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EDMC 352-01 Childhood Education and Literacy

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XAVIER UNIVERSITY
College of Social Sciences, Health, and Education
Department of Childhood Education and Literacy
EDMC 352–01 (3 credits)
Spring Semester 2012

Instructor: Dr. Debora Kuchey **Day and Time:** Tuesdays & Thursdays 8:00 – 9:50 A.M.
Kuchey@xavier.edu **Class Location:** Cohen 192
Office: 513-745-3714; Cell: 513-703-1806
Office: Hailstones 317; Office Hours: Tuesdays 10 –1; Wednesday 10 - 1

Childhood Education and Literacy Department Mission Statement:

Xavier University's Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, through their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic background and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education and Literacy preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students' families and communities.

COURSE OVERVIEW: This course is designed to prepare middle childhood education students to teach middle childhood mathematics. *Approximately 36 hours of fieldwork* and sixteen clinical hours are included in this course. The general learning format for the course will consist primarily of hands-on, minds-on activities, demonstrations, peer teaching, class discussions, and field experiences. Students are required to be active in their own learning and to be reflective about information presented in this course, their own teaching and the learning of middle childhood math students.

REQUIRED TEXT & RESOURCES:

Ohio Common Core Standards for Mathematics (2010). Standards are available online at <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1704&ContentID=83475>

Van de Walle, J. & Lovin, L. (2006). *Teaching student centered mathematics grades 5-8*. Boston, MA: Pearson Education Inc..

Clarke, C. Fischer, W. Marks, R., Ross, S., Zbiek, R.M. (2010). *Developing essential understanding of rational numbers for teaching mathematics in grades 3/5*. Reston, VA: National Council of Teachers of Mathematics

Lobato, J., Ellis, A, Zbiek, R. M. (2010). *Developing essential understanding of ratios and proportional reasoning for Teaching Mathematics: Grades 6-8*. Reston, VA: National Council of Teachers of Mathematics.

STANDARDS:

Standards for Ohio Educators: The State Board of Education adopted the new teacher, principal and professional development standards in October 2005. The *Standards for Ohio Educators* book details the standards and how they can be used.

http://esb.ode.state.oh.us/PDF/Standards_OhioEducators.pdf

- 1) Teachers understand student learning and development and respect the diversity of the students they teach.
- 2) Teachers know and understand the content area for which they have instructional responsibility.
- 3) Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
- 4) Teachers plan and deliver effective instruction that advances the learning of each individual student.
- 5) Teachers create learning environments that promote high levels of learning and achievement for all students.
- 6) Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
- 7) Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

NMSA Middle Level Teacher Preparation Standards: This document contains standards for prospective and practicing teachers as they complete middle level teacher preparation programs at the initial, masters, and doctoral levels. The middle level performance-based standards for individuals completing middle level teacher preparation programs. The middle level performance-based standards focus directly on what middle level teachers should know and be able to do.

<http://www.ncate.org/documents/ProgramStandards/nmsa.pdf>

Standard 1 Young Adolescent Development: Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Standard 2 Middle Level Philosophy and School Organization: Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Standard 3 Middle Level Curriculum and Assessment: Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

Standard 4 Middle Level Teaching Fields: Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.

Standard 5 Middle Level Instruction and Assessment: Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Standard 6 Family and Community Involvement: Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.

Standard 7 Middle Level Professional Roles: Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

NCTM National Council of Teachers of Mathematics Principles:

1. **Equity.** Excellence in mathematics education requires equity—high expectations and strong support for all students.
2. **Curriculum.** A curriculum is more than a collection of activities: it must be coherent, focused on important mathematics, and well articulated across the grades.
3. **Teaching.** Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well.
4. **Learning.** Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.
5. **Assessment.** Assessment should support the learning of important mathematics and furnish useful information to both teachers and students.
6. **Technology.** Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning.

COURSE OUTCOMES: *Standards for Ohio Educators-SOE; National Middle School Association National Middle Level Teacher Preparation Standards-NMSA; National Council of Teachers of Mathematics Principles-NCTMP; National Council of Teachers of Mathematics Standards-NCTMS.*

- Use current, effective methods and materials for teaching middle childhood mathematics. (SOE 2 & 4; NMSA 3 & 4; NCTMP 3)
- Provide a theoretical rationale for chosen mathematics lessons and utilize it as a foundation for learning. (SOE 1; NMSA 1; NCTMP 1, 2, 3, & 4)
- Integrate mathematics curricular objectives with other subject disciplines. (SOE 6; NMSA 6)
- Integrate technology into mathematics curricular objectives. (NMSA 4; NCTMP 6)
- Utilize a variety of assessment and evaluation techniques. (SOE 3; NMSA 3; NCTMP 5)
- Become familiar with the scope and sequence of mathematics objectives in the middle childhood curriculum. (SOE 2; NMSA 3; NCTMP 2)
- Describe and utilize appropriate middle childhood mathematics curricular contents, processes, and attitudes based on National and State Standards. (SOE 2, 3, & 4; NMSA 3, 4, & 5; NCTMP 2, 3, & 4)
- Plan and deliver effective mathematics lessons to all learners. (SOE 3, 4, & 5; NMSA 3, 4, & 5; NCTMP 2, 3, & 4)
- Select appropriate materials to support middle childhood mathematics instruction. (NMSA 4; NCTMP 6)

EVALUATION AND GRADING PROCEDURES:

GRADING SCALE:

A = 95 - 100 %;	A = 93 - 94%;	
B+ = 90 - 92%;	B = 87 - 89%;	A- = 85 - 86%;
C+ = 82 - 84%;	C = 77 - 81%;	B- = 75 - 76%;
D+ = 72 - 74%;	D = 68 - 71%;	C- = 65 - 67%;
F < 65%		

Assignments: A table has been provided with each assignment for this course. The assignment is listed along with its point value. Each assignment has been aligned to the standards it addresses and is noted by a checkmark if it is an accreditation assignment. Please refer to the previously listed standards for a full description of the standard. A description of each assignment follows the table.

ASSIGNMENTS	POINTS	SOE	NMSA	NCTMP	Accreditation Assessment
Article Critique	20	7	2- 4	3, 4	
Lesson Plan	20	1-4	1-6	3- 5	
Peer Teaching Lesson	25	1- 5	1- 6	3- 5	
Video Taped Reflection	20	6, 7	5, 7		
Video Assessment Activity	20	3	3, 5	3	√
Professional Development	25	7	7		√
Math Diagnostic	25	1- 3	3- 5	2- 5	√
Field Experience Lesson Plan	20	1- 4	1- 6	3- 5	√
Field Experience Observation	25	1- 5	1- 6	3- 5	√
2 Quizzes	20 each	2	1- 5	2- 4	
Final Exam	30	2	1- 5	2- 4	
Field Experience Binder with Weekly Emailed Prompts	30	7	1-7	1-6	
Reading Assignments and Weekly Emailed Journals	30	7	7		
TOTAL	330				

ASSIGNMENTS:

DUE DATES: Assignments are due on the date noted on the course calendar. Grades for assignments submitted past the due date will be reduced **two points** for each day late. **WRITTEN ASSIGNMENTS:** Correct grammar, mechanics, and spelling must be evident in all work that is submitted. All assignments must be typed or word-processed. Handwritten assignments will not be accepted. **The standards for quality of written assignments are high.**

Professional Development Experience: Each student should attend **ONE** professional development program this semester. The experience must be related to mathematics or your other content area. Some ideas include attending a math conference. You should check the GCCTM, Greater Cincinnati Council of Teachers of Mathematics, <http://www.gcctm.net>; NKCTM, Northern Kentucky Council of Teachers of Mathematics; KCTM, Kentucky Council of Teachers of Mathematics; or the OCTM, Ohio Council of Teachers of Mathematics. Another popular option is to attend a Texas Instrument or other technology conference, such as Inspire Calculator or Smartboard. You are responsible for finding your own professional development. Please have your professional development program approved by me prior to registering. After the professional development program you are to complete a **Reflective Analysis within 48 hours:** Each student will submit a emailed reflective analysis of the experience by responding to the following questions: 1) Briefly describe your experience. 2) What did you learn about math

and/or middle childhood teaching as a result of this experience? Provide specific examples to support your response. 3) How can you use what you learned in the teaching of mathematics or your other content area? 4) What is your overall response to this experience?

One professional development that I am aware of is the one below:

Project WET 2.0 Workshop (Saturday, February 11, 2012) 9:00a - 3:30p

(\$25) Be the first in the area to receive the NEW Project WET 2.0 curriculum guide. This workshop is designed for K - 8 teachers. The NEW curriculum guide helps integrate math, reading, science and social studies as well as helping to improve student's critical thinking skills. Contains new and improved activities correlated to the Ohio Academic Content Standards. Click here for a copy of the flyer

<http://www.hcswcd.org/services/educate/docs/Project%20WET%20flyer%202-11-12.pdf>. For more information, contact Gwen Roth at gwen.roth@hamilton-co.org or 772-7645. **Registration Deadline: Tuesday, January 31!**

Article Critique: Read an article related to teaching mathematics in the elementary classroom, and write a summary and critical analysis. Your article should come from *Mathematics Teaching in the Middle School*. In your paper, you should include the author, title of the article, name of journal, date of article, and page numbers. Please attach a copy of the article also. The expected approximated length is one page of summary and one page of reaction. You will want to discuss the ways in which this article relates to your knowledge of effective teaching techniques, learning characteristics of students (cognitive, psychomotor, and affective), age appropriateness, and practicality. Be sure to justify your thoughts! See rubric on Blackboard, and turn in with your critique.

Lesson Plan: Each student will be responsible for developing two detailed mathematics lesson plans. The Childhood Education and Literacy TaskStream Lesson Plan Format must be used. The **procedure must be divided into the phases of the learning cycle**. The lesson plan must incorporate technology, a planned assessment and clearly indicate how the lesson will be differentiated. All worksheets, questions for discussion, and materials must be included. Each lesson plan must include a reference to the Ohio Academic Content Standards. You must site sources used to develop the lesson plan. **The peer lesson plan must be turned in via email one week prior to teaching the lesson to your peers. The field experience observation lesson plan must be turned in at the beginning of your observation.**

Math Concept Presentation: You will present the prepared lesson plan in a 20 minute condensed form to fellow students in this methods class. You will need to go through all phases of the learning cycle. It should not take the students as long to complete the EXPLORE task as it would a middle childhood class. You need to have all material prepared ahead of time so your peers can complete the exploration. If you do not prepare and ask questions for the explanation phase of the lesson, you will lose several points. Be prepared to answer adult level questions following the presentation. The basis of evaluation for this presentation will be on the following: detailed planning, effectiveness of presentation, **use of questioning techniques**, accuracy of

mathematical content, and the level of student involvement. A checklist of evaluation criteria is on Blackboard.

Field Experience Observation: You will be evaluated by the cooperating teacher and me during your field experience. The evaluation criteria will be based on appropriate mathematical teaching and learning and will include the seven Standards for Ohio Educators as listed previously in this syllabus. You must provide a written lesson plan using the Childhood Education and Literacy TaskStream Lesson Plan Format, including the Learning Cycle.

Video Taped Lesson: You are to plan, implement and video tape a math lesson during your field experience. Also see Video Assessment Activity listed below which corresponds to the videotaped lesson as well. Your grade will be based on your ability to self-analyze your teaching and the students understanding on the intended objective. See evaluation form on Blackboard.

Prepare a DVD of your videotaped lesson, lesson plan, student work, and self-analysis of your teaching. You are to meet with your assigned partner and view each other's videos together. Your partner will complete a video tape analysis of your teaching. The two of you will discuss the seven Standards for Ohio Educators as demonstrated or missing in the video. All material including peer evaluations are to be placed in a large brown envelope and submitted to me by the due date listed on the calendar.

*Sony digital video cameras, owned by Childhood Education and Literacy department, may be checked out of the library at the circulation desk. You may call or stop by to reserve the camera or you can take a chance that one is available. You can keep it for 24 hours. You will find in the camera case a card with information on whom to call in Instructional Technology Services to get help in formatting the video into a DVD to enable your professor to view it. **ONLY DVD's will be accepted.** Please do not wait until the last minute or you may find it difficult to locate a video recorder and complete the activity.*

Video Assessment Activity: In order to assess your impact on the students learning you will need to determine the students' individual level of mastery on the intended objective of your videotaped lesson. Hence you are to turn in a copy of the students work from the videotaped lesson. You are responsible for having evaluated this work and analyzing the results, i.e. what percentage of the students mastered the concept. What suggestions would you make to remediate the lesson for students who were having trouble? What suggestions would you make to extend the activity for students who have mastered the concept? If possible complete the remediation activity with students who need it and report on their success. Turn in copies of any activities which you complete with these students. Were you able to determine an effect on the students learning?

Mathematics Diagnostic Interview: Choose a student during your field experience that is experiencing difficulty in mathematics. **Construct** a diagnostic test, based on the necessary pre-requisite skills for the skill at hand, and the skill itself. Work one-on-one with the student administering the diagnostic test. Remember not to assist, nor should you leave the student to complete the test alone. Note the student's behavior while performing the required tasks, (facial expressions, squirming, counting with fingers under the desk, etc.) Turn in a copy of the diagnostic test, the student's response, and an analysis via Taskstream. In the analysis discuss why you chose the items you for the interview, a brief description of the selected student, including age, gender, previous observations, performance, needs, etc. Include samples of the

child's response with teacher annotations regarding specific inferences and or observations related to specific responses. Finally, conclude with inferences to be made from this interview. What are the child's strengths & weaknesses, suggestions for appropriate teaching methods, materials, etc. Rubric is available on the portal and on Taskstream.

Weekly Field Experience Journal Reflections: Each week you will have something to center your observations on for the week. Please reflect on the given prompt as well as what you did in your field experience that week. Journal reflections should be posted on Blackboard by midnight Sunday evening.. A hard copy should be included in your field experience binder.

Reading Assignments: Three questions will be due with each reading assignment.

Field Experience Binder: You are to keep a field experience binder for the semester. The field experience binder is to be divided into the following sections following the Standards for Ohio Educators.

Section One: Standards 1, 2, & 4; Organizing content knowledge for student learning: Include the lesson plans you teach in the field. Lesson plans must be written using the Childhood Education and Literacy Taskstream Lesson Plan Format and using the learning cycle. The lesson plans should be initialed by your cooperating teacher.

Section Two: Standard 5; Creating an environment for student learning: Include the classroom schedule, classroom map, classroom profile; classroom rules, any pictures etc.

Section Three: Standards 3 & 4; Teaching for student learning: Include your assessment instruments for each lesson plan in Section one along with any anecdotal notes, checklists or rubrics used. It should also include your reflection on each lesson taught. A hard copy of your math diagnostic should be included in this section as well.

Section Four: Standards 6 & 7; Teacher Professionalism: Include the informal evaluations for each lesson taught, from your cooperating teacher. It should also include any school functions you attended along with your professional development. Copies of the teacher's newsletters or parent communication should also be included in this section. You personal Disposition Form and a Disposition Form from your cooperating teacher, and university supervisor should be included in this section. Please include a hard copy of your weekly journals at the end of section four.

COURSE POLICIES:

Professionalism: Professional behavior is that which is expected of all teachers and is what you have come to expect of your teachers. This course is part of an accredited teacher preparation program, which leads to professional licensure. Students are required to demonstrate behavior consistent with a professional career. In particular, students are expected to adhere to the following guidelines:

Attendance: The Xavier University catalogue states "In order to earn credit in any course for which he/she is registered, the student is required to attend classroom and laboratory exercises regularly and promptly. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure." Students are expected to attend all class meetings and field experiences. Attendance will be taken. If you will not be in class or field experience, you should call and leave a message on my voice mail. The instructor must be notified of any absences **in advance**. **More than two absences can result in failure of the class.** **Extended Medical or Family Emergency absences should**

seek approval of the Dean of the College of Social Sciences, Health and Education, Dr. Mark Meyers, 745-3119.

Academic Honesty: The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others' works and ideas are used, citations must be included. Please refer to the *Xavier University Catalog* for the official statement and consequences.

Accommodations: Xavier University's Learning Assistance Center can be reached by calling 745-3280. The Writing Center is located in Alter B12 and the phone number is 745-2875. Please discuss necessary accommodations with the professor.

The instructor reserves the right to make changes in the syllabus and/or calendar if circumstance so dictate.

EDMC 352 COURSE CALENDAR 2012

DATE	TOPIC	ASSIGNMENT
January 10, 2012	Introduction: Foundations of Teaching Mathematics	
January 12, 2012	Standards: NCTM, Common Core, Ohio Academic Content	Chapter 1 CCSS for Mathematical Practice
January 17, 2012	Learning Cycle: Building Successful Lesson Plans Assessment	Article Critique Due
January 19, 2012	Strategies for Whole-Number Computation	Chapter 2
January 24, 2012	Fraction Concepts and Computation	Chapter 3
January 26, 2012	Decimal and Percent Concepts and Decimal Computation	Chapter 4
January 31, 2012	Extending the Place Value System	Chapter 5
February 2, 2012	Developing Concepts of Ratio and Proportion	Chapter 6 Quiz One
February 7, 2012	Geometry	Chapter 7 <i>Peer Lessons</i>
February 9, 2012	Measurement	Chapter 8 <i>Peer Lessons</i>
February 14, 2012	Algebraic Reasoning	Chapter 9 <i>Peer Lessons</i>
February 16, 2012		Field experience
February 21, 2012	Exploring Functions	Chapter 10 <i>Peer Lessons</i>
February 23, 2012		Field experience
February 28, 2012	Data Analysis	Chapter 11 <i>Peer Lessons</i>
March 1		Field experience
March 5th – 11th 2012	Spring Break	No Classes or Field Experience
March 13 th	Probability	Chapter 12 Quiz Two
March 15th- April 24th		Field Experience <i>Tuesdays and Thursdays All Day</i> <i>March 15th – March 29th: Reading Essential Understanding of Rational Numbers (March 29th Prompt will cover this book).</i> <i>April 3rd –April 17th: Reading Essential Understanding of Proportional Reasoning. (April 19th prompt will cover this book.)</i>
April 5 st – 9 th 2012	EASTER BREAK	NO Field Experience
April 26, 2012	Teaching All Children Mathematics	Meet in Class @ 8:00 – 9:50 Field Experience Binders Due. Last Day to turn in Professional Development.
May , 2012	Final Exam	Final Exam: Over Essential Understanding of Rational Numbers and Essential Understanding of Proportional Reasoning.