Fitchburg State University
EDUCATOR Programs
Comprehensive Syllabus

Semester
Course Prefix and Number
MTED 7xxxB Strategic Teaching in ECE and Elementary Mathematics 3 Credit hours
Day(s) and time of classes
Number of Class Meetings 8 Number of Contact Hours 37.5 Hours

Instructor: David Quigley Ed. D.
Office:
Telephone: (774) 504-0231
E-mail:
FAX:
Office Hours: By Appointment
Fall 2019
October 24, November 7, 21, December 12; 5pm-8pm. Additional hours in an online discussion session.

A. COURSE DESCRIPTION:

This course is designed to strengthen elementary teacher's mathematics content knowledge and provide participants with the opportunity to strategically plan their instruction using strategies related to best practices, direct instruction, cooperative learning, spiraling approaches, and assessment. Through participation in this course, participants will have the opportunity to delve into K-6 mathematics content and standards. Students will then explore current research on instructional practices and best practices for mathematics, and plan strategically toward mathematical instruction.

This is a hybrid course that will have four class meetings, totaling 12 hours, along with content standards coursework and reflections totaling 16 hours. This work is intended to strengthen teacher's subject matter knowledge, and strengthen their ability to strategically integrate the Massachusetts Curriculum Standards into their instruction. An additional 10 hours of online work will take place in a discussion forum where candidates will discuss case studies surrounding standards-based and differentiated instruction as it applies to the elementary classroom. This fulfills the required 38 instructional hours; completion of readings and written assignments, independent mathematical assignments, and work within the classroom will fulfill the required graduate workload. All work will be monitored by the instructor and individual support will be provided as needed.

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

B. TEXTS and MATERIALS

Ellis, M., Koehn-Hurtado, C., & Yeh, C. (2017). *Reimagining the mathematics classroom*. Restin, VA: The National Council of Teachers of Mathematics, Inc.

Fitchburg State University Teacher Preparation Programs. (2012). *Conceptual framework.* Fitchburg, MA: Author. [Online] Available: http://www.fitchburgstate.edu/offices-services-directory/education-unit/conceptual-framework/

Massachusetts Department of Elementary and Secondary Education. (1999-2011). *Curriculum frameworks*. Malden, MA: Author. [Online] Available: http://www.doe.mass.edu/frameworks/current.html

Required Online Resources:

The Spiral: Why Everyday Mathematics Distributes Learning. The University of Chicago School Mathematics Project, (2018). [Online] Available: http://everydaymath.uchicago.edu/about/why-it-works/spiral/

Organizing Instruction and Study to Improve Student. National Center for Educational Research (2007). [Online} Available: Learninghttps://files.eric.ed.gov/fulltext/ED498555.pdf

Fitchburg State University Teacher Education Conceptual Framework

C. LEARNING OUTCOMES / OBJECTIVES:

This course will address the dispositions of the Conceptual Framework in the following way(s):

Knowledge: As a result of the learning experiences in the course, you will become more cognizant of:

- Strategies that focus on all learners
- Utilization strategies to construct instruction from classroom setup to curriculum and instructional delivery

Skill: As a result of the learning experiences in the course, you will become better able to:

- Construct tiered assessments
- Spiral curriculum to match learners needs
- Set up classrooms to better meet instructional strategies
- Deliver curriculum utilizing the guided math 15/40/10 format
- Identify the best strategies to use for student learning

Caring: As a result of the learning experiences in the course, you will become more competent in your ability to:

- Strategize and implement instruction to meet all learner's needs
- Reflect in a way that takes into account student drive and passion
- Manage student activities in differentiated settings

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:

- Reflect upon ways to better meet all students learning needs
- Be responsible for learning situations in the classroom

D. INSTRUCTIONAL STRATEGIES

x	Lecture	___	Data Collection and Analysis
x	Discussion/Questioning	___	Pre-Practicum
___	Laboratory	___	Role Playing/Simulation
x	Problem Finding/Solving	x	Independent Learning
___	Discovery	___	Field Trips
___	Interviewing	___	Computer Applications
x	Collaborative Learning Groups	___	Viewing or Listening to Followed by Discussing
x	Reflective Responses		
x	Creating Visual Illustrations of Concepts	___	Other_____

Technology Initiatives:
Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology.

Candidates will utilize technology as:

- A research tool
- A communication method (email)
- An enhancement tool for the design of lessons and curriculum units
- A Learning tool fool graduate studies

E. COURSE REQUIREMENTS:
Content will be shared weekly through weekly modules. Modules will contain readings, discussion boards, multi-media, in-class activities, collaborative work and discussions. This hybrid course will consist of 4 in-class sessions and 3 on-line sessions with a total of 37.5 hours of class time.

Participants are expected to actively engage in all assigned work on-line and in class. All assignments are outlined in this syllabus. If you have any questions about the course structure or content, please contact the course facilitator as soon as possible.
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Course Objectives:

- Course participants will gain understanding of instructional methods
- Course participants will gain understanding of problem solving and math action words
- Course participants will gain understanding of spiraling approaches through the creation of a spiraled performance task
- Course participants will gain understanding of instructional models that include guided math

F. EVALUATION OR GRADING POLICY:
All assignments will be rubric graded. Participants will have a clear understanding of how work will be graded, and what the expectations for each assignment.

On-line assignments will be submitted through Canvas and feedback will be provided through this medium. In-class assignments will be submitted in class, with feedback provided through canvas.

Use the grading table, below, to see how your course grade will be calculated.

Assignment (s)	% of final grade
Participation	25%
Topic Questions Module 1	15%
Topic Questions Module 2	15%
Topic Questions Module 3	15%
Tiered Assessment	10%
Lesson Plan	20%

FITCHBURG STATE UNIVERSITY
GRADUATE GRADING SYSTEM

4.0	95 - 100	A
3.7	92 - 94	A-
3.5	89 - 91	A-/B+
3.3	86 - 88	B+
3.0	83 - 85	B
2.7	80 - 82	B-
2.5	77 - 79	B-/C+
2.3	74 - 76	C+
2.0	71 - 73	C
0.0	0 - 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

G. RUBRICS

Rubric for Math Problems

Grade	
0	Does not submit problems
1	Problems contain only basic computations
2	Problems include minimal mathematics concepts beyond basic computation
3	Problems include acceptable mathematics concepts with basic computation
4	Problems integrate a wide variety of mathematics concepts and computation
5	Problems integrate a wide variety of mathematics concepts and computation that challenge the students thinking

Rubric for Posting Responses on the Discussion Forum

	0	1	3	4
Quality and Length	• Does not Post	• Posts with minimal detail of the topic • Limited responses to the discussion of other participants • Posts are of minimal length (1 paragraph)	• Posts show thought and application of the topic • Sensitive responses to the discussion of other participants • Posts are of the length that reflect the required time for the session (2 well developed paragraphs)	Posts contain and innovative and integrated response to the topic Sensitive and detailed responses to the discussion of other participants Posts are of a length that exceed the required time for the session (multiple well developed, detailed paragraphs)
Mechanics	• Posts contain errors in mechanics	• Posts reflect a professional, masters level understanding of mechanics • There are no errors	N/A	N/A
Timeliness	• Posts and responses are posted after the deadline	• Posts and responses are posted by the deadline	N/A	N/A

Rubric for Lesson Plan

Lesson Plan Rubric (100 pts)

Name_____ **Date**_____ **Lesson Plan Title**_____

Criteria	**1**	2	3	4	**Points**
Common Core/State Curriculum Standards (20 pts)	Common Core/State standards are not included.	Common Core/State standards are not included	Common Core/State standards are listed but missing for each objective	Common Core/State standards are thoroughly listed for each objective.	
Objective(s) **Written in 1 to 2 sentences** (10 pts)	Behavior, criteria, conditions, and language expectations are unclear or missing.	Two of the three (behavior, criteria, and/or conditions) are apparent, but unclear or poorly written.	Behavior, criteria, conditions, and language expectations are somewhat clearly communicated.	Behavior, criteria, conditions, and academic language expectations are clearly communicated and clearly and concisely written (no unnecessary word). (One to two sentences)	
Assessments (25 pts)	No assessment procedures included.	The behaviors assessed are inconsistent with the behavior described in the objective and description of the lesson.	Includes a tiered assessment. The behaviors assessed resemble the behaviors described in the objective and description of the lesson.	Includes tiered assessment that exactly match the behaviors described in the objectives and description of the lesson. (Scoring guides or rubrics are provided if appropriate.)	
Procedures (25 pts)	Procedures are incomplete or missing.	The lesson is poorly outlined. Work station procedures are unclear and difficult to follow.	The lesson outline in 15/40/10 format. Work station procedures are vague, lacking detail required for a third party to follow the lesson.	The lesson outline in 15/40/10 format. Work station procedures are clear and detailed to enable a third party follow the lesson without aid.	

Closure/Summarize (20 pts)	No procedures for lesson closure are included.	Includes vague procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are missing.	Includes procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are included, but poorly articulated	Includes procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are clearly articulated.	
Comments: *One or more grammar, spelling, or typographical errors may result in a deduction of up to 10 point of total points awarded.*				Total Points	

H. COURSE CONTENT/TOPICAL OUTLINE

General Overview

Date	Topic(s)	Reading(s) Due	Assignment(s) Due
Module 1 In Class	• **Course Overview** • Cooperative Learning • Best Practices • Spiraling Approach • Direct Instruction • Assessments • Curriculum Frameworks Review- Guiding principles for Mathematics Programs in Massachusetts	Why It Works http://everydaymath.uchicago.edu/about/why-it-works/spiral/ Massachusetts Department of Elementary and Secondary Education. (1999-2011). *Curriculum frameworks*. Malden, MA: Author. [Online] Available: http://www.doe.mass.edu/frameworks/current.html	• Topic Discussion • Topic Questions • Standards Based Mathematics Coursework (Operations and Algebraic Thinking, Counting and Cardinality)

Module 2 Online	• Problem Solving • Spiraling Approaches	http://www.davidsongifted.org/search-Database/entry/A10513	• Topic Discussion • Tiered questions task from the 7 steps of the anatomy of a tiered lesson • Standards Based Mathematics Coursework (Number and Operations in Base Ten)
Module 2 In Class	• Problem Solving • Spiraling approaches • Massachusetts Curriculum Frameworks-focus on domains	Massachusetts Department of Elementary and Secondary Education. (1999-2011). *Curriculum frameworks*. Malden, MA: Author. [Online] Available: http://www.doe.mass.edu/frameworks/current.html	• Topic Discussion • Topic Questions • Standards Based Mathematics Coursework (Number and Operations-Fractions)
Module 3 (Online)	Best Practices	**http://www.k12.wa.us/SSEO/pubdocs/MathMenu.pdf** P. 28-37 Reimagining the Mathematics Classroom (Chapter 2)	• Topic Questions Submitted online (Canvas) • Topic Discussion • Standards Based Mathematics Coursework (Measurement and Data)
Module 3 In Class	Best Practices	Where Do We Go From Here? Education, Best Practices, and Game Theory . Massachusetts Department of Elementary and Secondary Education. (1999-2011). *Curriculum*	• Topic Discussion • Topic Questions • Standards Based Mathematics Coursework (Geometry)

		frameworks. Malden, MA: Author. [Online] Available: http://www.doe.mass.edu/frameworks/current.html	
Module 4 (2 Online Classes)	Instruction • Direct Instruction • Cooperative Learning	http://www.eiu.edu/ec3/Schertz%20Presentation%20Guided%20Math.pdf Math Workshop Video https://www.youtube.com/watch?v=UyhY-SLf-38 Massachusetts Department of Elementary and Secondary Education. (1999-2011). *Curriculum frameworks*. Malden, MA: Author. [Online] Available: http://www.doe.mass.edu/frameworks/current.html	• Topic Questions Submitted online (Canvas) • Topic Discussion • Standards Based Mathematics Coursework (Mixed Review of all Elementary Domains)
Module 4 In Class	Instruction • Direct Instruction • Cooperative Learning	https://www.ace.edu/blog/post/2018/04/12/a-step-by-step-guide-to-implementing-the-math-workshop-model-in-your-k-5-classroom	• Topic Discussion • Topic Questions

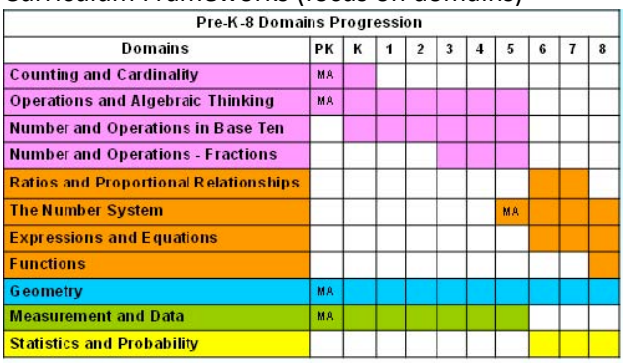
Specific Overview of Course work

Week 1	
Topics	• **Course Overview** • Cooperative Learning

	• Best Practices • Spiraling Approach • Direct Instruction • Assessments
Objectives	After engaging in this week's activities students will be able to: • Evaluate classroom structure and routines • Critique Instructional formats • Explain the interconnectedness of Massachusetts Curriculum Frameworks domains • Gain exposure to the operations and algebraic thing and counting and cardinality domains
Learning Activities	Present-15min-40min-10min instructional format- Bus seats—because it's important—*With course students- • 15 minutes for direct instruction • 40 minutes for class activity • 10 minutes for summary Present-Discuss • Overview of instructional format • Cooperative Learning • Best Practices • Spiraling Approach • Direct Instruction • Assessment Curriculum Frameworks Review-Guiding principles for Mathematics Programs in Massachusetts • Rotations-Respond to each of the guiding principles • 4 responses for each group in each workstation • Students compose 1 statement covering key recurring aspects from responses **15 min**- direct Instruction teaching and discussing counting and Cardinality and operations and algebraic thinking Whole class • Happiness graph activity **40 minute**- Activity • Workstations –Grade level OA problem solving/investigating math - work-10 min per station **10 minute** -summary of the 15-40-10 format we just did with Operations and algebraic thinking domain • Discussion • Take aways

Week 2	
Topics	• Problem solving • Spiraling approaches • Number and operations in base ten
Objectives	After engaging in this activity students will be able to: • Identify the aspects of a tiered lesson • Construct a tiered problem-solving assessment across 3 grade levels for number and operations in base ten domain
Learning Activities	Investigate concepts related to differentiating mathematics instruction: **http://www.davidsongifted.org/search-Database/entry/A10513** • Topic discussion • Create a tiered assessment with a focus on the 8 steps of the anatomy of a tiered lesson • Work through math word problems

Week 3	
Topics	• Problem solving • Spiraling approaches
Objectives	After engaging in this activity students will be able to: • Gain exposure to instructional strategies for mathematical problem solving • Construct problem solving anchor charts • Explore the 15-40-10 instructional method

	• Gain exposure to number operations and fractions domain
Learning Activities	Investigate concepts related to direct instruction and activities to strengthen problem solving abilities: • Work through math word problems • Pull math action words and identify the question within the problem • Underlining in different colors • Create a math action word anchor chart • Curriculum Frameworks (focus on domains)  • Tiered assignments between grade levels-Use the quick view document to align standards through grade levels 15-40-10 instructional run through with the number operations and fractions domain

Pre-K-8 Domains Progression

Domains	PK	K	1	2	3	4	5	6	7	8
Counting and Cardinality	MA									
Operations and Algebraic Thinking	MA									
Number and Operations in Base Ten										
Number and Operations - Fractions										
Ratios and Proportional Relationships										
The Number System							MA			
Expressions and Equations										
Functions										
Geometry	MA									
Measurement and Data	MA									
Statistics and Probability										

Week 4	
Topics	• Best practices
Objectives	After engaging in this activity students will be able to: • Examine classroom center math practiced • Examine the value of rules, norms and discourse within the classroom • Explore the 15-40-10 instructional method • Gain exposure to the measurement and data domain

Learning Activities	Investigate concepts related to best practices and teacher actions in the classroom that strengthen practice. • Evaluate both readings and engage in online discussion • **http://www.k12.wa.us/SSEO/pubdocs/MathMenu.pdf** • P. 28-37 (Online discussion) • Reimagining the Mathematics Classroom (Chapter 2) • Online responses to questions • Mathematics work measurement and data domain

Week 5	
Topics	• Best practices
Objectives	After engaging in this activity students will be able to: • Examine classroom center math practiced • Examine the value of rules, norms and discourse within the classroom • Gain exposure to the geometry domain
Learning Activities	Investigate concepts related to best practices and teacher actions in the classroom that strengthen practice. Evaluate Chapter 1 of Reimagining the Mathematics Classroom Opener-Matching game-best practice to outcome 15 minute direct instruction Discuss best practices in education 40 minute activity

	Read best practices article and respond to questions Create an anchor chart with best practices list from Where Do We Go from Here 10 minute summary Review the created anchor charts Let's not forget to implement best practices everyday Mathematics work with the geometry domain

Best Practice	Why	How

Week 6	
Topics	• Direct instruction • Cooperative learning
Objectives	After engaging in this activity students will be able to: • Examine different facets of classroom instruction • Compare and evaluate different cooperative learning strategies • Review mathematics from all elementary domains
Learning Activities	Investigate concepts related to direct instruction and cooperative learning that strengthen practice. • Evaluate both reading and video • Engage in online discussion • http://www.eiu.edu/ec3/Schertz%20Presentation%20Guided%20Math.pdf • Math Workshop Video • **https://www.youtube.com/watch?v=UyhY-SLf-38** • Online responses to questions

	• Mixed mathematics work from all elementary domains

Week 7	
Topics	• Direct instruction • Cooperative learning
Objectives	After engaging in this activity students will be able to: • Examine different facets of classroom instruction • Compare and evaluate different cooperative learning strategies • Review mathematics from all elementary domains
Learning Activities	Investigate concepts related to direct instruction and cooperative learning that strengthen practice. • Evaluate both reading and video • Engage in online discussion • http://www. • Math Workshop Video • **https://www.youtube.com/watch?v=UyhY-SLf-38** • Online responses to questions • Mixed mathematics work from all elementary domains

Week 8	
Topics	• Direct instruction • Cooperative learning
Objectives	After engaging in this activity students will be able to: • Examine different facets of classroom instruction • Compare and evaluate different cooperative learning strategies

Learning Activities	Investigate concepts related to direct instruction and cooperative learning that strengthen practice. • Evaluate both readings and video • **https://www.ace.edu/blog/post/2018/04/12/a-step-by-step-guide-to-implementing-the-math-workshop-model-in-your-k-5-classroom** • Video **https://www.youtube.com/watch?v=UyhY-SLf-38** • Design a 15/40/10 lesson using the guided math model or differentiation strategies using the provided lesson template and rubric. ▪ Include: ▪ Frameworks ▪ Cooperative Learning ▪ Best Practices ▪ Spiraling Approach ▪ Direct Instruction ▪ Assessment

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a "virtual student center" just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at http://www.fitchburgstate.edu and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

FITCHBURG STATE UNIVERSITY
DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaborate tools, Skype and in-person; library instruction via online and in-person at extended campus sites; research help and more. Any

questions relating to library services should be directed to the E-Learning & Instruction Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at http://fitchburgstate.libguides.com/dlservices outlining the wide range of services available to you and how to access them. Activate your library account online through our ILLiad system at https://fitchburgstate.illiad.oclc.org/illiad; from here you can access article, book, and media. request forms to get items from our library and from other libraries. If you haven't used ILLiad before, you will need to click on the "First Time User? Create Your Account" link and set up your account.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at http://www.fitchburgstate.edu/academics/library and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest login to access the library's databases while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account through ILLiad. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may access participating Massachusetts State College/University Libraries and you may request an ARC Card to access participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form at http://www.fitchburgstate.edu/offices-services-directory/onecard/extended-campus-onecard/ or present a course registration confirmation at the One Card Office in the Anthony Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

UNIVERSITY AND EDUCATION UNIT POLICIES

Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Attendance and Participation

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.
2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., 'You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.']

Cellular Telephones and Other Devices

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook located: athttp://www.fitchburgstate.edu/uploads/files/EducationUnit_NCATE/Standard2/narrative/Student_Handbook_Web_1213.pdf

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Copyright Policy

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copyrighted materials. See the Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.

I. READING AND RESOURCES

Online resources

http://www.khanacademy.org

http://Classk12.com