**The purchase and activation of a TK20 account is a requirement for any student taking Education courses at William Carey University. Uploading one or more assignments in this course is a requirement of this Education course. The neglect to upload the required assignment to your TK20 by the specified deadline will result in receiving an “I” (incomplete) or a grade of an “F” for this course at your instructors’ discretion. If they choose to give you an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from turning to an “F” automatically. If you have questions about what TK20 is or how to purchase your account, contact your TK20 Administrator at tk20@wmcarey.edu.**

**Catalog Description:**

This course is methodology based on current research and practice explored using a NCTM (National Conference of Teachers of Mathematics) standard-based program with an emphasis on mathematical understandings, using manipulatives, and acquiring problem solving skills. A field experience in an elementary school is a component of this course. (3 hrs.)
Prerequisites: MAT 116, MAT 131, and MAT 316 and Admission to School of Education.

Required Textbook:


Supplemental Materials:

3"inch binder

Ready to Teach Toolkit - order through ETA:
978-0-7406-9694-7  79628  Ready to Teach Hands on Math K-9

During the course of this trimester, you will be expected to analyze, evaluate, synthesize, critique, create, and (above all) think.

Learning Outcomes (Students will develop the following)

Each Teacher candidate will meet the following learning outcomes established by William Carey University Expanded Statement of Mission (WCU), School of Education Conceptual Framework and Outcomes (CF), School of Education Goals (EG), The Interstate Teacher Assessment and Support Consortium (InTASC), Association of Childhood Education International (ACEI), National Association of Education of Young Children (NAEYC), and National Council of Teachers of Mathematics (NCTM).

The goal of this course can best be achieved if the Teacher candidate is able to:

1. Recall basic mathematical concepts in number systems, geometry, measurement, and algebraic structures; (WCU: 1, 4; Confident CF: 1, 2, 6; EG: 1, 3,5; InTASC #1, #4, ACEI #2d, NAEYC #4, NCTM #1, #2, #9, #10, #11, #12)

2. Identify specific and alternative learning outcomes for mathematics instruction that are necessary for curriculum change and school improvement; ( WCU:1, 4; Confident CF: 1, 2, 6; EG: 1, 5, 6; InTASC # 3, #4, #8; ACEI #2d, NCTM #4, #8)

3. Identify alternative resources and strategies for integrating mathematics across the disciplines, reaching specific learning outcomes, modifying instruction appropriately; (WCU:1, 4; Confident CF: 1, 2, 6; EG: 1, 5, 6; InTASC # 3, #4, #8; ACEI #2d, NCTM #4, #8)

4. Apply learning theory and research to mathematics instruction through field-experience in an elementary school; (WCU: 1, 2, 4; Confident CF: 1, 2, 3, 5; InTASC # 2, #5, #7, #8; ACEI #2d; M-Star Standard Domain I.1, 2, 3)

5. Plan for mathematics instruction for meeting special needs of students and deliver this instruction to children using manipulatives, technology, and other resources; (WCU: 1, 2, 4; Confident, Caring, Reflective CF: 1, 2, 3, 4, 6; EG: 1, 2, 4, 5; InTASC #2, #3, #4, #5, #7, #8; ACEI #2d, #3.2, ISTE-NETS #5, NCTM #6; M-Star Standard Domain I.1,2,3: Domain III 7, 8, 9, 10, 11; Domain IV 12,13,14,15,16; Domain V 18,19, 20)

6. Evaluate a learner's progress toward mastery of proposed learning outcomes; (WCU 1, 2, 4; Confident CF: 1, 2, 3, 5, 6; EG: 1, 2, 4, 5; InTASC #3, #4, #8; M-Star Standard II 5,6)
7. Select methods of assessment appropriate for mathematics evaluation; (WCU: 1, 2, 3; Confident CF: 1, 2, 3, 4; EG: 1, 3, 5; InTASC #7, #8, ACEI #4: M-Star Standard Domain II 5,6)

8. Learn strategies for helping parents become aware of their children’s mathematics. (WCU: 1, 2; Confident, Caring CF: 1, 2, 4, 5; EG: 1, 2, 3, 5, 6; InTASC #9, #10, ACEI 35, NCTM #4, #8)

9. Value mathematics as problem-solving, communications, reasoning and connections. (NCTM goals) (WCU: 1; Reflective CF: 1, 3, 4, 5; EG: 1, 2, 3, 5; InTASC #1, #2, #4, ACEI #3.3, NCTM #4)

INSTRUCTIONAL METHODS:

Teaching methods used in this course will consist of lecture, small and large group discussions and learning experiences, exploration and modeling with hands-on materials, and supervised teaching experiences in an area elementary school.

CLASS ATTENDANCE/ABSENCES:

Each Teacher candidate is a vital part of this class. All individuals are expected to attend every class, as well as every field experience, arriving on time and leaving only after the class has been dismissed. If a session is missed by the teacher candidate a zero will be given for the day.

Late/Makeup Work. I do not accept late work for unexcused absences. There are no exceptions. If you have missed an in-class assignment due to an excused absence, it is your responsibility to make up that work in a timely fashion. I do not accept any late work after one week.

Every absence will cause the deduction of 5 (FIVE) points regardless of the reason. If an absence occurs it must be for a dire emergency. Because of the lab school, EDU 413: Mathematics in the Elementary Education teacher candidate can only miss two classes. The third absence will involve intervention meetings with the chair and or dean. Teacher candidates must attend a minimum of 90% the class meetings in order to receive credit for the course. The teacher candidate is responsible for getting all notes and materials from a classmate. Remember absences have repercussions on the classroom teacher and students.

Absence One: minus 5 points automatically.
Absence Two: minus 5 points automatically (Final Grade automatically becomes ONE BELOW current grade).
Three tardies equal one absence.

Requirements’ and Assignments’ Points:

1. Positive Participation 100
2. Attendance (10 pts. per day) 100
3. Attendance (10 pts. each day) 100
4. Dispositions 140
5. Quizzes (6 @ 45 points each) 270
5. Technology 100
6. Math/Literature lesson plan 100
7. Integrated Math Lesson Plan (other than literature) 100
8. Classroom Teacher Evaluation 65
9. Professor Evaluation 65
10. Tutoring attendance (12 @ 25 points) 300
11. Integrated Activities Notebook 200
12. Extra 10 hour tutoring (25 pts. per hr.) 250
13. Reflections (2@100 points each) 200
14. Group Chapters Presentation 100

Total 2085
GRADING SCALE:

- 2085-2015 A
- 2014-1944 B
- 1943-1873 C
- Below 1873 F

D2L Assignments: All work must be placed in the drop box by 3PM unless otherwise noted. PLEASE REMEMBER: ANY WORK THAT IS LATE WILL HAVE 5 POINTS DEDUCTED for each day it is late (weekends included). Keep in mind the drop box time is usually earlier. DO NOT wait until the last minute to do your work.

You have chosen a profession that will prove to be extremely challenging so . . . . .

In order to limit distractions in class, please:

- **arrive on time for class** (tardies disrupt a class and will not be tolerated) remain for the entire class period
- **TURN OFF** cell phones. All phones and other electronic devices must be secured at all times in your back pack, purse, et cetera, unless I give you permission to take them out for research or for an assignment. The use of a cell phone during class time and observation time is RUDE and INCONSIDERATE OF OTHERS. If there is a family emergency please make sure the professor has been notified and accepts the reason and accommodations will be made.

COURSE REQUIREMENTS

1. **READ** all chapters and other assigned materials PRIOR TO THE CLASS in which they will be discussed. Chapter quizzes are worth 30 points each.

   **PURPOSE:** The purpose of this assignment is for preparation for upcoming classes and help gain an understanding of teaching principles in mathematics.

2. **USE OF TECHNOLOGY.** Teacher candidates will collect website sources, practice using websites, using technology in presentations, and other uses of technology in the classroom.

   **PURPOSE:** The purpose of this assignment is to provide Teacher candidates with knowledge of various websites and technology used in elementary mathematics.

3. **MATH/LITERATURE LESSON PLAN**

   Create One integrated (with a trade book), detailed lesson plan based on the specific requirements that will be discussed in class. See the scoring rubric for criteria used for assessment. Both guided and independent practice should be clearly identified. Lesson plan topics should follow the appropriate grade level curriculum. The Common Core Standards at [http://www.Corestandards.org](http://www.Corestandards.org) will be used, identified, and downloaded for the selected grade. (2nd through 6th grade only).

   **PURPOSE:** The purpose of this assignment is to provide teacher candidates an opportunity in developing effective lessons in mathematics. The specific format ensures that individuals consider essential elements of an effective lesson plan.

4. **Rowan Elementary School:** INTEGRATED MATHEMATIC LESSON PLAN USING MANIPULATIVES -- other than literature. Teacher candidates will create one lesson plan using manipulatives designed for classroom students. The Common Core Standards at [http://www.Corestandards.org](http://www.Corestandards.org) will be used, identified, and downloaded for your selected grade.
PURPOSE: The purpose of these assignments is to provide teacher candidates opportunities to develop an effective integrated lesson using manipulatives for mathematics. The specific format ensures that essential elements of an effective lesson plans are considered. The teaching strategies that are discussed during class time and in the textbook will be utilized.

5. TUTORING
Thirty hours of tutoring elementary students in mathematics is required. WCU will provide 20 hours of tutoring/observation while 10 hours are the teacher candidates’ responsibility. Teacher Candidates will tutor a small group of elementary aged students and write two reflections for each field experience. For the 10 extra hours a parent’s or teacher’s signature is required, as well as a reflection for each day of tutoring. Specific forms/questions will be used in providing the criteria to be examined. Data gathered will be discussed in regular class meetings. This will provide opportunity for comparisons and clarifications of information.

PURPOSE: The data gathered from the tutoring sessions will provide opportunities for teaching experience as well as large group discussions. Special attention will be given to best practices and other criteria needed to provide effective instruction to students. Dress in a professional and appropriate manner fitting that of a pre-service teacher representing a Christian university. More specific guidelines will be given during class. NO JEANS OR MOCK JEAN MATERIAL, LEGGINGS, AND NO FLIP FLOPS OR TENNIS SHOES!!!!!!

6. INTEGRATED ACTIVITIES NOTEBOOK
Find and create 10 activities/games (2nd through 6th grade). Five will be from resources such as textbook, professional journals, school internet sites or other source and five will be student created (must be a variety of grade levels). State the Common Core Standards and the MDE for other subjects with objectives (other than Language Arts and Math) standards for integration. Type a description of the activity. Create a sample of each activity/game. Place these activities in a binder with a table of contents. Make sure you reference each of these activities to the appropriate Websites (must be cited).

PURPOSE: The purpose of this assignment is to help teacher candidates think in terms of forming a resource file of ideas that can be use across the curriculum or grade levels. Referencing these will help you to prepare enrichment/remediation materials to use with your students on specific objectives.

CHAPTERS PRESENTATION (30-45 minutes)
Teacher candidates will teach assigned text chapters to classmates in order to explain important information and skills using technology and manipulatives. At least one handout per activity is required.

PURPOSE: The purpose of this assignment is to become familiar with the use of mathematical manipulatives, websites, and teaching technology.

Grading Scale for Integrated Activities Notebook:

A= 150-200 (25-28)
B= 99-149 (24-21)
C= 50-98 (20-17)
F= Below 50 (or 17)

STATEMENT ON ACADEMIC INTEGRITY

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value
on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean’s office, and each campus dean’s office. *The Redbook* (pages 9-11)

**ADA STATEMENT**

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Mr. Allen Bonner, 601-318-61211, Student Services Office in Lawrence Hall.

**CATASTROPHIC EVENT PLAN**

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website [http://wmcarey.edu](http://wmcarey.edu), and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at [https://elearning.wmcarey.edu](https://elearning.wmcarey.edu). For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *SaderWatch*, the WCU emergency message service. Sign up instructions can be found at [http://wmcarey.edu/saderwatch](http://wmcarey.edu/saderwatch).

**Sexual Misconduct Statement**

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, *The Translation (The Red Book)*, for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university’s website under Campus Life – Security. [http://wmcarey.edu/sexual-misconduct](http://wmcarey.edu/sexual-misconduct)
The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

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<th>Mission</th>
<th>Outcome</th>
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| **William Carey University Expanded Statement of Mission** | WCU 1- Provide academic programs to promote student learning.  
WCU 2- Promote Christian development and social responsibility.  
WCU 3- Strengthen ties with Baptist churches, associations, and conventions.  
WCU 4- Provide an environment that supports student learning.  
WCU 5- Strengthen organizational and operational effectiveness.  
WCU 6- Strengthen financial resources. |
| **School of Education Conceptual Framework and Outcomes** | CF- Confident, Caring, and Reflective Professional Educators  
CF 1- An innovative thinker  
CF 2- An effective communicator  
CF 3- An advocate for diverse learners  
CF 4- An integrator of technology  
CF 5- A life-long learner  
CF 6- A steward of the profession |
| **School of Education Goals** | EG 1- Apply current research and technology related to the teaching-learning-assessment process.  
EG 2- Respond sensitively to individual differences and diversity.  
EG 3- Understand and anticipate the needs of a global society.  
EG 4- Plan and implement learning experiences that support the highest level of student potential.  
EG 5- Continue to reflect, refine, and revise professional practices.  
EG 6- Collaborate with others to promote learning. |
| **Interstate Teacher Assessment and Support Consortium (InTASC) Standards** | 1- Learner Development  
2- Learner Differences  
3- Learning Environment  
4- Content Knowledge  
5- Application of Content  
6- Assessment  
7- Planning for Instruction  
8- Instructional Strategies  
9- Professional Learning and Ethical Practice  
10- Leadership and Collaboration |
| **Learned Societies (SPA)** | Association of Childhood Education International (ACEI)  
Council for Exceptional Children (CEC)  
Educational Leadership Constituency Council (ELCC)  
National Association for Sport and Physical Education (NASPE)  
National Association for the Gifted Child (NAGC)  
National Council for Social Studies (NCSS)  
National Council for Teachers of English (NCTE)  
National Council for Teachers of Mathematics (NCTM)  
National Science Teachers Association (NSTA) |
| **Professional dispositions** | All WCU candidates will:  
1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment;  
2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment;  
3. Exhibit an awareness of all students’ needs;  
4. Exhibit poise, mature reflection, and sound judgment;  
5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and  
6. Act as a steward of the profession. |