

*Department of Teacher Education Course Outline*

ITL 516 *Mathematics: Integrative Design PK-6 Revised 2024 with LITERACY Standards 7*

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***Course Instructor:***

***Email:***

***Mission of the Sanford College of Education***

*The School of Education prepares educators as lifelong learners, reflective practitioners, and ethical professionals. Our mission is accomplished in a learning community through professional preparation programs, partnerships with schools, and educational research.*

***Vision of the Teacher Education Department***

*The National University Department of Teacher Education prepares teachers and other educators who are INSPIRED to TRANSFORM the lives of learners.*

***Mission of the Teacher Education Department***

*The National University Department of Teacher Education offers aspiring teachers and other education professionals learning experiences to acquire and apply knowledge that transforms the lives of learners as evidenced by exemplary academic achievement, socio- emotional thriving, and service to the public good.*

# Required Text

Dickenson, P., & Coddington, L. (2021), Technology-Infused Math Instruction: Teaching Outside the Box Kendall Hunt

ISBN 9781792485312

[**https://he.kendallhunt.com/product/technology-infused-math-**](https://he.kendallhunt.com/product/technology-infused-math-instruction-teaching-outside-box-grades-k-12)[**instruction-teaching-outside-box-grades-k-12**](https://he.kendallhunt.com/product/technology-infused-math-instruction-teaching-outside-box-grades-k-12)

# Suggested: not required/Pamphlet

Tomlinson,C, Understanding Differentiated Instruction, ASCD ISBN 978-1- 4166-2422-6

# Course Prerequisites

**Prerequisites *ITL 514 Language-Literacy Assessment*** (with a passing grade of at least a B-)

**Course Description**: This course is designed to prepare preservice teachers to effectively teach mathematics to elementary students through an exploration of research-based approaches and developmentally appropriate practices to support all learners including English Language Learners and Students with Exceptionalities. Students will gain a deep understanding of how children think and learn mathematics, and they will learn to design and implement instruction that fosters critical thinking and math proficiency.

Key components of the course include:

Academic Language Development: Learn strategies to support the development of academic language in mathematics, ensuring all students, including English language learners, can access and engage with mathematical concepts.

Developmentally Appropriate Practices: Examine and apply research-based methods tailored to the developmental stages of elementary learners, promoting a solid foundation in conceptual understanding and procedural fluency.

Universal Design for Learning (UDL): Integrate UDL principles to create inclusive math lessons that meet the diverse needs of all students, ensuring equitable access to mathematical learning.

Interdisciplinary Integration: Explore ways to integrate visual and performing arts, history, and STEM into math instruction, enhancing students' engagement and deepening their understanding of mathematical concepts.

Through a combination of theoretical knowledge and practical application, preservice teachers will develop the skills necessary to create a dynamic and supportive mathematics classroom. They will engage in hands-on activities, collaborative projects, and reflective practice to refine their teaching techniques and build confidence in their ability to inspire a love of mathematics in their future students.

# Additional Resources:

1. Common Core Math Quick Links: [http://commoncore.tcoe.org/math/math-](http://commoncore.tcoe.org/math/math-quicklinks) [quicklinks](http://commoncore.tcoe.org/math/math-quicklinks)
2. CA Department of Education: *CA Common Core State Standards for English Language Arts and Literacy in History/Social Sciences, Sciences, and Technical Subjects* <http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf>
3. CA Department of Education: *CA Common Core State Standards for Mathematics* <http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>
4. CA Department of Education: *K12 Specific Content Areas--Standards and Frameworks* <http://www.cde.ca.gov/be/st/>
5. CA Department of Education: *CCSS Resources* <http://www.cde.ca.gov/re/cc/>
6. Common Core State Standards Initiatives: Mathematics Practice Standards <http://www.corestandards.org/Math/Practice/>
7. Achieve the Core: Progressions Documents for the Common Core State Standards for Mathematics [http://achievethecore.org/page/254/progressions-](http://achievethecore.org/page/254/progressions-documents-for-the-common-core-state-standards-for-mathematics-detail-pg) [documents-for-the-common-core-state-standards-for-mathematics-detail-pg](http://achievethecore.org/page/254/progressions-documents-for-the-common-core-state-standards-for-mathematics-detail-pg)
8. Stanford Graduate School of Education: Understanding Language: Supporting ELL’s in Mathematics <http://ell.stanford.edu/teaching_resources/math>
9. 2023 Mathematics Framework**:** <https://www.cde.ca.gov/ci/ma/cf/>

Ca Dyslexia Guidelines https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf A Message from the State Superintendent of Public Education Acknowledgments. vii Introduction. 1

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1. The CA MTSS Framework. https://drive.google.com/file/d/1jvy6fZpSshkn7K7YG\_Ql1Fd-gxspbLM8/view
2. MTSS https://ocde.us/MTSS/Pages/CA-MTSS.aspx
3. English Learner Roadmap Principles Overview (https://www.cde.ca.gov/sp/ml/rmprinciples.asp)

# Course Learning Outcomes (CLOs)

1. Design an integrative approach to mathematics instruction utilizing how K-8 students acquire mathematical knowledge and misconceptions, learners' preconceptions, multiple instructional methods, and meta-cognitive strategies.
2. Synthesize a variety of evidence-based strategies used to design an integrative approach to teaching mathematics and representing conceptual understanding, procedural fluency, and multi-level instructional practices needed to engage K-8 students with diverse learning needs.
3. Analyze an integrative approach to teaching mathematics, representing instructional practices and procedures needed to support a spiralized curriculum, foundational skills, progress monitoring, and developmentally appropriate adaptations and modifications for all learners.
4. Design integrative mathematics instruction using principles of Universal Design for Learning (UDL) and the Learning Map model and reflecting an approach using culturally, developmentally appropriate, and linguistically based strategies to engage diverse elementary school learners.
5. Reflect on instructional practices and beliefs needed for designing an integrative approach to teaching mathematics and ensuring for all learners

socially-emotionally thriving and meaningful academic achievement within an equitable, inclusive learning environment.

1. Create environments that foster students’ oral and written language development, including discipline-specific academic language. (TPE 7.7)
2. Understand how to appropriately assess and interpret results for English learner students. (TPE 7.10)

# Weekly Learning Outcomes (WLOs)

**Week One: Analyze student assessment data and interpret Math Common Core Standards for designing instruction**

* + Analyze student math assessment data to plan instruction that will support all learners including English Language Learners.
  + Unpack a Common Core Math Standard and identify the academic language demand for all learners.
  + Identify concepts and skills in a math standard, academic language to be explicitly taught, and how technology supports multiple means of representation, action, and expressions (TPE 7.7)

# Week Two: Planning Instruction Based on Week One Data and Fieldwork

* + Observe and analyze math instruction through the lens of the Standards for Mathematical Practice, with a focus on differentiating for English language learners. Emphasize the acquisition of mathematical knowledge and academic language.
  + Apply Universal Design for Learning in the context of planning and teaching Common Core Mathematics for diverse student populations.
  + Identify how teachers create a safe and positive learning environment, including strategies to support culturally responsive teaching and building on students’ funds of knowledge.
  + Identify ELD Strategies for supporting English language learners in your plan and how the teacher provides access to academic language.

# Week Three: Mathematics Learning Progression and Math Flipped Video

* + Analyze how the Mathematics Learning Progressions develop throughout the K-12 grade span.
  + Create a flipped video that demonstrates Common Core mathematics visual models for teaching math, research-based strategies and use of academic language.
  + Reflect on how cultural, developmental, and linguistic-based strategies are used to engage and support diverse learners including English language learners and students with exceptionalities.
  + In your flipped video, use academic language and incorporate visual models to demonstrate how you will provide access for English Language Learners (ELL) and students with exceptionalities. Apply Universal Design for Learning

(UDL) and Multi-Tiered System of Supports (MTSS) methodologies to assist and deepen understanding for ELL students.

# Week Four: Reflection on Learning and Content Integrations

* + Create a project-based or problem-based learning activity that integrates social studies and physical education standards.
  + Discuss strategies for differentiated instruction and assessment and how it can support all learners in the context of teaching math.
  + Synthesize major course concepts into a personal approach for teaching mathematics

# Course Specific Expectations

The Course Outline is your source for information concerning this course. The graded assignments with due dates are provided. Be sure to check Announcements frequently for updates from your instructor. Another resource for your use is the Course Calendar located in Course Resources. It provides a week-by-week map of the course. These documents are provided to help you plan your course study time.

# Detailed Course Assignments and Method of Assessment/Evaluation:

**Week1: Mindset for Math Learning and Analyzing Student Assessment**

**Discussion Board 1A:** Candidates will introduce themselves to their instructor and classmates, sharing their beliefs about how children learn math. After watching the video "Jo Boaler: Low Floor, High Ceiling," candidates will reflect on their experiences as math students, discussing the effectiveness of this approach. They will share an "aha" moment they had while learning a math concept and describe their emotional connection to learning mathematics. Additionally, they will explore how cultural context, such as gender, high-stakes testing, and the use of manipulatives, shaped their learning experience. Candidates are also required to provide feedback to at least one peer.

**Discussion Board 1B:** Candidates will select a Common Core Math standard at any grade level based on the assessment data they analyzed for Assignment 1A. They will unpack the standard, identify common misconceptions, and outline the necessary academic language. Additionally, they will share at least one technology resource they might use to teach the standard. Candidates are required to provide feedback to at least one peer. (Refer to Chapter 2 of Teaching Outside the Box: Technology-Infused Math Instruction).

**Assignment 1A:** Candidates will begin Week 1 by analyzing their student assessment results or, if they are not currently teaching, using the assessment results from a virtual classroom. For this Analyzing Data assignment, candidates will identify the content standards, and discuss the results by skill for the whole class and three focus students. They will organize the assets, needs, and results of three learners (ELL, IEP, SEL). Candidates will need to unpack the selected

standard to identify the knowledge and skills students need to demonstrate mastery. They will consider areas of strengths and misconceptions, as well as possible next steps for the entire group of students. Please reference the *Common Core Mathematics Companion* text. Candidates should include a minimum of three references from the course text and research articles.

**For the Whole Group:** What are the misconceptions; What do they know; What additional information might you need in regard to assessing math; What questions would you need to ask to determine if they are developmentally ready; What are the potential barriers to their learning; What are limitations of the assessment measure?

Select three students to analyze the individual student data (student with special needs, English Language Learner, student needs social-emotional support): Analyze individual student results. Determine student assets you should consider for re-teaching and future lessons, & determine student needs you should consider for re-teaching and future lessons.

Briefly include how you will share learning outcomes to students and families. (TPE 5.4) Use citations from Week One readings and research to support analysis of conclusions regarding student needs as determined by the assessment data. For your signature assignment in Week 2, you will use these results to design a learning map.

# Week 2: Crafting Tasks to Support All Learners and Teacher Observation Pick One:

**Discussion Board 2A**: In Chapter 5 of the text Teaching Outside the box you will learn how to craft an open-ended task and how this approach supports diverse learners. Identify a close-ended task in a math textbook or online and apply either the Backwards Approach or Adaptive Approach to ensure the task is open-ended. Identify the content standard and grade and articulate how rewriting the task provides equity and access for all learners. Respond to one peers' tasks by solving their open-ended problem and explaining your thinking.

**Discussion Board 2B:** Watch the Math Running Record of the beginning first grader, and determine the student's strengths, strategies and needs then share how you would use one of the 7 Daily Routines from Teaching Outside the Box to develop the students’ mathematical fluency. You may include videos or pictures to support how a particular routine addresses Common Core Math Standards and which Standards for Math Practice standards it would meet. Provide feedback to at least 1 of your peers

**Assignment 2A: Lesson Plan:** In Week One of the course you analyzed assessment data based on learner’s profiles. This week you will design instruction based on your learner’s profiles and assessment results. Your lesson plan should include instructional groupings to provide direct instruction in the specific skills students need support and accommodation. You will create an action plan based on assessment data and what you have learned about **Universal Design for Learning,**

**Common Core Math, and MTSS.** In addition, be sure to identify the academic language, address how your action plan is developmentally appropriate, includes **ELD Goals**, strategies **and supports for language learners**, and includes opportunities **for students to use technology** to achieve the content specific learning goal (TPE 7.10)

**Assignment 2B: FieldWork Observation**: Write a two page report reflecting on your observation and highlighting the 8 mathematical practices as noted on the observation form. Be sure you explicitly share how the teacher:

1. Created a safe and positive learning space.
2. Set clear expectations and connected students' prior knowledge.
3. Engaged students in higher-order thinking
4. Monitored and/or assessed student learning. (TPE 7.7)

# Week 3: Making Connections Across Math Domains

**Discussion Board 3A:** Review the San Francisco Unified School District online curriculum for the Math Domain you address in your flipped video. Explore how the standards in the domain are articulated across the grade span and briefly discuss how you see math instruction being designed for all learners. Consider the role of the learning progression in designing instruction and how technology is used to support students in developing conceptual understanding and procedural fluency. Articulate how knowing how the standards are developed across the grade span can help you in designing instruction.

**Assignment 3B: Flipped Video** Common Core calls for students to use concrete and visual models to solve problems and make sense of numbers and operations. In this assignment you will create a video of yourself teaching a math concept in two ways (i.e. manipululative, representation or symbolic). The screencast should be no longer than ten minutes. You may use virtual manipulatives, a visual representation or concrete materials. Identify the content standard related to the model you are teaching and consider how the approaches you are using would support students with learning differences.

1. Include a paper with your video, which includes the grade level standards, standards for mathematical practice, and appropriate accommodations and supports for diverse learners, **including English language learners.** Reference Page in your paper with a minimum of 4 references in your presentation must include: The Common Core Mathematics Companion, Teaching Outside the Box, [Achieve the Core Documents,](https://achievethecore.org/page/254/progressions-documents-for-the-common-core-state-standards-for-mathematics) [Common Core](http://www.corestandards.org/Math/) [Math Standards](http://www.corestandards.org/Math/).

# Week 4: Teaching for Mastery with Projects and Content Integration

**Discussion Board 4A:** In Chapter 6 & 7 the authors discuss how Project-based and Problem-based instruction in math can be used to integrate content across the curriculum. Review the Physical Education and Social Studies frameworks and consider how you might integrate these standards in math instruction. Share the math standard you will be addressing in your Week 4 Assignment and which Physical Education and Social Studies standards you are considering in your project-based or problem-based interactive lesson.Provide feedback to at least 1 of your peers. (3 pts)

**Discussion Board 4B:** Threaded discussion of other peers screencast. In the discussion board post your screencast.

**Assignment 4A: Signature Assignment:** Create a Problem-Based or Project- Based Interactive Presentation for your students. This should include a minimum of three activities one must address PE or social studies standard. (15 pts)

**Assignment 4B Math Class Makeover:** Please review your course assignments and readings and create a ten-slide presentation in which you share your vision of the math classroom in which your students want to be. Describe what you see the teacher doing and what the students are doing. How are textbooks, technology, and tools being used, and what is the structure of the class and the tasks that students engage in? Include an illustration or a photo of your classroom as well. Be sure you are making explicit connections to the course content, as well as NCTM Principals and TPE’s.

**The final grade evaluation in this course will be based on points as follows**:

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| **GRADES** | **Percentage** | **Point Range** |
| **A** | **96-100** | **4.0** |
| **A-** | **90-95** | **3.7** |
| **B+** | **87-89** | ***3.3*** |
| **B** | **84-86** | **3.0** |
| **B-** | **80-83** | **2.7** |
| **C+** | **77-79** | **2.3** |
| **C** | **74-76** | **2.0** |
| **C-** | **70-73** | **1.7** |
| **D+** | **67-69** | **1.3** |
| **D** | **64-66** | **1.0** |

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| **D-** | **60-63** | **0.7** |
| **F** | **0-59** | **0** |

**Course Grading Definition and Definition of Grades for Graduate Courses**

**Please refer to the most recent National University Course Catalog (available at** [**www.nu.edu**](http://www.nu.edu/) **under the “Our Programs” tab) for policy on Grading, Incompletes, withdrawals, etc.**

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|  | **Course Learning Objective Student Learning Objective** | **Course Reading** | **Assignments** | **Relat ed Reso urces** | **Standards Addressed (TPEs, SPA, INTASC,**  **etc.)** |
| **Unit 1** | #3:  Analyze an integrative approach to teaching mathematics, representing instructional practices and procedures needed to support a spiralized curriculum, foundational skills, progress monitoring, and developmentally appropriate adaptations and modifications for all learners | **Reading: Teaching Outside the Box:** Technology Infused Math Instruction Ch 1 & 2  **Russell, G, & Chard, D. J. (1999).**  Number Sense: Rethinking Arithmetic Instruction for Students with Mathematical Disabilities*. Journal of Special Education*,33. 18 -  28  **Stanford University** Medical Center. (2018,  January 24). Positive attitude toward math predicts math achievement in kids. *ScienceDaily*.  Retrieved April 5, | **Discussion Board 1A:** Candidates will introduce themselves by discussing how they learned math; and their experiences with math. View Jo Boalar Video: [https://www.youtube.](https://www.youtube.com/watch?v=hKmypL2yQAI) [com/watch?v=hKmyp](https://www.youtube.com/watch?v=hKmypL2yQAI) [L2yQAI](https://www.youtube.com/watch?v=hKmypL2yQAI)  **Discussion Board 1B:** Select one standard at any grade level CCSS standard, unpack it, identify common misconceptions, recommended practices and technology resource you might use to teach it.  **Assignment 1A:** Analyze student math assessment results and determine next steps | **Learning Problems** in the Area of Math (Slide Show) | **CLO #3**  **TPE 4.1**  Locate and apply information about student’s current academic status, content and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short- term and long-term instructional planning purposes.  Apply knowledge of students, including their prior experiences, interests, and social emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.  **TPE 5.4**: Use technology as appropriate to support |

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|  |  | 2018 from [www.sciencedaily.c](http://www.sciencedaily.com/releases/2018/01/180124131736.htm) [om/releases/2018/0](http://www.sciencedaily.com/releases/2018/01/180124131736.htm) [1/180124131736.ht](http://www.sciencedaily.com/releases/2018/01/180124131736.htm)  [m](http://www.sciencedaily.com/releases/2018/01/180124131736.htm) | for whole group and student identified with IEP (Reference research articles and slide show) |  | assessment administration, conduct data analysis, and communicate learning outcomes to students and families. |
| **Unit 2** | #1: Design an integrative approach to mathematics instruction utilizing how K-8 students' acquire mathematical knowledge and misconceptions, learners' preconceptions, multiple instructional methods, and meta-cognitive strategies. | **Teaching Outside the Box:** Technology Infused Math Instruction: Chapter 3-4 | **Discussion Board 2A:** Select one of the videos that you see below and identify how the teacher engages students in a discussion, and encourages students to develop computational fluency. What is the value of reinforcing foundational skills in your daily math practice?  **Discussion Board 2B:** Select Review the Video assessment and select a daily routine (see Chapter 4 Teaching Outside the Box) that you would  used to further | **Teaching Channel:** Number Talks  **Teaching Channel:** Calendar  **Teaching Channel: Hundreds Chart**  **Progressi on Videos:** [https://gflet](https://gfletchy.com/progression-videos/) [chy.com/pr](https://gfletchy.com/progression-videos/) [ogression-](https://gfletchy.com/progression-videos/) [videos/](https://gfletchy.com/progression-videos/) | **CLO # 1**  **TPE 3.1**  Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.  **TPE 3.2**  Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. |

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|  |  |  | support student math development.  **Assignment 2A: Signature Assignment Part 2:** Learning Map  Using your assessment results from week 1 complete the learning map.  **Assignment 2B: Field work observation.** Using the supplied form, observe a K - 6 Common Core math lesson. Record your observations and include any anecdotal information. (Pictures of work or teacher instruction can be used but you may not use student pictures without permission.  **Write a 2 page paper including** |  |  |

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|  |  |  | **data from your observation form.** |  |  |
| **Unit 3** | #4: Design integrative mathematics instruction using principles of Universal Design for Learning (UDL) and the Learning Map model and reflecting an approach using culturally, developmentally appropriate, and linguistically based strategies to engage diverse elementary school learners. | **Understanding Differentiated Instruction:** Resource  **Teaching Outside the Box:** Chapter 5 & 9 | **Assignment 3B:** Create a screencast of yourself demonstrating how you would introduce and teach a math concept. The screencast should be no longer than ten minutes. You may use your learning map or choose another concept you would like to teach. | **Learning Map Videos**  **Differentia ted instructio n**  **video**: [http](https://www.youtube.com/watch?v=mVRYSC8YyYA) [s://www.yo](https://www.youtube.com/watch?v=mVRYSC8YyYA) [utube.com/](https://www.youtube.com/watch?v=mVRYSC8YyYA) [watch?v=m](https://www.youtube.com/watch?v=mVRYSC8YyYA) [VRYSC8Y](https://www.youtube.com/watch?v=mVRYSC8YyYA)  [yYA](https://www.youtube.com/watch?v=mVRYSC8YyYA)  **Grade 1 Whole Brain Mathemati cs:** https://yout u.be/pIk9qr MZHXM  **Grade 2 Whole Brain** | **CLO #4:**  **TPE 1.4:** Use a variety of developmentally and ability-appropriate instructional strategies, resources and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered Systems of Support (MTSS) to support access to the curriculum for a wide range of learners in the general education classroom and environment.  **TPE3.5** Adapt subject matter curriculum organization and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge  of all students, including the full range of English |

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|  |  |  |  | **Mathemati cs:** https://yout u.be/qzUK AsjpuzA | learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment. |
| **Unit 4** | # 2: Synthesize a variety of evidence-based strategies used to design an integrative approach to teaching mathematics and representing conceptual understanding, procedural fluency, and multi-level instructional practices needed to engage K-8 students with diverse learning needs.  #5: Reflect on instructional practices and beliefs needed for designing an integrative approach to teaching mathematics and ensuring for all learners socially-emotionally thriving and meaningful academic achievement within an equitable, | **Thinking Outside the Box:** Chapter 6 & 7  **State Standards:** PE and social science frameworks. | **Discussion Board 4A:** Share a link to your learning map and identify two standards that you are considering from the state framework for your your signature assignment. Provide comments on your peers ideas and ideas for integration.  **Discussion Board 4B:** Share your flipped video and comment on peers .  **Signature Assignment:** Create a student Project Based or Problem Based activity. Include other subjects in the project such as PE  and social sciences. |  | **CLO #2**  **TPE 4.3**: Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, literacy and science and other disciplines across the curriculum as applicable to to the subject area of instruction  **CLO #5**  **TPE 3.1:** Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. |

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|  | inclusive learning environment. |  | Rubric and submit to your instructor  **Math Class Makeover:** Reflection of course learnings and alignment with state and national math  standards. |  |  |



**Professionalism:**

**Candidates are expected to:**

* Read all course announcements and contact instructor if any issues arise
* demonstrate the dispositions expected of teacher candidates
* demonstrate professionalism by being prompt to class and in turning in assignments
* turn off all pagers and cell phones upon entering the classroom,
* be honest in all coursework.
* bring the following skills and attitudes to the class discussions:
  + Willingness to accept the challenge of reading text and research concerning teaching

and learning;

* + Willingness to discuss, read and write independently and in small and large groups;
  + Willingness to listen with an open mind to the ideas and informed opinions of others;
  + Willingness to express ideas in clear, concise English.

# Attendance: (online courses)

It is expected that candidates will:

* Login to the class at least twice a week.
* Fully participate in collaborative and interactive sessions.
* Notify the professor immediately if technology problems prevent your participation in the class.
* Acknowledge that failure to post responses and submit assignments by the day required will result in no credit for the work unless you have communicated issues with your instructor PRIOR to the deadline.

# Written Assignment Expectations: All assignments are to be:

* 1. Typed/word-processed, font size 12, double spaced with Candidate name and date Indicated.
  2. Submitted in Standard English following APA guidelines, error free in sentence construction, grammar, punctuation, and spelling.

# Late Work: Guidelines for late work are as follows:

If you cannot meet the posted deadlines, please have the courtesy of communicating that with your instructor. Life happens. However, lack of communication in the age of technology is not acceptable. The candidate and instructor will come to agreement on the terms of the work.