THE SCHOOL OF EDUCATION THEME
Excellence ~ Integrity ~ Caring

CANDIDATE DISPOSITIONS

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

Professional Collaboration
Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.

Reflective Practitioner
Candidates are reflective, life long learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.

Ethical Professional
Candidates’ actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations and ethical responsibilities of the profession.

Student/Client Centered
Candidates, throughout their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.

Professional Leader
Candidates, throughout their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.

Professional Competence
Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standards based instruction.
THE SCHOOL OF EDUCATION MISSION
In support of the university’s vision of excellence the mission of the School of Education is to be a professional learning institution that prepares highly capable professionals to serve our culturally and linguistically diverse community with integrity.

UNIVERSITY VISION STATEMENT
By 2014-15, CSU Bakersfield will be the leading campus in the CSU system in terms of faculty and academic excellence and diversity, quality of the student experience, and community engagement. Realization of our vision will be advanced by recruitment, development and promotion of excellent and diverse staff within an organizational cultural committed to excellence in all areas.

COURSE DESCRIPTION
This course provides knowledge and skills pertinent to the teaching and learning of math. It also focuses on promoting students skills in integrating pedagogical practices, methods and materials of mathematics in curriculum planning and content instruction. The course content focuses on alternative approaches to mathematics based on recommendations by the National Council of Teachers of Mathematics (NCTM).

COURSE OBJECTIVES
The intent of this course is to assist credential candidates to become reflective practitioners who will develop sound pedagogical strategies appropriate for the learner’s developmental level and the learner’s linguistic background. The candidates will develop a diagnostic approach to instructional techniques and alternative assessment strategies that will empower the students in learning mathematics and becoming a diagnostic practitioner. To more fully envision the scope of this course, one should consider the interacting elements in any teaching situation:

• learner
• the teacher
• the subject matter content
• the materials available

The role and responsibilities of the teacher is to combine their knowledge, their students' knowledge, their students' developmental level, their students’ cultural and linguistic background, the subject matter, and the materials they have available to form a meaningful and purposeful experience for the diverse population of the classroom. The quality or effectiveness of this combination is dependent upon the strategies or techniques that the teacher employs. In this course, attention will be paid to each of these elements, as well as their interaction.

This is not a mathematics course. However, in this course the teacher will utilize teaching methods, techniques, strategies, resources and materials for teaching mathematics to elementary students. The primary goal is to demonstrate how to use instructional strategies to enhance your future students’ conceptual growth in mathematics.

COURSE OBJECTIVES - CALIFORNIA TEACHING PERFORMANCE EXPECTATONS

<table>
<thead>
<tr>
<th>The candidate will:</th>
<th>CA-CSUB 1.A</th>
<th>TPE.1A.1</th>
<th>TPE.1A.2</th>
<th>TPE.1A.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make mathematics comprehensible to students</td>
<td>Make mathematics comprehensible to students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to teach state-adopted academic content standards for students in mathematics (K-8).</td>
<td>Demonstrate the ability to teach state-adopted academic content standards for students in mathematics (K-8).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and to apply them to novel problems.</td>
<td>Enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and to apply them to novel problems.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help students understand different mathematical topics and make connections among them.</td>
<td>Help students understand different mathematical topics and make connections among them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.</td>
<td>Help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide a secure environment for taking intellectual risks and approaching problems in multiple ways.</td>
<td>Provide a secure environment for taking intellectual risks and approaching problems in multiple ways.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model and encourage students to use multiple ways of approaching mathematical problems.</td>
<td>Model and encourage students to use multiple ways of approaching mathematical problems.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourage discussion of different solution strategies.</td>
<td>Encourage discussion of different solution strategies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster positive attitudes towards mathematics.</td>
<td>Foster positive attitudes towards mathematics.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TPE.1A.9  Encourage student curiosity, flexibility, and persistence in solving mathematical problems.
CA-CSUB-TPE.2  Monitor student learning during instruction.
CA-CSUB-TPE.3  Interpret and use assessments.
CA-CSUB-TPE.4  Make content accessible to students.
CA-CSUB-TPE.5  Engage students in learning.
CA-CSUB-TPE.6  Utilize developmentally appropriate activities.
CA-CSUB-TPE.7  Engage and support English Language Learners.
CA-CSUB-TPE.8  Know how students learn.
CA-CSUB-TPE.9  Plan instruction effectively.
CA-CSUB-TPE.10  Allocate instructional time to maximize student achievement.
CA-CSUB-TPE.11  Develop and maintain clear expectations for academic and social behavior.

REQUIRED READINGS
Syllabus, Course Schedule, and Lesson Plan Example (http://www.csub.edu/~ckohn)


http://www.cde.ca.gov/ci/ma/cf/

LiveText membership

COURSE REQUIREMENTS

Reading Response Assignments
(Assignments and due dates are listed as part of the Course Outline)
A reading response assignment will be due at the beginning of designated class sessions (see Course Outline for assignments and due dates). Begin each response by restating the issue. To thoroughly answer the prompt, the assignments will be about one single-spaced page in length and include references to the course textbooks.

The response assignments are designed to be open-ended and individually completed. The prompts are based upon course readings, and will be utilized in course discussion. Input from mathematics educators in answering these questions is welcome. As you answer these questions, ponder the answers and apply them to how you will be able to teach mathematics in your own classroom: What did you read? What have you learned in class? What does that mean to you? How can you apply these concepts?

Classroom Observations of Mathematics Lessons
Due date: On or before _____
Complete two mathematics lesson observations in K-6 classrooms. Write one single-spaced reflection for each observation. Each reflection should include lesson objective, progression towards student learning, classroom management strategies. Special attention should be paid to the multiple measures of assessment that occur throughout the lesson, including entry level assessment, progress monitoring, and formal assessment at the end of the lesson (see Appendices A and B). Also, special attention should be paid to the adaptations that the teacher utilizes to promote student learning of special needs students, including English Learners, students with learning problems, and high achieving students. In order to receive credit for the observations, the Master Teacher(s) must verify attendance by signing the EDEL 461 Teacher Observation sheet (Appendix B).
Lesson Plan Development, Presentation, and LiveText Signature Assignment

Lesson Plan draft due date: At least two weeks before scheduled presentation
Lesson plan presentation: TBA (beginning on ________) Number of copies: _____
Lesson plan with reflection placed on LiveText: By ________

The effective teacher knows how to plan and design lessons to help students reach mastery, and have a strong active engagement component. Write a lesson plan from the assigned mathematics standards’ strand and grade level(s) that is based upon a mathematics textbook from a public school. You will have approximately 5 - 8 minutes to share your lesson with the class on the assigned date. Your lesson should be typed (single-spaced) and turned in at the time of your presentation. Follow the Lesson Plan format that is outlined in Appendix A of this syllabus, and be sure to address all questions. A presentation sign-up sheet will be circulated in class.

To ensure that your lesson is standards based and applicable to public school students in Kern County, your lesson must be an adaptation from a textbook that is used in California schools. The Kern County Superintendent of Schools has copies of mathematics textbooks at the Materials Lab at 2020 K St. Bakersfield 93301. Be sure to call ahead of time to arrange an appointment (636-4783). 6th-7th grade sample lessons from Holt and K-5 teacher editions for Houghton Mifflin textbooks are on 2-hour reserve at the Walter Stiern Library (instructor: Carol Kohn), or you can use the following Houghton Mifflin website for access to K-5 textbook lessons:

http://www.eduplace.com/eservices/
User Name: Houghton_CA_MathBooks
Password: Houghton

Please Note: The presentations have been closely aligned with course topics. Failure to present and/or to bring enough handouts on the scheduled day will be considered late, and will result in a 25 percent point deduction. As part of your presentation, be sure to include examples such as student work samples, books that will be used, worksheets, activities, music, etc. to make your lesson “come alive” to your 461 audience.

On the night of your presentation, submit to the instructor two complete copies of your lesson that is correctly formatted (12 point font). The handout for your presentation can either be your complete lesson plan, or a one single-spaced page synopsis that has the following components:

- Your name
- Lesson grade level and mathematics content area
- Lesson objective
- Lesson procedures with a paragraph overview for each of the following:
  - Preview-Review
  - Explicit Direct Instruction
  - Guided Practice
  - Independent Practice
  - Closure
- Assessment – both informal (checks for understanding) and formal
- Also, please include additional pages to your handout to share special activities that others may be able to use if they need to teach this lesson.

EDEL 461 Signature Assignment (LiveText)
The Lesson Plan will be your LiveText Signature Assignment. For the LiveText posting, include with your lesson plan a personal reflection about teaching mathematics to elementary school children in one single spaced page. Reflection topics may include personal experiences in teaching mathematics, importance of mathematics to our children’s future well-being, how you plan to set up your mathematics classroom, as well as references to the course texts and activities. This reflection component will be one week’s Reading Response assignment.

EDEL 461 Binder
Due date: ______
During this course, a number of handouts will be provided to you that will not only assist you with course assignments, but will also help you in the classroom. A one-inch binder will be kept to collect all assignments, observation notes,
handouts, and other important papers. The binder should show pride in student work, and be separated into sections with dividing tabs. Please note: You will not receive credit for your binder if you are not in attendance when the binder is due.

Interview:

Interview due date: __________

Choose one of the following. Write a summary and reflection (at least three double spaced pages) about your interview. Be prepared to share this orally with the class and turn in your written (typed) interview. Remember to follow the standards and conventions of the English language.

Interview a mathematics teacher of students with special needs (grades K-6)

After reading Read Van de Walle Chap. 6 and Framework Chap. 6, interview a teacher who teaches mathematics to special needs students (English Learners or students with learning problems). The teacher who you choose may be one who assists students with special needs either in the regular classroom setting or in a pull-out program, such as a Resource room. Topics for the interview can be found in Van de Walle (chapter 6) and the Framework (chapter 6); and can also include how the teacher establishes instructional priorities; scaffolds instruction; facilitates vocabulary development; teaches one concept in several different ways; addresses learning strengths of students; and assesses student learning.

Or:

Interview someone who has studied mathematics in a different country

After reading Read Van de Walle Chap. 6 and Framework Chap. 6, interview someone who has learned mathematics in another country. Learn as much as possible about the math instruction in that country, including: the kind of school, textbooks, methods of teaching, homework, discipline policies, and ages and/or grade levels where concepts are introduced. Are there any mathematics vocabulary words, symbols, or concepts that are different from those taught in the U.S.? As teachers, how can we best help students adjust to instruction in U.S. classrooms? From this interview, what did you learn about teaching mathematics that will help newly arrived and/or English Learners?

Family Math Activity with Handout

Activity due date: ______

Number of handouts: class members ____ ; parents ______

For the Family Math component, EDEL 461 students will work in partners to present a game or activity that parents can play with their children at home to support mathematical learning and understanding. This activity/game should be simple enough for students and parents to do on their own, and should utilize materials that families would have readily available at little or no cost. Due to school and district wellness policies, please do not use candy in the design of your game, or hand out any edibles as prizes. The requirements for the handout are as follows and should be listed in this exact order:

- Name of the game
- Objective
- CA State Content Standard(s): List only 1 or 2 and address only the original game, not the modifications.
- List of Materials needed
- How to prepare the game: List steps that parents must take to prepare for the activity. If your game has some kind of game board, include a copy of the game board (8 ½ x 11") as part of your handout.
- Game description: Describe the game and give enough detail so that a parent can figure out how to play without your help. Have someone else read your description before the night of the event so that they can give you feedback. You need to have a complete handout that makes sense. Whatever you reference in your description should be included in your handout. For example, if you talk about a game board, a copy of it needs to be supplied.
• **Modifications:**
  Include at least 3 ways to make the game less challenging and at least 3 ways to make it more challenging on your handout. What can a parent do if the game, as you wrote it, is too hard? What can he/she do at home if the game is too easy? These adaptations/adjustments should be included or listed with the ways to make the game less or more challenging.

• **Guiding Questions:**
  List at least 3 questions that parents could ask to help guide their children to deeper mathematical thought. These should be open-ended questions designed to enrich the mathematical experience of the game. You should include the answers or structure to the students’ answers.

• **Suggestions:**
  If you have any additional suggestions for parents, list them here (some of you will not have this component on the handout).

Please note: When applicable, EDEL 461 students can incorporate the Family Math activities into the lesson plans that they develop.

**GRADING SYSTEM**

EDEL 461 students will be graded according to the following percentage scale. The Course Schedule for the current quarter will explain the point system.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59%</td>
</tr>
</tbody>
</table>

**ATTENDANCE POLICY**

*Attendance at each class is mandatory.* A sign-in sheet will be passed around at the start of each class for attendance purposes. A student’s grade will be adversely affected if the student misses two or more class sessions. Class attendance will be factored into the final grade as follows:

- If EDEL 461 student misses 0 or 1 session: Total points X 1.00
- If EDEL 461 student misses 2 class sessions: Total points X .88
- If EDEL 461 student misses 3 class sessions: Total points X .74

There will be no exceptions, so please don’t ask.

Active participation is required for every class period. Therefore, punctuality and presence in the class are mandatory. Habitual tardiness, leaving early, or taking extended class breaks will result in a lowering of your course grade.

**ACCOMODATIONS FOR DISABILITIES**

*Bakersfield Participants*-- To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice), or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class.

**ACADEMIC BEHAVIOR**

• Professional attitude and rapport is expected at all times.

• *All assignments are due when required unless prior arrangements have been made with the instructor.* Late assignments receive a 25% point reduction. It is the student’s responsibility to notify the instructor of any difficulty in completing assignments prior to the due date. The student is also responsible for collecting missed handouts during an absence.
All assignments are to be typed unless otherwise stated. Papers need to follow professional conventions, and should have a single-spaced heading: name, date, course, and assignment. Students will not receive credit for assignments that are not typed.

Quality of work. All submitted work must follow the standards and conventions of the English language. Points will be deducted for failure to edit (i.e., a school principal, instructional aide, class roll).

Cell phones. Ringing cell phones disrupt the class dynamics. Please turn your cell phone to vibrate or turn it off when you are in the classroom. If you do receive a call on your cell phone, please step outside the classroom to take the call.

Except taken from the CSU Bakersfield Campus Catalog 2003-2005
(Pages 57-58)

RIGHTS AND RESPONSIBILITIES OF STUDENTS

ACADEMIC HONESTY

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing will protect the integrity of all academic work and student grades. Students are expected to do all work assigned to them without unauthorized assistance and not to give unauthorized assistance. Faculty have the responsibility of exercising care in the planning and supervision of academic work so that honest effort will be positively encouraged and positively reinforced.

There are certain forms of conduct that violate this community’s principles. ACADEMIC DISHONESTY (CHEATING) is a broad category of actions that use fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage. PLAGIARISM is a specific form of academic dishonesty (cheating) that consists of the misuse of published or unpublished works of another by claiming them as one’s own. It may consist of handing in someone else’s work, copying or purchasing a composition, using ideas, paragraphs, sentences, or phrases written by another, or using data and/or statistics compiled by another without giving citation. Another example of academic dishonesty (cheating) is the SUBMISSION OF THE SAME, or essentially the same, PAPER or other assignment for credit in two different courses without receiving prior approval.

When a faculty member discovers a violation of the university’s policy of academic integrity, the faculty member is required to notify the university’s Coordinator of Student Discipline and Judicial Affairs of the alleged violation, including the names(s) of the student(s) suspected, the class in which the alleged violation occurred, the circumstances of the alleged violation, and the evidence (including witnesses) supporting the allegation. The faculty member shall also formally notify the student(s) suspected of violating the university’s policy of academic integrity, the department chair, and the school dean. The Coordinator for Student Discipline and Judicial Affairs shall conduct an investigation, confer with the faculty member, student(s), and any witnesses identified, and review all evidence submitted by the faculty member and student(s). Normally, the Coordinator for Student Discipline and Judicial Affairs shall make a settlement agreement with the student for his/her first violation of academic integrity with the following sanctions:

- Final course grade of “F”
- One-year “academic probation” requiring a meeting with the Coordinator of Student Discipline and Judicial Affairs prior to registration for each subsequent academic term of the probationary year

The settlement agreement for the first offense shall not be placed in the student’s permanent file.

If a second violation of academic integrity occurs, the student shall be suspended from CSUB for a minimum of one year. A third violation shall result in expulsion from the CSU for life. All suspensions and expulsions shall become a part of the student’s permanent record.

Under the Student Discipline Procedures, a student may appeal any sanction employed by faculty or the University based on an allegation of academic dishonesty. The initiation of the grievance must occur within fifteen (15) school
days after notification by the Coordinator of Student Discipline and Judicial Affairs. Copies of these procedures are available in the offices of the school deans. The Dean of Undergraduate Studies serves as Coordinator of Student Discipline and Judicial Affairs, and his/her office coordinates all arrangements for the appeals.

**ACADEMIC FREEDOM**

Freedom to pursue truth and to achieve personal and intellectual development is essential to CSUB’s community of scholars. The University is firmly committed to such freedom for both students and faculty.

For the achievement of academic freedom, a necessary condition for such pursuit is an acceptance of spirit of inquiry and appreciation for diverse ideas, viewpoints, cultures, and life-styles. Acceptance must be present both in the classroom and in other areas of the campus. The achievement of academic freedom, however, must occur within a respect for law and the protection of the opinions of others.

**CLASSROOM CONDUCT**

The classroom is essential for the achievement of academic freedom, the pursuit of truth, and the development of students. Because of its importance, students as they enter the classroom must exhibit respect for the views of others, the professionalism of the instructor, and the goals of academic freedom.

*Faculty are obligated to recognize and respect student diversity and opinion. Yet they have a fundamental responsibility to uphold the integrity of the learning environment. When confronted by unreasonable disruption of the classroom, faculty are expected to initiate actions to correct such conditions. Such actions can result in disciplinary action ranging from removal from the classroom to suspension from the campus.*

**COMPLAINTS and GRIEVANCES**

California State University, Bakersfield offers students a process whereby they may grieve a grade or non-academic situation. Complaints and grievances are covered under the policy known as “Student Complaint and Grievance Procedures”. Students may initiate a complaint or grievance against faculty, administrators, staff in admissions and records, financial aid, counseling, placement or other student services offices. The complaint and grievance may be filed if an individual or office has failed to comply with written campus policies or procedures. Students should carefully read and follow the steps outlined for academic and non-academic complaints and grievances. Requests for formal resolution will not be accepted until the informal process has been exhausted. Incomplete Student Grievance Forms will not be accepted. Information regarding complaints and grievances can be located in the university catalog and on-line at: [http://www.csub.edu/UndergradStudies/Student_Grievance_Procedures.htm](http://www.csub.edu/UndergradStudies/Student_Grievance_Procedures.htm)

EDEL 461 TENTATIVE COURSE OUTLINE AND ASSIGNMENTS
Appendix A
EDEL 461 LESSON PLAN AND LIVETEXT SIGNATURE ASSIGNMENT
(Adapted for TPA Task 1: Subject-Specific Pedagogy Task)
Number of Handouts: _____

All lesson plans should be based upon a textbook lesson, be single spaced, and must include the following:

1. **Heading:**
   - Name:
   - Subject matter within the Content area:
   - Grade level:
   - State adopted textbook:
   - Content area:
   - Van de Walle chapter/page reference:

2. **Standards-based Learning Objective(s) - Academic Learning Goal(s):**
   - Specifically, what is expected for students to know or be able to do as a result of this lesson? (This should be in objective format and include who___; does what ___; as measured by ____; and mastery criteria. The formal assessment is the measurement component).

3. **State-adopted academic content standards or state-adopted framework**
   - a. List the state-adopted academic content standard(s) or state-adopted framework for students that will be specifically addressed in this lesson. Write out the number and the complete standard.
   - b. At what point in the sequence of the unit is this lesson (beginning, middle, or end of the unit of study)? How will the content of this lesson connect to the content of preceding and subsequent lessons?
   - c. What anticipated difficulties could students have with the lesson content and why do you think these difficulties might arise? Difficulties may include the lesson as presented in the text, classroom management, and prior knowledge.

4. **Materials, technology, and/or resources:**
   - What materials are needed for this lesson? What is written here should be available prior to the lesson.

5. **Vocabulary (Required for all subjects):**
   - What academic vocabulary will be introduced? Do the students know the words? Are there second language learners who will need to have the vocabulary explained using SDAIE methodologies?

6. **Procedures (Answer all of these questions):**
   - **Describe the plan for instruction in the order in which it will be implemented (one bulleted paragraph for each step in the sequence).** Include all of the following parts. For each part of the lesson (a, b, c, d, and e) list Instructional Strategies that ensure student engagement, Checks for Understanding, and Student Activities in table format:

<table>
<thead>
<tr>
<th>Instructional Strategies And Progress Monitoring:</th>
<th>Student Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Preview-Review (Anticipatory Set):</strong> This is where you connect new ideas to the familiar or new learning to previous learning. Make sure to explain the connection of the Preview or Review to the new content. The teacher</td>
<td></td>
</tr>
<tr>
<td>2. explicitly states the lesson objective in student friendly terms.</td>
<td></td>
</tr>
<tr>
<td>3. explicitly states why the learning is important for students to know.</td>
<td></td>
</tr>
<tr>
<td>4. explicitly reviews lesson’s academic vocabulary</td>
<td></td>
</tr>
<tr>
<td>5. activates students’ prior knowledge with an active engagement activity that is directly related to both the student’s prior knowledge and the new concept.</td>
<td></td>
</tr>
<tr>
<td>6. restates the objective of the day’s lesson.</td>
<td></td>
</tr>
</tbody>
</table>
b. **Explicit (Direct) Instruction (“I Do”):** In the Teacher Input component, the teacher explains clearly and fully the process or content in the exact sequence of instruction (step by step), and include: modeling, active engagement strategies, student grouping, and progress monitoring.

c. **Guided Practice (“WE DO”):** During this part of the lesson, students are given gradually more control over their learning so that they will be working independently at the end of this component. In this carefully sequenced section, explain student guided practice, active engagement activities, student grouping, and progress monitoring.

d. **Independent Practice (“YOU DO”):** During this part, students demonstrate that they have mastered the lesson objectives and are able to work independently. Explain in sequence active engagement activities, student grouping, and progress monitoring.

e. **Closure:**
The teacher
1). restates the objective of the day’s lesson.
2). reviews the academic vocabulary.
3). elicit student participation in an active engagement activity as a concept summary.
4). may administer some kind of assessment or lesson quiz in addition to progress monitoring.
5). assigns homework that is based upon the lesson and can be completed independently.

Also, provide the following information:

f. **Backup strategies:** Given the anticipated difficulties that students could have with the content, what additional steps, methods, or strategies could a teacher take to foster access and comprehension for all students?

g. **Rationale** for (g.1) how this lesson meets grade level standards (be specific in your reference to the standards); and (g.2) how this lesson is developmentally appropriate for students at this particular grade level.

7. **Assessment (see textbook TED, Van de Walle chapter 5, and the Math Framework)**
What evidence will be collected before, during, and after this lesson that will show the extent to which the students have mastered the lesson objective/Content Standard?

**Entry level assessment:** What assessment will be given to ensure that students are ready lesson mastery, and how will this information be utilized in lesson planning?

**Progress monitoring of student learning (checks for understanding, informal assessment)**

**Formal assessment**
What evidence will be used to determine whether the students have met the lesson objective(s)? This should also be stated as part of the lesson objective.

8. **How will the results of student learning be shared with students and their families?**

9. **Periodic review, reinforcement, and practice**
How will the academic content be reviewed in future lessons to ensure standard(s) mastery?

10. **Adaptations for Special Needs Students (English learners and students with learning problems)**
Using table format, list at least eight adaptations, how each adaptation will be incorporated into this lesson to ensure content mastery by all students, and why these choices would be appropriate for special needs students. See Van de Walle chapter, and Inclusion in Mathematics Education for Students with Disabilities at [http://www.as.wvu.edu/~acad/](http://www.as.wvu.edu/~acad/)

<table>
<thead>
<tr>
<th>Adaptations</th>
<th>Rationale (how and why):</th>
</tr>
</thead>
</table>

(From *Elementary Education Program Handbook*, p. 26; and *CalTPA Candidate Handbook*, pp. 4/15-4/26)
Appendix B
Lesson Observations

Name_________________________ (Please Print)

EDEL 461
Curriculum and Instruction in Mathematics
Mathematics Lesson Observations

You are expected to complete two lesson observations of mathematics lessons in K-7 classroom(s). To verify the observation, please have your Master Teacher sign below. With each observation, write a one-page reflection (at least one single-spaced page). The reflections should include the standards based lesson objective, progression towards student learning, classroom management strategies. Special attention should be paid to the multiple measures of assessment that occur throughout the lesson, including entry level assessment, progress monitoring, and formal assessment at the end of the lesson. Also, special attention should be paid to the adaptations that the teacher utilizes to promote student learning of special needs students, including English Learners, students with learning problems, and high achieving students.

Observation 1:

Mathematics lesson topic: ____________________________________________________

Candidate’s signature_______________________________ Date

Master Teacher’s signature___________________________ Date

School :_______________________________________________ Grade: _______

Observation 2:

Mathematics lesson topic: ____________________________________________________

Candidate’s signature_______________________________ date

Master Teacher’s signature___________________________ date

School :_______________________________________________ Grade: _______
To: School Administrator
From: Dr. Carol Kohn, Instructor

RE: Field Work

Candidates for the Multiple Subject Credential Program are required to complete field work observations prior to student teaching. EDEL 461 “Curriculum and Instruction in Mathematics” requires two observations of mathematics lessons.

___________________________ has chosen your school to complete the observations and we are asking your permission for them to be on your campus and be assigned to a teacher. __________________________ has completed the tuberculin clearance (TB) and fingerprint clearance prior to this assignment. If you have any questions regarding this request, please feel free to contact me at (661) 631-5920.
Observation Protocol Adapted from WestEd T4S Classroom Observation Protocol

TEACHING STRATEGIES

Standard(s)/Objective(s) Communicated to All Students
The teacher demonstrates all of the following attributes:
• Displays the standard(s)/objective(s) in student friendly language to inform students of what they need to know and/or be able to do;
• Explicitly states the standard(s)/objective(s) at the beginning of the lesson; and at the end of the lesson.
• Aligns the learning to state standards, district curriculum, pacing calendar, and/or is based on what students need to know and be able to do.
• Teachers appropriately use the District adopted text.

Key Vocabulary Emphasized
The Teacher demonstrates all of the following attributes:
• Displays or highlights up to five vocabulary words from the lesson;
• Explicitly introduces and/or reviews key vocabulary by defining, demonstrating, and/or showing how each term is used within the context of the learning;
• Elicits students to explicitly do three of the following with the key vocabulary being emphasized: listen to, say, read, and/or write during the learning; and
• Directs or tells students to use the academic language in their responses or conversations.

Instructional/Procedural Scaffolding to Assist and Support Student Understanding
The teacher demonstrates any or all of the following attributes:
• Explicitly explains and models the learning;
• Provides examples and/or models of the learning at various performance levels;
• Provides teacher-led practice on the learning; and/or
• Provides small group instruction for additional assistance and support.

Monitors and/or Adjust Individually or Collectively
The teacher demonstrates all of the following attributes:
• Observes student progress;
• Responds to student progress as needed by providing recognition, praise, support, prompts, and/or additional information or assistance; and
• Adjusts teaching as needed.

POSITIVE LEARNING ENVIRONMENT

Climate of Fairness, Caring, and Respect is Maintained by the Teacher
The teacher demonstrates all of the following attributes:
• Provides a continuously safe and positive learning environment;
• Listens patiently to all students; and
• Avoids the use of put downs and sarcasm.

Standards for Behavior, Routines, and Transitions are Maintained by the Teacher
The teacher demonstrates all of the following attributes:
• Provides standards for behavior and routines;
• Provides transitions that are efficient to avoid loss of instructional time;
• Models appropriate behavior consistently;
• Enforces appropriate behavior consistently; and
• Carries out disciplinary actions consistent with school’s procedures as needed.

Reinforces Effort and/or Provides Recognition
The teacher demonstrates the following attribute:
• Provides acknowledgement to students for their efforts and/or provides praise or other reinforcements for an accomplishment.

Frequently Provides Specific and Immediate Feedback to Students on Their Output
The teacher demonstrates all of the attributes;
• Provides explanation of what students are doing that is correct or incorrect and how to correct it; and
• Frequently provides specific and immediate feedback to students.

STUDENT ENGAGEMENT

Student Engagement Throughout the Learning
The teacher demonstrates all of the following attributes:
• Elicits students to be engaged in academic learning;
• Elicits 85 percent or more of the students to be engaged in academic learning at the same time;
• Makes student engagement mandatory (ensures) for 85 percent or more of the students throughout the academic learning; and
• Maintains the engagement of 85 percent or more of the students throughout the academic learning.

Determining 85%:

<table>
<thead>
<tr>
<th>44-38</th>
<th>37-31</th>
<th>30-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>23-17</td>
<td>16-10</td>
<td>9-3</td>
</tr>
</tbody>
</table>

EDEL 461 Revised 9/12/10
APPENDIX C
California Department of Education Web Addresses

(Save this sheet – these addresses will be very useful to you)

• California Content Standards
  http://www.cde.ca.gov/be/st/ss/

• California Standards for the Teaching Profession (CSTP)
  http://www.ctc.ca.gov/reports/ (Section: Other Reports Top Reports)

• California Frameworks
  http://www.cde.ca.gov/ci/cr/cf/allfwks.asp

• Blueprints for the California Standards Tests and NCLB
  (Number of items in each category that will be tested)
  http://www.cde.ca.gov/ta/tg/sr/blueprints.asp

• Released Test Questions for the California Standards Test
  http://www.cde.ca.gov/ta/tg/sr/css05rtq.asp

• California Commission on Teacher Credentialing
  http://www.ctc.ca.gov/

• Recommended Literature for Mathematics and Science
  http://www.cde.ca.gov/ci/sc/ll/

• Additional Resource for students with special needs
  Inclusion in Mathematics Education for Students with Disabilities
  http://www.as.wvu.edu/~acad/
APPENDIX D  
EDEL 461 LiveText Signature Assignment: Mathematics Lesson Plan

LiveText Site:  http://www.livetext.com

Questions:  Gretchen Maxwell (gmaxwell1@csub.edu)

LiveText Tutorial:  Lloyd’s Quick and Dirty LiveText Signature Assignment
http://www.csub.edu/~dgeorgi/Lloyd’s%20Quick%20and%20Dirty%20LiveText%20Sig%20Assignment.htm
(If this site does not work, please send an e-mail to your instructor to receive the tutorial as an attachment)

Steps for EDEL 461 Mathematics Lesson Plan and Reflection submission and final course grade:

1.  Post your Mathematics Lesson Plan on to LiveText in Microsoft Word RTF. Make sure that (a) the Template is for EDEL 461 Signature Assignment - COC (Folder – Projects); (b) all components are included for the lesson plan and reflection; (c) the document shows pride of work; (d) it is written in Standard English and has been carefully edited; (e) the password is professional; and (f) an e-mail is sent to the instructor stating that the posting has been completed (ckohn@csub.edu)

2.  At the same time, submit a hard copy of your Lesson Plan and Reflection for final review and course grade.

3.  Also submit with your hard copy a self addressed stamped Manila envelope with postage for at least three ounces.

CSUB LiveText Generic Signature Assignment Rubric:

<table>
<thead>
<tr>
<th>Target (100%)</th>
<th>Acceptable (67%)</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will complete a “Signature Assignment” for each course in the Multiple Subject Credential Program, which will be assessed by the following quality indicators:</td>
<td>The document provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate’s ability in the TPEs being measured. Evidence is purposefully connected and reinforced across the response.</td>
<td>The document provides evidence that ineffectively or only partially demonstrates the teacher candidate’s ability in the TPEs being addressed. Evidence may be minimal, inappropriate, inaccurate, or missing.</td>
</tr>
<tr>
<td>Reflection piece clearly, consistently, and convincingly documents the students’ ability to evaluate his/her own teaching practices and subject matter knowledge, and to use this reflection and feedback to formulate and prioritize goals for future growth.</td>
<td>Reflection piece documents the students’ ability to evaluate his/her own teaching practices and subject matter knowledge, and to use this reflection and feedback to formulate and prioritize goals for future growth.</td>
<td>Reflection piece shows inconsistent or ineffective reflection of the candidate’s teaching practices and subject matter knowledge, and limited or no use of reflection and feedback to formulate and prioritize goals for future growth. Reflections may be superficial, relating mostly to how the student enjoyed the activity.</td>
</tr>
</tbody>
</table>

Please Note: The Lesson Plan and Reflection must be posted onto LiveText before a final grade is awarded for EDEL 461.
EDEL 461 LiveText Page Example

EDEL 461 Signature Assignment – Name

By _______  
Reviewer: Carol Kohn  
Reviewed on:

Description of Assignment

EDEL 461 Students Revise description from “two lesson plans” to “a lesson plan.”

In EDEL 461 (Curriculum and Instruction of Elementary Mathematics), Multiple Subject Credential Candidate will create two lesson plans. This is the “Signature Assignment” for this course. Detailed directions for the assignment will be provided by the individual Instructor for the course. The Instructor will evaluate the project when it is submitted for the course, and will submit through Livetext a concurrent evaluation using the rubric described below.

Lesson Plan number 1

EDEL 461 Students Delete:

Copy and paste the document directly into this section. If that is not possible, attach the word processor file (saved as RTF) using the link below.

EDEL 461 Students add a short paragraph description about your lesson plan and then:

Please see the attached Mathematics Lesson Plan.

Attachments: mathematics _lesson_plan.doc

Note: You may also need to attach other documents as well.

Lesson Plan number 2

EDEL 461 Students Delete:

Copy and paste the document directly into this section. If that is not possible, attach the word processor file (saved as RTF) using the link below.

Reflection Piece

EDEL 461 Students Delete:

If your instructor requested you to separate the Reflection from the rest of the document, insert that reflection here. (Click on the edit button to the right.) Again, the preferred method is to copy and paste the document directly into this section. If that is not possible, attach the word processor file (saved as RTF) using the link.

If the reflection piece is incorporated into the main report or essay, then leave this section alone.

EDEL 461 Students cut and paste your reflection directly into this section.
A. Contextual Information for Scenario 2:

1. Elements of a Learning Experience in a Unit
   - Grade: 3
   - Content Area: Mathematics
   - Subject Matter: Measurement and Geometry
   - Time Period for Whole Unit: 3 weeks

State-adopted Academic Content Standards for Students

<table>
<thead>
<tr>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0: Students choose and use appropriate units and measurement tools to quantify the properties of objects.</td>
</tr>
<tr>
<td>1.2: Students estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them</td>
</tr>
<tr>
<td>2.0: Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems</td>
</tr>
<tr>
<td>2.1 Identify, describe, and classify polygons</td>
</tr>
<tr>
<td>2.2 Identify attributes of triangles</td>
</tr>
<tr>
<td>2.3 Identify attributes of quadrilaterals</td>
</tr>
</tbody>
</table>

Learning Goals for Whole Unit

- Identify, describe, and classify polygons (including pentagons, hexagons, and octagons)
- Identify attributes of triangles (e.g., isosceles – two congruent sides, equilateral – three congruent sides, right – a right angle)
- Identify attributes of quadrilaterals (e.g., parallelogram – two pairs of parallel sides, rectangle – all congruent angles, square – all sides and angles congruent)
- Calculate the area of rectangles, right triangles, and polygons that can be partitioned into rectangles and right triangles (side length will be integral)

2. Teacher’s Dilemma

I am not pleased with the assessment plan I used for the last unit of study. I gave the students a diagnostic test at the beginning of the unit, two quizzes during the unit, and a final test from the teacher’s guide. The information that I got from those assessments was minimal, and I’m just not getting a handle on what they really know and understand, their misconceptions, what they learned during the instruction, and their progress toward achieving the learning goals. I am looking for ways to improve my assessment plan, so I can have a more complete understanding of how well these students learned the subject matter.
### 3. Assessment Plan

<table>
<thead>
<tr>
<th>Goals Assessed</th>
<th>Day 1</th>
<th>Day 6</th>
<th>Day 11</th>
<th>Day 15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify shapes, count edges and angles, and find the area of rectangles</td>
<td>Identify, describe, and classify polygons of 4, 5, and 8 sides</td>
<td>Identify attributes of triangles and quadrilaterals</td>
<td>Identify, describe, and classify all polygons. Find area of rectangles, right triangles, and irregular shapes that can be partitioned into rectangles and right triangles.</td>
</tr>
<tr>
<td>Type</td>
<td>Formal, diagnostic test from curriculum guide; multiple choice; formative</td>
<td>Formal quiz from the textbook; multiple choice; formative</td>
<td>Formal quiz from the textbook; multiple choice; formative</td>
<td>Formal, final chapter/unit exam from textbook; multiple choice and fill in the blank; summative</td>
</tr>
<tr>
<td>Purpose</td>
<td>Assess previous knowledge and skills</td>
<td>Assess acquired concepts and skills</td>
<td>Assess acquired skills and concepts</td>
<td>Assess acquired knowledge and skills from instructional unit</td>
</tr>
<tr>
<td>Implementation</td>
<td>Individual assessment; paper and pencil; teacher corrects with an answer key</td>
<td>Individual assessment; paper and pencil; teacher corrects with an answer key</td>
<td>Individual assessment; paper and pencil; teacher corrects with an answer key</td>
<td>Individual assessment; paper and pencil; teacher corrects with an answer key</td>
</tr>
<tr>
<td>Feedback Strategies</td>
<td>Tell students of scores and inform student of correct and incorrect items</td>
<td>Inform students of correct and incorrect items</td>
<td>Inform students of correct and incorrect items</td>
<td>Inform students of correct and incorrect items</td>
</tr>
<tr>
<td>Informing Instruction</td>
<td>To determine what needs to be reviewed and where to begin teaching</td>
<td>To determine who has learned the material presented</td>
<td>To determine who has learned the material presented</td>
<td>To determine the achievement level of each student towards the goals</td>
</tr>
</tbody>
</table>

B. Questions for Scenario 2:

1a) Identify one strength in the assessment plan and explain why it is a strength in relation to the learning goals of this unit.

1b) Identify one weakness in the assessment plan and explain why it is a weakness in relation to the learning goals of this unit.
Note: Refer to this additional assessment when responding to questions 2 and 3.

<table>
<thead>
<tr>
<th>Additional Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are given boxes of plastic triangles, squares, rectangles, pentagons, hexagons, and octagons. The boxes contain similar as well as dissimilar examples of each type of polygon. Students are to group the polygons by similar attributes. Attributes include: number of sides, number of angles, parallel sides, perpendicular sides, and equilateral sides. In addition, students will group and describe figures with matching angles.</td>
</tr>
</tbody>
</table>

2) Suppose you found the additional assessment in a supplementary resource. Think about how the additional assessment could improve the teacher’s assessment plan. Explain to the teacher how it might be used to improve the plan by answering the following questions:

<table>
<thead>
<tr>
<th>When in the plan would you use this assessment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What goals would be assessed by this assessment?</td>
</tr>
<tr>
<td>What type of assessment would it be?</td>
</tr>
<tr>
<td>What would be the purpose of the assessment?</td>
</tr>
<tr>
<td>How would you implement the assessment?</td>
</tr>
<tr>
<td>What feedback strategies would you use?</td>
</tr>
<tr>
<td>How would the results of the assessment inform instruction?</td>
</tr>
</tbody>
</table>

3) Explain how using the additional assessment as you described in question 2 improves the teacher’s assessment plan and addresses the teacher’s dilemma of needing more information about what the students really know and understand, their misconceptions, and their progress toward achieving the learning goals.

END OF SCENARIO 2