are not considered as reasonable excuses to miss class.

#### Technology Guidelines

**In Class:** Your active participation is essential in this class. Access to your cell phone or a personal computing device will occasionally be required during class time. All personal communications should be limited to emergency situations. Your instructor will turn off his phone ringer and limit his non-academic use of technology during class, he asks that you do the same.

**Web-Based Assignments:** At times you will be asked to engage in online assignments either inside or outside of class. Information from these tasks may be used during classroom discussions, but there will be no direct link between you and your work when used in this manner. For example, the mathematical program Desmos has an anonymizer feature that changes every student's name to a famous mathematician. Your instructor may show student thinking from a Desmos activity, but, using the anonymizer feature, no one will know the identity of the student whose work is being viewed.

#### Confidentiality

As a community of learners, it is important that we maintain a trusting relationship among each other. You and your colleagues will be asked to take some risks during this class, which may expose some misunderstandings. It is vital to everyone's growth that we do not share this information outside of our classroom setting.

## **Inclusivity**

All students deserve an opportunity to learn without the distraction of arbitrary exclusion based on gender identity, sexuality, disability, age, socioeconomics, ethnicity, race, nationality, religion, or cultural beliefs. It is the instructor's intent to provide an environment where all feel welcome to share and be heard by their peers and their professor. Please let me know ways that I might improve the classroom experience for you, other individuals, or other student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

## **Face Coverings**

All students and staff are required, as of August 9<sup>th</sup>, to resume the use of face coverings in buildings on the UWSP campus. Chancellor Gibson has clearly outlined this in a memo released on August 6<sup>th</sup> ([Memo](#)). The document clearly defines what constitutes a face covering and how coverings are to be worn. During class meetings all participants, including your instructor, will adhere to this policy. The refusal to properly wear a face covering during class may result in university-level repercussions. For more information on Coronavirus procedures at UWSP, please see the university's website: <https://www.uwsp.edu/coronavirus/Pages/default.aspx>.

## **Disability and Assistive Technology Center [DATC]**

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability and Assistive Technology Center located on the 6th floor of the Learning Resource Center (Library). You can also find more information here: <https://www.uwsp.edu/datc/Pages/default.aspx>. Again, any special circumstances that are unique to you as a student learner can be discussed at any time. Please make special arrangements to meet privately during my office hours.

**The Bottom Line: Finally, if you have a question or concern regarding the class, projects, readings, assignments, or absences, it is up to you to ask. You are ultimately responsible for your own learning. I will make myself available for you if you need assistance, but I will not know unless you seek me out; when in doubt ask!**