UNIVERSITY OF SOUTH FLORIDA  
MAE 4326: TEACHING ELEMENTARY MATHEMATICS II  
FALL 2014 – SECTION 522

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Office Hours: Varies – please make an appt.

Class Meeting: B335 6:00 p.m. – 8:50 p.m.

I. COURSE MATERIALS AND REFERENCES


Materials: Hand2Mind Manipulative kit. Separately purchase calculator, scissors, tape, glue stick, markers and bring them every week.

Internet Resources: Principles and Standards for School Mathematics, NCTM, 2000  
http://standards-e.nctm.org (free for NCTM members)

Sunshine State Standards for Mathematics  
http://www.floridastandards.org/homepage/index.aspx

Florida Department of Education CPALMS Resource Search Page  

Common Core State Standards for Mathematics:  

IMPORTANT NOTE: Materials required for class will be listed each week on the second slide of the Powerpoint presentation(s) under “Students Bring”.

II. COURSE PURPOSE

This course is required in the undergraduate programs in Elementary Education and Special Education. The course provides for the development of knowledge and skills necessary to prepare students to assume roles as teachers of mathematics in elementary and special education classes. Such a course is recommended by the National Council of Teachers of Mathematics (NCTM) in its Guidelines for the Preparation of Teachers.
III. COURSE GOALS

Know How and also Know Why. That is, you should focus on discovering the reasons behind the actions in mathematics.

The vision of mathematics learning espoused by the National Council of Teachers of Mathematics assumes the following:

“Knowing mathematics means being able to use it in purposeful ways. To learn mathematics, students must be engaged in exploring, conjecturing, and thinking rather than only in rote learning of rules and procedures. Mathematics learning is not a spectator sport. When students construct personal knowledge derived from meaningful experiences, they are much more likely to retain and use what they have learned. This fact underlies teachers’ new roles in providing experiences that help students make sense of mathematics, to view and use it as a tool for reasoning and problem solving.” (Curriculum and Evaluation Standards for School Mathematics: Executive Summary, National Council of Teachers of Mathematics, March 1989, p. 5)

Thus, the purpose of this course is to provide opportunities for preservice teachers to examine their understanding of various mathematics topics and to construct a vision of mathematics that considers the goals and assumptions of the current reform movement in mathematics education. Content, methods, and materials for teaching elementary school mathematics will be examined with a focus on Geometry, Measurement, and Probability & Statistics.

“From the perspective of attaining mathematical competence, teaching elementary mathematics does not mean bringing students merely to the end of arithmetic or to the beginning of “pre-algebra.” Rather it means providing them with a ground work on which to build future mathematics learning” (p. 177). Ma, L. (1999). Knowing and Teaching Elementary Mathematics. Mahweh, NJ: Lawrence Erlbaum Associates.

As a prospective elementary teacher it is important to:
- Develop a conceptual understanding of the mathematics topics.
- Think about the kinds of mathematics students can learn through manipulatives.
- Think about the mathematics activities from the standpoint of a teacher.

IV. COURSE OBJECTIVES

Upon completion of this course, students will have demonstrated:

1. Knowledge of the major goals and characteristics, including scope and sequence, of elementary school mathematics programs, and aspects of theories of learning as applied to the planning and instruction for the teaching of elementary school mathematics.

2. Knowledge of the current developments in education, including research that may affect the elementary school mathematics curriculum, with emphasis on the Florida Mathematics Framework as a part of the Sunshine State Standards.

3. Knowledge of algebraic thinking and problem-solving processes/strategies; properties of geometric concepts and principles; measurement concepts and principals; concepts and principles of probability and statistics; and the application of these concepts in the teaching of elementary school mathematics.
4. Knowledge of effective uses of concrete manipulatives in both instruction and assessment.

5. Knowledge of the Sunshine State Standards for school mathematics, especially as applied to the elementary curriculum and as applied to the areas of geometry, measurement, and data analysis and probability.

6. Knowledge of instructional methods that engender critical thinking in students, and evidence that the candidate has engaged in critical thinking in the completion of coursework.

7. Knowledge of the relationship between the learning environment and student learning; demonstrates understanding of appropriate accommodations for the differing needs and diversity of students.

8. Ability to develop learning experiences that require students to demonstrate a variety of applicable skills and competencies.

9. Ability to use a variety of assessment tools to monitor student progress, achievement and learning goals.

10. Knowledge of appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes; knowledge of instructional models, methods, and strategies. (ESOL Standards 5, competencies 5, 6).

11. Knowledge of current and effective ESOL teaching methodologies in planning and delivering instruction to ELLs; knowledge of instructional models, methods, and strategies.

12. Ability to apply content-based ESOL approaches to instruction; knowledge of instructional methods and strategies.

13. Ability to evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle, and high school levels; knowledge of curriculum, curriculum materials, and resources; knowledge of instructional technology.

14. Ability to evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas at the elementary level; knowledge of curriculum, curriculum materials, and resources; knowledge of instructional technology.

V. INSTRUCTIONAL DESIGN

This course will be taught through lecture, discussion, cooperative learning activities, question and answer sessions, student demonstrations, and role playing. Reading of the text is mandatory. Knowledge of content is necessary for classroom involvement in activities and discussions.

VI. COURSE REQUIREMENTS, RESPONSIBILITIES, and POLICIES.

A. Professionalism: Because this course is part of an accredited program that leads to a professional certification, students must demonstrate behavior consistent with a professional career. Failure to demonstrate such conduct will impact a student’s grade as noted in the course syllabus.

Students must:

- Attend all class meetings beginning to end.
- Be prepared with all necessary handouts, tools, and materials.
Complete all assignments on time. See assignment policy below. Students should maintain a file of all graded assignments until after receiving an official grade notification from the registrar.

- Collaborate responsibly with colleagues in coursework.
- Participate in a professional manner in all class discussions and activities.

B. **Academic Dishonesty**: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.

**Detection of Plagiarism**
The University of South Florida has an account with an automated plagiarism detection service which allows student assignments to be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.

PLEASE REMOVE YOUR NAME FROM THE BODY OF YOUR PAPER AND REPLACE IT WITH YOUR USF ID#. ALSO REMOVE YOUR NAME FROM THE FILE NAME AND REPLACE IT WITH YOUR USF ID# (e.g., “U12345678 Essay 1.docx”) BEFORE SUBMITTING IT TO TURNITIN.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

C. **Attendance**: Your attendance at all class meetings is required. If you will have a planned absence, please see me ahead of time. If you have an emergency or illness, please email my personal address or text me so I know not to expect you in class. In any case, it is your responsibility to obtain notes from a classmate. If you need additional support to learn the material, please email me to make an appointment.

During all class sessions, the instructor will distribute an attendance sheet to be signed. It is your responsibility during class to ensure that you have signed your name and marked yourself as either “on time” (O), or “tardy” (T). If your signature is not on the sheet, you will be marked absent. Signing the name of another individual is not permitted.

D. **Academic Disruption**: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct. Such actions include texting, surfing the web, cell phone use, or any other disrespectful interruption of the lecture. Remember that your responsibility is to contribute to a productive learning environment. Consider the effects of your actions on you as well as others around you.
Computer use in class, especially off-task computer use, can be a distraction to other students. Students are permitted to use a computer in class, but any observance of computer use for activities not directly related to class may result in the student’s computer privilege being revoked for the remainder of the semester.

E. **Contingency Plans:** In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Safety Preparedness Website for further information.

F. **Disabilities Accommodation:** Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, www.usfsm.edu/Students/Disability/

G. **Fire Alarm Instructions:** At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

H. **Religious Observances:** USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

I. **Assignments:** All assignments must be submitted at the beginning of class on the day they are due. Assignments may only be emailed if the student is absent. Each assignment will be graded according to the assignment description in this syllabus or applicable rubric. All assignments, except for Writing to Learn, are to be double-spaced using a 12-point standard font. There are no planned extra credit assignments.

Points will be deducted for late assignments in the following manner:
- 20% of all points of the assignment are lost if not submitted in class or emailed by the beginning of class, but turned in no more than two days past the due date.
- An additional 10% will be lost each day after the second day.
- Assignments more than one week late will not be accepted without prior approval from the instructor.

J. **Taping of Lectures, Sharing of Notes:** Students who wish to tape/record a lecture should speak to the instructor in advance. There is no limitation on sharing of class notes, particularly in support of a peer who is absent.
K. **Canvas Use:** The class syllabus is posted in Canvas, an online course management system. In this class Canvas will be used for posting of Powerpoint presentations, assignments, grades, discussion boards, handouts, internet resources, etc. Information on how to use Canvas is available at: [http://www.usfsm.edu/infocommons/students.php](http://www.usfsm.edu/infocommons/students.php)

L. **Web Portal Information:** Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

VII. **PREPARATION FOR TESTS:**

All tests are to be completed at the scheduled time. **No make-up tests are scheduled.** Please contact me in advance if you will not be able to take a test at the scheduled time. All tests will be based on material presented in class activities, lectures, discussion, and required readings. The tests may be comprised of multiple choice, short answer, and/or essay questions. You are permitted to use a calculator (no phone calculators) and the manipulatives kit on all tests. However, sharing of materials is not permitted.

**Recommendation:** READ ALL CHAPTERS. Not all the information contained in the exams will be covered in class. You are expected to read the chapters and understand the content. If you do not understand the content, it is your responsibility to ask questions.

VIII. **COURSE ASSESSMENT**

This is a professional preparation course and students are expected to behave in a manner appropriate for teachers. In addition, students are expected to participate in classroom activities in a constructive manner, exhibiting those positive traits that are expected of teachers as provided by the Accomplished Practices and the Code of Ethics.

The following represents my current thinking about the evaluation of this course. I reserve the right to make changes/adjustments as needed.

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Section Exams* – 2 @ 65 pts, 1 @ 40 pts</td>
<td>170</td>
</tr>
<tr>
<td>Participation – 5 points per class</td>
<td>70</td>
</tr>
<tr>
<td>Lesson Presentation</td>
<td>40</td>
</tr>
<tr>
<td>Journal Article Summaries – 2 @ 20 pts each</td>
<td>40</td>
</tr>
<tr>
<td>Assessment and Teaching Project**</td>
<td>80</td>
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<tr>
<td>(10 pts for the assessment report, 70 pts for the final report)</td>
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</tbody>
</table>

A (4.00) 360 – 400 points  D (1.00) 240 – 279 points  
B (3.00) 320 – 359 points  F (0.00) 239 points or less  
C (2.00) 280 – 319 points

*NOTE that to achieve a passing grade of a C in this course, students must score higher than 80% on each of the first two section exams. Students who score below 80% will be required to successfully correct ALL missed points. However, the original score will remain in the grade book. Students who do not successfully correct all missed points will not receive a passing grade in the course. Students may make full use of textual or human resources to aid in their exam corrections.
** The Assessment and Teaching Project is a CRITICAL TASK for this course and must be added to your electronic portfolio on TaskStream. TaskStream is a web-based electronic portfolio required of all students in College of Education (COE) programs. TaskStream enables students to build media-rich online portfolios showcasing learning achievements, which can be shared with peers, instructors, parents, and employers. Further, it provides a way to submit documents, called critical tasks, to instructors for feedback and assessment. The COE uses these assessments to evaluate candidate progress toward meeting standards set by the Florida Department of Education, by the faculty, and by professional organizations. Further, the COE analyzes data from the assessments and uses the data for program planning in order to ensure continuous improvement. Once your assignment is in your portfolio, it will be assessed using a rubric. You must earn an average score of 3 (out of 5) or better on the critical task.

IX. ASSIGNMENT DESCRIPTIONS:

a. Attendance/Participation

- Five points can be earned for each class. To earn the full 5 points you must:
  - be on-time and stay until class dismissal
  - have necessary materials and handouts
  - fully participate in discussions and group work
- Three absences will result in the lowering of the student’s grade by one full letter in addition to points lost for attendance.
- Two tardies will count as one absence.
- **Students with 4 or more absences will not receive a passing grade in the course.**

b. Lesson Presentations - On the first day of class you will sign up to present a 20-30 minute lesson to the class on geometry or measurement appropriate for the elementary grade level of your choice. You may get your lesson ideas from our text, CPALMS, NCTM’s Illuminations website, any other quality teaching site, or you may make up your own idea. **Lesson ideas must be preapproved to ensure that you do not teach something I have already planned as part of our coursework, or that you do not select an idea already submitted by another group.** You will submit a copy of the lesson plan, formatted according to the official USFSM *abbreviated* lesson plan format (on Canvas), on the day of your presentation. You will teach your lesson as if your peers are elementary students. You are responsible for bringing all necessary materials to conduct the lesson. You are welcome to use any of the instructor’s supplies provided you request them in advance. After the presentation, you will submit to the instructor a rating of the level of contribution of each group member, including yourself, on a scale of 1-10 (1=virtually no contribution, 10=very high level of contribution). If those scores reflect a balance of participation, everyone in the group will receive the same score. If not, the instructor reserves the right to give any group member a higher or lower score than the rest of the group.

c. Journal Article Summaries- ESSENTIAL ASSIGNMENT – Two times this semester, you are required to select and read a feature article from *Teaching*
Children Mathematics that introduces a teaching idea (no older than 2004) on one of the assigned topics in this course. Only full length articles will be accepted (most are 5-7 pages). Step-by-step directions for finding articles are provided on BB under Course Documents. Each 2-3 page (Times New Roman 12pt, double-spaced) article summary should provide enough detail so that you could return to your paper years later and be able to integrate the teaching idea into your classroom. Each summary must include the following elements:

♦ A bibliographic reference – you must make a sincere effort at APA format to receive this point – details of APA are below (1 point),
♦ A summary of the teaching idea written in first person (I, me, my) that reflects how you would use the idea/activity in your future classroom. (10 points),
♦ How the lesson/activity helps develop students’ problem solving abilities and conceptual understanding. (2 points),
♦ How you will adapt the lesson content or procedures to help ESOL learners gain understanding. Explain ways you could accommodate your ESOL students that are specific to this lesson/activity. The 3 websites for ESOL Math Strategies that are on BB under ‘Internet Resources’ will help you with this section. Papers that omit this section will be returned ungraded. (2 points)
♦ A statement of the CCSS Standard(s) addressed in the article. List the standard number(s) and include the full text of the standard(s) (2 points).

The summary will also be graded for the quality of writing, spelling, and grammar (3 points). You should use no more than one quote, and the paper should flow in narrative style without subheadings. Quotes less than 40 words should be in parenthesis and be followed by (author last name, year, pg. __).

You will complete summaries for these topics:
1. Geometry – Due Sept 18
2. Measurement – Due Oct 23

Because this journal is a print publication that is available online, it is not necessary to include the web address or date of retrieval in the bibliography. Note that the only capital letters in the article title are the first letter, the first letter of a word following a colon, or the first letter of a proper noun. The journal name and volume number are italicized. The issue number is in parenthesis and is not italicized. The first and last page numbers are listed alone without a heading. Following is a sample bibliographic reference in APA format:


e. Assessment and Teaching Project – CRITICAL TASK: A complete description/rubric for this assignment is included in this syllabus. This rubric is for the purpose of assigning a score toward a course grade, and is separate from the rubric used to assess the assignment on TaskStream. Log onto Taskstream and view that rubric also before completing the assignment. A copy of the rubric for the course must be printed and attached to the front of the assignment when it is turned in.
ASSESSMENT AND TEACHING PROJECT
MAE 4326

You are required to conduct an assessment and teaching project that follows the guidelines below:

1. **Select the Student(s)**
   - Choose an individual child or small group of children (max of 3), in grades 2 – 6.
   - If you choose multiple children, they must be in the same grade.
   - You may work with your own child, a neighbor’s child, a relative, or a child at a local school.

2. **Select a Mathematics Topic from Geometry or Measurement.**

3. **Select a CCSS based on the grade level of the student(s)**

4. **Develop an Assessment Plan and Enact the Plan with a Student**
   - Select one age/ability-appropriate activity that supports the conceptual development of the SSS you selected. You may use your book, *Teaching Children Mathematics*, the Illuminations website, or other high-quality mathematical resource (just because it’s on the internet does not mean it is high-quality).
   - **Credit your source.**
   - A formal lesson plan is not required for this phase of the project. However, if you use any printed material to conduct the lesson, it should be included with the report.
   - The activity must be hands-on and develop the concept through the use of a manipulative.
   - Limit this assessment activity to 20-30 minutes.
   - Investigate your student’s conceptual (mis)understanding of the topic through the exploration of the activity.
   - Use the information you glean about the student’s level of conceptual understanding and/or areas of misunderstanding to plan the teaching lesson. Carefully observe your student’s work and ask probing questions to help you understand his/her mathematical understandings. Your goal is not to simply encourage right responses and discourage wrong ones, but to ask questions that will get at the student’s thinking strategies even if you detect inappropriate strategies being used.
   - Although teaching and learning will occur in both phases of this assignment, the primary purpose of the first interaction with the child is assessment to discover his/her learning needs, and the primary purpose of the second interaction is teaching a lesson tailored specifically for the interviewed child(ren) to address the identified learning needs. In both phases of the project, focus on determining what students (mis)understand and how you know.

5. **Write and Submit an Assessment Report**
   - Report length: 1-2 pages per child assessed, double spaced, 12 pt font.
   - Include in the report:
     - Basic information about the child: pseudonym, age, grade level, level of math achievement (high, middle, low), other pertinent information.
     - Description of the activity used to assess the child.
     - Child’s conceptual understandings and misunderstandings revealed through the
assessment activity and how that will guide the planning of your teaching lesson.
  o Other observations about the child that will influence your planning of the teaching lesson.
  o Learning goals of the teaching lesson.
• The assessment report is worth 10 points, and all students who fully complete the report will receive full credit. The report will be read by the instructor who will provide feedback. You must correct/remediate any issues raised by the instructor and submit both the original and corrected assessment reports along with the teaching report for grading of the completed project.

6. Develop a Plan for the Teaching Lesson
• Develop a complete lesson plan (Full Version of the USFSM format – provided on Canvas) that will be the basis of your teaching lesson.
• Be sure to include ESOL accommodations, even if you do not plan to conduct your lesson with an ESOL child.
• Attach any worksheets or handouts you used as part of the lesson.
• The lesson plan should be designed to meet the needs of the student(s) you assessed to improve his/her conceptual understanding. The lesson must reflect the goals you established from your assessment of the student.
• Based on the grade and/or ability level of your participant(s), tailor the activity to adjust for time and ensure that you have the opportunity to assess the student’s understanding. Plan for this interview/lesson to last between 45 and 50 minutes. Mini-lessons of shorter duration are not sufficient to meet the requirements of this assignment.
• The lesson must be hands-on and must develop the concept through manipulatives.
• As you develop your plan, consider the items listed in the report section of this assignment.

7. Conduct the Teaching Lesson
• Both interviews (assessment and teaching) should be audio taped (or videotaped) so that you have a record of the participant’s responses and activity. Consider placing this tape (as well as the entire study) in your “teaching portfolio” as you complete your program of study. Be sure to obtain any necessary permission before audio or videotaping any child other than your own. I will not collect the audio or videotapes.

8. Write and Submit a Teaching Report about the Teaching Lesson
As soon as possible after teaching the lesson, prepare a narrative-style report discussing the child’s mathematical activity and thinking (i.e. their responses). Include the following:
• Description of the lesson in the body of the report with the full lesson plan and any worksheets attached to the report.
• Child’s age/grade and other pertinent information.
• The topics that will be assessed in the report include:
  a) What were the learning objectives of the lesson? Justify that the CCSS and objectives of the lesson were appropriate for the age and ability of the student based on your earlier assessment.
  b) Describe in narrative style the procedure for conducting the lesson, including at least one modification you would make for ESOL students.
  c) Describe/name the manipulative materials used in the lesson.
  d) Why was the activity you selected a worthwhile mathematical task?
  e) How did the lesson you planned serve to advance/improve your student’s conceptual understanding?
f) How did the questions you asked help you assess your student’s level of understanding?

g) How did the learning environment impact the experience?

h) How did you anticipate your student(s) would respond/react to the lesson? How did this compare to actual responses/reactions?

i) What observations were made of the child’s mathematical understanding? What explanations were given? (Sample of student’s work will be helpful.) What diagrams/figures, if any, were made by the child?

j) What explanations/conclusions can you make about their mathematical understanding after conducting the lesson?

k) What have you learned about lesson planning, teaching and assessment from this experience?

The report should be typed, double-spaced, Times New Roman 12 point font, 1 inch margins, and no more than five pages in length (not including the lesson plan). Resubmit the original assessment report, the one that includes all instructor comments, along with the teaching report for grading.

9. Due Dates

Assessment Report Oct 9
Full Report Nov 6

10. Grading Rubric:

63 – 70 All required elements/topics are present and the specified format is followed. The objective is appropriate for the child’s level, the assessment activity is well aligned to the objective, the information gleaned from the assessment activity was meaningfully used to plan the teaching lesson, and the lesson plan is well developed and well aligned to the objective. The assessment report, teaching report, and lesson plan provide evidence that the project was well thought out and well prepared. Writing flows well, observing proper spelling and grammar.

56– 62 Nearly all required elements/topics are present and the specified format is followed. The objective is appropriate for the child’s level, the assessment activity is aligned to the objective, the information gleaned from the assessment activity was used to plan the teaching lesson, and the lesson plan is generally well developed and well aligned to the objective. The assessment report, teaching report, and lesson plan generally show evidence of thorough preparation and thoughtful evaluation of student understanding. There is fairly good flow, although there may be some awkward areas and some spelling and grammar errors.

49 – 55 Most required elements/topics are present and the specified format is generally followed. There are major issues with one of the following, or moderate issues with two or three of the following: lesson objective, assessment activity, assessment report, teaching lesson, lesson plan, or teaching report. The assessment report, teaching report, and/or lesson plan suggest that preparation and post-interview evaluation lacked careful thought. There may be some awkward flow as well as some spelling and grammar errors.
42 – 48 Multiple required elements/topics are missing and/or the specified format is not followed. Although all of the major pieces of the assignment are present, the overall project does not suggest that careful time was spent in planning, execution, analysis, or writing the results. The writing is awkward with spelling and grammar errors.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICE

Applying concepts from human development and learning theories, the effective educator consistently:

1.a. ✓ Aligns instruction with state-adopted standards at the appropriate level of rigor;
1.f. ✓ Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

3.c. ✓ Identify gaps in students’ subject matter knowledge;
3.f. ✓ Employ higher-order questioning techniques;
3.g. ✓ Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
3.j. ✓ Utilize student feedback to monitor instructional needs and to adjust instruction.

The effective educator consistently:

4.a. ✓ Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;
4.b. ✓ Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

ATTACH THIS SHEET TO YOUR ASSIGNMENT

Total Points ________/ 80 possible (includes pts for assessment report)

VERY TENTATIVE COURSE SCHEDULE

Last day to drop/withdraw with a grade of “W” – Nov 1

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS/PRESENTATIONS</th>
<th>READINGS/ASSIGNMENTS/EXAMS</th>
</tr>
</thead>
</table>

MAE 4326-section 521-Fall 2014- pg 12
<table>
<thead>
<tr>
<th>SESSION 1</th>
<th>Aug 28</th>
<th>Syllabus/course assignments Intro to Geometry – Chpt 12</th>
<th>READ: Chapter 12</th>
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<tbody>
<tr>
<td>SESSION 2</td>
<td>Sept 4</td>
<td>Congruence and Similarity Visualization</td>
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</tr>
<tr>
<td>SESSION 3</td>
<td>Sept 11</td>
<td>Symmetry and Transformations Tessellations</td>
<td>READ: Chapter 13</td>
</tr>
<tr>
<td>SESSION 4</td>
<td>Sept 18</td>
<td>Geometry in 3-D</td>
<td>DUE: Geometry Article Summary</td>
</tr>
<tr>
<td>SESSION 5</td>
<td>Sept 25</td>
<td>Case of the Mischievous Solids</td>
<td>Wear clothes suitable for painting</td>
</tr>
<tr>
<td>SESSION 6</td>
<td>Oct 2</td>
<td>Geometry Lesson Presentations</td>
<td>SECTION EXAM: Geometry</td>
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<tr>
<td>SESSION 8</td>
<td>Oct 16</td>
<td>Perimeter and Area</td>
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<tr>
<td>SESSION 9</td>
<td>Oct 23</td>
<td>Measurement in 3D</td>
<td>DUE: Measurement Article Summary</td>
</tr>
<tr>
<td>SESSION 10</td>
<td>Oct 30</td>
<td>Measurement Lesson Presentations Last Day to Drop with “W” – Nov 1</td>
<td>SECTION EXAM: Measurement</td>
</tr>
<tr>
<td>SESSION 11</td>
<td>Nov 6</td>
<td>Data Analysis – Chpt 15</td>
<td>DUE: Assessment and Teaching Project: Full report READ: Chapter 15</td>
</tr>
<tr>
<td>SESSION 12</td>
<td>Nov 13</td>
<td>Probability</td>
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<tr>
<td>SESSION 13</td>
<td>Nov 20</td>
<td>Algebraic Thinking</td>
<td></td>
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<tr>
<td></td>
<td>Nov 27</td>
<td>NO CLASS – Thanksgiving Holiday</td>
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<tr>
<td>SESSION 14</td>
<td>Dec 4</td>
<td>Data Analysis, Probability, Algebraic Thinking Lesson Presentations</td>
<td>SECTION EXAM: Data Analysis, Probability, Algebraic Thinking</td>
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