Teaching Elementary School Mathematics II  
Loyola University Chicago  

Spring MMXV  CIEP 105/Math 148  Syllabus  

CIEP 105/Math 148-001 T, Th 2:30 – 3:45 Flanner Hall Rm 7

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Required Instructional Material

- *Principals and Standards for School Mathematics* NCTM (free electronic edition available at [http://www.nctm.org/standards](http://www.nctm.org/standards)) Dr. B will demo how to access this during the first class
- *Common Core State Standards for Mathematics* (A PDF will be provided by the professor)

Course Description

This course sequence provides the fundamental knowledge base for teaching elementary and middle school mathematics. This is the second of two courses. The focus is on numeration, number operations, algebra, data-based decision making and problem solving. Candidates study the underlying principals of mathematics appropriate for grades K – 9. Candidates use Principals and Standards for School Mathematics from the National Council of Teachers of Mathematics ([http://www.nctm.org/standards](http://www.nctm.org/standards)) and compare the national standards to the Common Core State Standards ([http://www.corestandards.org/the-standards/mathematics](http://www.corestandards.org/the-standards/mathematics)).

Course Objectives

NCATE / NCTM Program Standards

**Standard 1: Knowledge of Mathematical Problem Solving**
Candidates know, understand and apply the process of mathematical Problem solving.
Standard 3: Knowledge of Mathematical Communication
Candidates communicate their mathematical thinking orally and in writing to peers, faculty, and others.

Standard 4: Knowledge of Mathematical Connections
Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematical understandings.

Standard 5: Knowledge of Mathematical Representation
Candidates can vary representations of mathematical ideas to support and deepen students’ mathematical understanding.

Standard 6: Knowledge of Technology
Candidates embrace technology as an essential tool for teaching and learning mathematics.

Standard 7: Disposition
Candidates support a positive disposition toward mathematical processes and mathematical learning.

Standard 9: Knowledge of Numbers and Operations
Candidates demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing numbers, relationships among numbers and number systems, and the meaning of operations.

Standard 10: Knowledge of Different Perspectives on Algebra
Candidates emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change.

Tentative Schedule of Discussion Topics
Assignments will be listed in class and on Blackboard

<table>
<thead>
<tr>
<th>Class date</th>
<th>Topics or Issues</th>
<th>Reading assignment in Text</th>
</tr>
</thead>
</table>
| January 13 | • Introductions  
             • Teaching Developmentally                                                    | • Chapter 1, 3, 4                |
| January 15 | • NCTM Standards, Ill State Learning Standards, Common Core State Standards  
             • Number Types and Place Value                                                |                                  |
| January 20 | • PARCC Explanation Questions  
             • Addition Multiplication and Subtraction with whole numbers                | • Chapters 6, 7                  |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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<tbody>
<tr>
<td>January 22</td>
<td>- Addition Multiplication and Subtraction with whole numbers</td>
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<td>- Order of operation and properties</td>
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<tr>
<td>January 27</td>
<td>- Division</td>
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<tr>
<td>January 29</td>
<td>- Proportional reasoning</td>
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<td>- Percents</td>
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<tr>
<td>February 3</td>
<td>- Fractions: 3 uses … ratio, part of a whole, division</td>
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<td>- Equivalent Fractions</td>
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<td>February 5</td>
<td>- Developing Fraction concept</td>
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<tr>
<td>February 10</td>
<td>- Operations with Fractions, decimals, and negative numbers</td>
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<tr>
<td>February 12</td>
<td>- Operations with Fractions, decimals, and negative numbers</td>
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<tr>
<td>February 17</td>
<td>- Algebraic Reasoning</td>
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<td>- Number Tricks/ algebraic representations</td>
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<tr>
<td>February 19</td>
<td>- Patterns to Numeric Sequences</td>
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<tr>
<td>February 24</td>
<td>- Midterm Exam</td>
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<td>February 26</td>
<td>- Complete Midterm</td>
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<tr>
<td></td>
<td>- Chapter 2</td>
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<td>- Chapter 5</td>
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<td></td>
<td>- Chapter 9</td>
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<tr>
<td>Date</td>
<td>Topics</td>
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<tr>
<td>March 10</td>
<td>Symbolic, Graphical and Numeric Representations</td>
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<tr>
<td>March 10</td>
<td>Linear Functions</td>
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<tr>
<td>March 12</td>
<td>Spreadsheets</td>
</tr>
<tr>
<td>March 17</td>
<td>Solving equations (linear and quadratic)</td>
</tr>
<tr>
<td>March 19</td>
<td>Graphing non-linear equations</td>
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<tr>
<td>March 19</td>
<td>Symbolic, Graphical and Numeric Representations</td>
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<tr>
<td>March 24</td>
<td>Counting Principles</td>
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<td>March 26</td>
<td>Probability</td>
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<td>March 26</td>
<td>Getting a Job Strand</td>
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<td>March 31</td>
<td>Statistics and Data Analysis (in the context of data driven decision making)</td>
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<tr>
<td>April 2</td>
<td>Getting a Job Strand</td>
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<tr>
<td>April 7</td>
<td>Statistics and Data Analysis (in the context of data driven decision making)</td>
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<td>April 9</td>
<td>Getting a Job Strand</td>
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<tr>
<td>April 14</td>
<td>Technology used to increase student achievement in mathematics education</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<td>April 16</td>
<td>Getting a Job Strand</td>
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<tr>
<td>April 21</td>
<td>Lesson Planning in Mathematics</td>
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<tr>
<td>April 23</td>
<td>Lesson Planning in Mathematics</td>
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<tr>
<td>Final Exam</td>
<td>Final Exam</td>
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</tbody>
</table>

This calendar is subject to change at the professor’s discretion

**University Policies and Information**

**Conceptual Framework Standards**

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area. CIEP 105 emphasizes the importance of ethical teacher behavior, equitable student access to a quality education, and strong support for the success of all. It is through a unique bond between instructor and learner that enables schools to leave no child behind and realize social justice.

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.

CF3: Candidates demonstrate an understanding of issues of social justice and inequity.

CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.
CF5: Candidates demonstrate technological knowledge and skills which enhance education.

CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.

CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.

CF8: Candidates apply ethical principles in professional decision-making.

Technology
Teacher candidates are expected to use technology in the preparation of their work for this module, but are also expected to incorporate it into their lessons that they prepare for students when appropriate. Candidates will likely use the resources available from the International Baccalaureate site: www.ibo.org. Some of the technologies they will use to manage their own learning will include Blackboard and LiveText. This course will integrate technology into mathematics instruction facilitate inductive inquiry and provide multiple representations. Teacher candidates will view videotapes of student responses to high quality instruction. Specific technology utilized includes: graphing calculator, and computer productivity tools such as spreadsheets. Candidates are expected to be expert in the use of internet to find and use excellent mathematical sites such as http://mathforum.org/ to research historical information about mathematical topics; http://www.history.mcs.st and http://www.ac.uk/~history/; and to make connections with mathematics and other topics such as art at http://library.thinkquest.org/16661/; tessellations of M Escher

EthicsLine Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the
university community are expected to demonstrate the highest standards of integrity, 
communication, and responsibility while accessing and utilizing technology, information 
resources, and computing facilities. A link to the Loyola University Chicago and School 
of Education official policies and guidelines can be found at:
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

Diversity
This module calls on candidates to meet the needs of diverse learners, as does the 
previous module (6.1), but also requires them to make diversity the substance of the 
content that they will teach. The unit that they develop with the cooperating teacher 
educator and their peers will be transdisciplinary or interdisciplinary and therefore will 
incorporate a diversity of content. In this way, Module 6.2 offers an opportunity to apply the candidates’ understanding of diversity on multiple levels.

Academic Honesty: Academic honesty is an expression of interpersonal justice, 
responsibility and care, applicable to Loyola University faculty, students, and staff, which 
demands that the pursuit of knowledge in the university community be carried out with 
sincerity and integrity. The School of Education’s Policy on Academic Integrity can be 
found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For 
additional academic policies and procedures refer to: 
http://www.luc.edu/education/academics_policies_main.shtml

Accessibility: Students who have disabilities which they believe entitle them to 
accommodations under the Americans with Disabilities Act should register with the 
Services for Students with Disabilities (SSWD) office. To request accommodations, 
students must schedule an appointment with an SSWD coordinator. Students should 
contact SSWD at least four weeks before their first semester or term at Loyola. Returning 
students should schedule an appointment within the first two weeks of the semester or 
term. The University policy on accommodations and participation in courses is available 
at: http://www.luc.edu/sswd/

Harassment (Bias Reporting): It is unacceptable and a violation of university policy to 
harass, discriminate against or abuse any person because of his or her race, color, national 
origin, gender, sexual orientation, disability, religion, age or any other characteristic 
protected by applicable law. Such behavior threatens to destroy the environment of 
tolerance and mutual respect that must prevail for this university to fulfill its educational 
and health care mission. For this reason, every incident of harassment, discrimination or 
abuse undermines the aspirations and attacks the ideals of our community. The university 
qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse 
community seeking God in all things and working to expand knowledge in the service of 
humanity through learning, justice and faith, any incident(s) of bias must be reported and
appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: [http://webapps.luc.edu/biasreporting/](http://webapps.luc.edu/biasreporting/)

This course will contain a core assessment of **Conceptual Framework Standard 5**: Candidates demonstrate technological knowledge and skill which enhance education

### Core Assessment Rubric

<table>
<thead>
<tr>
<th>Conceptual Framework Standard</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF5: Candidates demonstrate technological knowledge and skill which enhance education</td>
<td>Targeted Performance is evidenced by the selection of an appropriate technological tool, such as but not limited to, spreadsheets, dynamic graphing software, computer algebra systems, calculators, and presentation software, that promotes conceptual understanding of a mathematical concept or facilitates student construction of knowledge</td>
<td>Acceptable performance is evidenced by the use of appropriate technology, as a curriculum amplifier (use of technology to replicate an existing task. e.g. electronic flashcards). The activity provide motivation for students</td>
<td>Unacceptable performance is evidenced by the use of technology as a curriculum amplifier that is not motivational</td>
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</tbody>
</table>

| Overall Score | |

### Dispositions

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of **professionalism, fairness and the belief that all students can learn**. The descriptions for the expected behaviors for the disposition are as follows:

**Professionalism**: Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.

**Fairness**: Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners’ needs. All Students Can Learn: Has high expectations for all students/learners.
All students can learn. Is not easily discouraged by lack of student/learners progress. Resists making assumptions about students/learners, families, and communities based on stereotypes. Reflects on practices and their impact on student/learners learning.

**IDEA Objectives**
- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning fundamental principles, generalizations, or theories
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

**Course Requirements**

1. **Attendance:** Important! Time is short and there is much to be done. Absences should be for extreme circumstances only. Students should inform the instructor of such circumstance.

2. **Assignments:** There will be homework, papers, midterm exam and a final exam. All written work should be handed in (hard copy or electronic) on the due date. **Late assignments are penalized 50%**. **An assignment is considered late if it is not submitted by the end of the class session on the due date (do not work on assignments during class).** Exceptions to this policy are rare and are for extreme cases supported by documentation such as a doctor’s note.

3. **Clinicals:** There is no clinical component to this course

Students will produce a lesson plan that will be evaluated using the following rubric:

**CIEP 105: Mathematics Lesson Plan Rubric (35 points)**
*(Understanding by Design format)*

<table>
<thead>
<tr>
<th>Element /Standard</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge:</strong> Standard 1.0 Development Learning Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning</td>
<td>Teacher candidate’s plan demonstrates a thorough understanding of the developmental, learning and motivational elements of this age student. Standards, objectives, strategies, assessment and attention to individual needs are well represented throughout the plan.</td>
<td>Teacher candidate’s plan demonstrates recognition of the developmental, learning and motivational elements of this age student. Standards, objectives, strategies, assessment and attention to individual needs are represented throughout the plan. Candidate considers and respects diverse</td>
<td>Teacher candidate’s plan does not demonstrate recognition of the developmental, learning and motivational elements of this age student. Standards, objectives, strategies, assessment and attention to individual needs</td>
</tr>
</tbody>
</table>
| Content Knowledge: Curriculum | Standard 2.1 Reading, Writing, and Oral Language | Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas; | Candidate considers and respects diverse language, learning and cultural needs. | Language, learning and cultural needs. | are inappropriate or missing from the plan. Evidence that the candidate considered diverse language, learning and cultural needs of students is missing.

| Content Knowledge: Curriculum | Standard 2.2 Science | Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science. | Science lesson plan thoroughly addresses diverse learners’ individual developmental, linguistic, learning and interest needs in the areas of reading, writing, listening, speaking and viewing. A variety of evidence based strategies are used appropriately to teach students to decode, comprehend, respond to and enjoy written texts in a balanced approach that addresses both word and text level skills. Critical responses to text are encouraged and supported. Plan provides specific steps and details for before, during and after reading/writing to guide students in their literacy learning based on the identified curriculum standards and objectives. | Literacy lesson plan addresses instructional considerations for teaching reading, writing, listening, speaking and viewing by attending to individual learner’s developmental, linguistic, learning and interest needs. Evidence based strategies are used purposefully to engage students and to allow them to respond to text in a balanced approach that includes critical and creative responses. Plan provides details for before, during and after reading/writing and it is aligned with the curriculum standards and objectives. | Literacy lesson plan fails to consistently provide adequate standards/objectives and instructionally aligned details needed to teach reading, writing, listening, speaking or viewing or to effectively address the needs of individual and diverse learners. Evidence based strategies may not be appropriately or purposefully used in order to engage learners or to help them develop both word and text level skills. Additional specific details may be needed in some or all of the before, during or after reading/writing instructional elements.

| Content Knowledge: Curriculum | Standard 2.3 Mathematics | Candidates know, understand and use the major concepts and procedures that define number and operation, algebra, geometry, measurement and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communications, connections, and representations. | Mathematics lesson plan thoroughly addresses diverse learners’ individual developmental needs, knowledge and understanding of major concepts and procedures in more than one of the following content areas: number and operation, algebra, geometry, measurement and data analysis and probability. A variety of evidence based strategies are used appropriately to teach students more than one of the following: problem solving, reasoning and proof, communications, connections, and representations | Mathematics lesson plan addresses instructional considerations that develop knowledge and understanding of concepts and procedures in at least one of the following content areas: number and operation, algebra, geometry, measurement and data analysis and probability. Evidence based strategies are used to purposefully engage students in problem solving, reasoning and proof, communications, connections, or representations | Mathematics lesson plan fails to develop conceptual understanding of mathematical concepts, and instead concentrate on procedures and skills. Evidence based strategies may not be appropriately or purposefully used in order to engage students in problem solving, reasoning and proof, communications, connections, or representations.

| Content Knowledge: Curriculum | Social studies | Candidates can design and implement age-appropriate inquiry lessons to teach social studies, to build student understanding for personal and social applications, and to convey the nature of social studies. | Social studies lesson plan thoroughly addresses diverse learners’ individual developmental needs. | Social studies lesson plan addresses instructional considerations that develop knowledge and understanding | Social studies lesson plan fails to provide instruction to develop knowledge and understanding.
<table>
<thead>
<tr>
<th>Standards</th>
<th>Objective</th>
<th>Evaluation Criteria</th>
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<tbody>
<tr>
<td>Standard 2.4 Social Studies</td>
<td>Candidates know, understand, and use the major concepts and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences, and other related areas – to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.</td>
<td>Knowledge, and understanding of major concepts and modes of inquiry from the integrated study of history, geography, the social sciences and other related areas. The lesson plan incorporates a variety of evidence-based strategies to promote students’ abilities to make informed decisions as citizens of a diverse society and world.</td>
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<tr>
<td>Teacher candidate identifies, develops and utilizes curricular materials and text genres appropriate for developmental, motivational, and diverse learning needs that support the curriculum and teaching of the standards.</td>
<td>Teacher candidate has identified appropriate learning standards (from content specific or common core**) and has used this effectively to build a purposeful lesson that incorporates knowledge of learning theory and subject matter. These components are represented clearly in all parts of the lesson plan and in the instruction.</td>
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<tr>
<td>Teacher candidate has written measureable objectives specifically aligned with the standards and plan for assessment. These are written in appropriate format with the action verb, conditions and criteria. Appropriate domains are presented.</td>
<td>Teacher candidate has written measureable objectives generally aligned with the standards and plan for assessment. These are written in appropriate format with the action verb, conditions and criteria. Appropriate domains are presented.</td>
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<td>Teacher candidate has developed a coherent and cohesive plan for assessing the outcomes of the lesson and has provided the results or data from the lesson if possible or appropriate. Formative or summative assessment data along with analysis of instructional procedures is used to determine future plans for instruction.</td>
<td>Teacher candidate has developed a plan for assessing the outcomes of the lesson. Formative or summative assessment data is considered in the analysis of instructional procedures and is used to determine future plans for instruction.</td>
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<tr>
<td>Teacher candidate identifies, develops and utilizes curricular materials and text genres appropriate for developmental, motivational, and diverse learning needs that support the curriculum and teaching of the standards.</td>
<td>Teacher candidate has identified, develops and utilizes curricular materials and text genres appropriate for developmental, motivational, and diverse learning needs that support the curriculum and teaching of the standards.</td>
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<tr>
<td>Teacher candidate has not developed a plan for assessing the outcomes of the lesson. Formative or summative assessment data is missing or is not considered in the analysis of instructional procedures and is not used to determine future plans for instruction.</td>
<td>Teacher candidate has identified appropriate learning standards (from content specific or common core**) and has created a lesson plan that is not focused; it lacks evidence of knowledge of learning theory and subject matter.</td>
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**Common Core Standards**

**Standards 3.1 Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

- Teacher candidate has identified highly appropriate learning standards (from content specific or common core**) and has used this effectively to build a purposeful lesson that incorporates knowledge of learning theory and subject matter. These components are represented clearly in all parts of the lesson plan and in the instruction.
- Teacher candidate has written measureable objectives specifically aligned with the standards and plan for assessment. These are written in appropriate format with the action verb, conditions and criteria. Appropriate domains are presented.
- Teacher candidate has developed a coherent and cohesive plan for assessing the outcomes of the lesson and has provided the results or data from the lesson if possible or appropriate. Formative or summative assessment data along with analysis of instructional procedures is used to determine future plans for instruction.
- Teacher candidate identifies, develops and utilizes curricular materials and text genres appropriate for developmental, motivational, and diverse learning needs that support the curriculum and teaching of the standards.

**Procedures—Standard 3.2 Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

- Lesson details demonstrate a thorough understanding of the developmental level and skills, strengths and weaknesses of the individual students to whom this lesson will be taught. Specific, creative and targeted strategies and approaches are clearly presented that respond directly to the needs of diverse students. Specific elements designed to differentiate the instruction are described in order to meet the needs of each individual learner.
- Lesson details demonstrate an understanding of the developmental level and skills, strengths and weaknesses of the individual students to whom this lesson will be taught. Strategies and approaches are presented that respond directly to the needs of diverse students. Elements designed to differentiate the instruction are described in order to meet the needs of each individual learner.
- Lesson details fail to demonstrate an understanding of the developmental level and skills, strengths and weaknesses of the individual students to whom this lesson will be taught. Strategies and approaches are generic and do not respond directly to the needs of diverse students. Differentiation of instruction is not specified.
<table>
<thead>
<tr>
<th>Standard 3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.</th>
<th>Lesson details provide specific activities and evidence based practices for engaging students and encouraging individual responses to instruction that include critical thinking, problem solving and performance skills.</th>
<th>Lesson details lack activities and evidence based practices for engaging students and encouraging individual responses to instruction that include critical thinking, problem solving and performance skills.</th>
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<tbody>
<tr>
<td>Standard 3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.</td>
<td>Details include varied evidence based strategies, approaches, materials, resources and technology designed to effectively engage students in the lesson. Management strategies are employed to motivate, guide, and support students to become independent learners. Candidate demonstrates recognition of cultural and gender differences and responds accordingly.</td>
<td>Details do not include evidence based strategies, approaches, materials, resources and technology designed to engage students in the lesson. Strategies to motivate, guide, and support students to become independent learners are missing.</td>
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<tr>
<td>Communication Skills Standard 3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom</td>
<td>Teacher candidate models effective use of English in written and spoken discourse and encourages a variety of opportunities for supportive, collaborative and interactive communication among students. Media communication used to effectively support active learning. Instructional practices promote active and creative thinking and problem solving.</td>
<td>Teacher candidate does not use appropriate language skills in written and spoken discourse. No effort to include media communication is present. There is a lack of evidence that the candidate would encourage opportunities for supportive, collaborative and interactive communication among students.</td>
</tr>
<tr>
<td>Reflection Standard 5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on student, families and other professionals in the learning community and actively seek out opportunities to grow professionally</td>
<td>Teacher candidate provides a thoughtful and perceptive analysis of the lesson in specific and detailed terms. Suggestions are provided for future lessons and data from the assessment is considered. Support or connections to this from research is provided. Candidate may suggest a plan for professional development or collaboration with other professionals.</td>
<td>Teacher candidate provides a cursory analysis of the lesson. While suggestions are provided for future lessons, the data and research support for the suggestions is missing.</td>
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<td>Overall Grade</td>
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**4. Evaluation:** A wide variety of evaluation strategies are used. A point system is used, so the percentages are approximate.

- **Homework, Activities, and Projects 40%**
  Candidates are expected to complete assigned homework each week and hand it in the next class. Late assignments are awarded 50% credit. Students will make
reflective statements at the end of each class relative to the content covered in class. Due to the nature of these reflections, they can not be made up when absent.

- Midterm 25%
- Final Exam 25%
- Participation 10%

(Percentages are approximations and subject to minor deviation)

**Participation Grades**
Candidates are expected to attend all classes, demonstrate a professional attitude and demeanor, arrive promptly to learning sites, come prepared for class with assignments and required class materials, contribute constructively to the class, integrate readings into class assignments and activities, listen respectively and incorporate and build from others’ ideas. Participation will make up 10% of your final grade for this course and be determined using the following common rubric.

**Professional Attitude and Demeanor Part I**
- 4-Always prompt and regularly attend classes.
- 3-Rarely late to class and regularly attend classes (No more than 1 absence).
- 2-Sometimes late to class and regularly attend classes (No more than 2 absences).
- 0-Often late to class and/or poor attendance of classes (More than 2 absences).

**Professional Attitude and Demeanor Part II**
- 4-Always prepared for class with assignments and required class materials.
- 3-Rarely unprepared for class with assignments and required class materials.
- 2-Often unprepared for class with assignments and required class materials.
- 0-Rarely prepared for class with assignments and required class materials.

**Level of Engagement in Class**
- 4-Always a willing participant. Contributes by offering ideas and asking questions each class in small groups and the whole class.
- 3-Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class.
- 2-Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions.
- 0-Never a willing participant. Never contributes to class by offering ideas or asking questions.

**Integration of Readings into Classroom Participation**
- 4-Often cite from readings; use readings to support points.
- 3-Occasionally cite from readings; sometimes use readings to support points.
- 2-Rarely cite from readings; rarely use readings to support points.
- 0-Never cite from readings; do not use readings to support points.

**Listening Skills**
- 4-Listen when others talk, both in groups and in class. Incorporate or build off of the ideas of others.
- 3-Listen when others talk, both in groups and in class.
- 2-Rarely listen when others talk, both in groups and in class.
- 0-Does not listen or interrupt when others talk, both in groups and in class.
Grade Assignment ("+" and "−" grades are the percentage point at the high and low ends of the stated grade ranges)
A  93-100%
B  92-85%
C  84-78%
D  77-70%
F  69-0%