



ED 427 – Teaching in the Area of Specialization
Online Undergraduate Spring 2019 (IS)
3 credits

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Office Hours: By Appointment
Office Location: Brogan 132

Learning Materials:

- **Textbooks:**
 - Hattie, J., Fisher, D., & Frey, N. (2016). *Visible learning for mathematics, Grades K-12: What works best to optimize student learning* (1st ed.). Corwin. ISBN-13: 978-1506362946
 - Boaler, J., (2015). *Mathematical mindsets: Unleashing students' potential through creative math, inspiring messages and innovative teaching* (1st ed.). Jossey-Bass. ISBN-13: 978-0470894521
- **3-Ring Binder:** Throughout the course, you should keep a collection of the course material. This is comprised of assignments and/or reflections in an organized binder.

Course Catalog Description:

This course is designed to demonstrate a variety of instructional methodologies and approaches that are workable in the content subject area. Concepts to be covered include establishing a context of instruction, presenting strategies for reading, writing, studying, and translating information gained into practice.

Required: 20 hours of O&P

Prerequisites: Passing Praxis I and II, ED 201, ED 220, ED 222, ED 326, ED 404, and ED 408

Mission Statement:

The mission of the education division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist's values, current research, and best practices.

Marianist Values:

1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, and Peace
5. Educate for Adaptation and Change

WASC Core Competencies:

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

Program Learning Outcomes (PLOs):

1	<i>Content Knowledge</i> (Knowledge of subject matter)
2	<i>Developmentally Appropriate Practice</i> (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning)

3	<i>Pedagogical Content Knowledge</i> (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner)
4	<i>Educational Technology</i> (Knowledge of and application of appropriate technology for student learning)
5	<i>Assessment for Learning</i> (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning)
6	<i>Diversity</i> (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments)
7	<i>Focus on Student Learning</i> (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology)
8	<i>Professional & Ethical Dispositions and Communication</i> (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues).

Course Learning Outcomes (CLOs):

1	Know, understand, and understand the process of mathematical problem solving.
2	Reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.
3	Communicate his or her mathematical thinking orally and in writing to peers, faculty, and others.
4	Recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.
5	Use varied representations of mathematical ideas to support and deepen students' mathematical understanding.
6	Embrace technology as an essential tool for teaching and learning mathematics.
7	Support a positive disposition toward mathematical processes and mathematical learning.
8	Possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

Assessment:

Since this course is online, the dates noted are permanent. Read the textbook sections BEFORE you turn in assignments as indicated on the tentative schedule at the end of this syllabus. Always be prepared to explain your thinking in every assignment. The assignments described below are each designed to contribute in a different and significant way to your knowledge and experience relative to diagnosis and remediation of mathematics and to teaching secondary mathematics. It will be your responsibility to turn in all assignments on time. Late assignments will not be accepted. Submissions will all be done electronically through Canvas in PDF format.

1. Book Reflections– 60% of Final Grade (30% each)

Due: After the completion of reading of Hattie and Boaler's books
100 points each

There will be two book reflections in this course. Your reflections must be submitted on Canvas in a PDF format. After the completion of reading each textbook, you will write a 3 – 5 page, double-

spaced reflection in APA format, on the text responding to the following questions only:

- What did you already know about this book's subject before you read this book?
- What new things did you learn?
- What questions do you still have?
- What do you think about the author's research?
- What aspects of the book could you most relate to?
- What gaps do you wish the author had filled in more?

2. O&P Assignments – 40% of Final Grade

Due: Throughout the Semester on Canvas

25 points each

You have three separate assignments to complete during your Observation & Participation time in the classroom you are assigned to this semester. These will be submitted on Canvas in a PDF format. Each of the three assignments will involve communication between yourself and your mentor teacher. Please ensure your mentor teacher that if they have questions about the assignments they can contact me at any time. A summary of each assignment is given below. More details about the assignments are posted on Canvas.

- Observation Reflection* – a general reflection will be made about any of the 8 standards for mathematical practices that took place in the mathematics classroom during one of your 20 hours of O&P.
- Small Group Reflection* – an analysis will be completed with a group of 2 – 3 children during one of your 20 hours of O&P and a reflection will be made on the thinking of the students you work with.
- Teaching Reflection* – you will coordinate with your mentor teacher to teach a lesson to the whole class during one of your 20 hours of O&P and a reflection will be made on how the lesson turned out.
- Completed O&P Time Sheet* – Fill out the days and times you completed your hours. You and your mentor teacher sign must sign the bottom before uploading the completed time sheet.

Assignments	Percentage of Final Grade
<i>John Hattie Book Reflection</i>	30%
<i>Jo Boaler Book Reflection</i>	30%
<i>O&P Assignments</i>	40%

Grading Scale	
90 – 100 %	A
80 – 89 %	B
70 – 79 %	C
60 – 69 %	D
0 – 59 %	F

Course Attendance Policy:

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.

1.1. Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. *While notification*

of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

1.2. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences. Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division, we have added detailed guidelines to cover different types of courses and class schedules:

2.1. On-Ground courses: Missing more than 2 weeks of class (6 classes) will result in an automatic lowering of one letter grade after final grade is calculated.

2.2. Online courses and online portion of hybrid courses: The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course. For online/hybrid courses failure to log in for one week is equivalent to an absence in a traditional on-ground course. Two weeks of not logging in constitutes grounds for removal of the student from the course.

3. Additional Notes.

3.1. If a student does not logon to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.

3.2. Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.

University Policies

Academic Honesty Statement: Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.

Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center: 808-735-4845
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Disability Access:

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Course Outline (Spring 2019)

*The professor reserves the right to make adjustments to this outline to better accommodate student needs.

Week # / Day # Date	Class Description	Assignments Due by Midnight
Week 1 – 5 April 8 th - May 12 th	<u>Book:</u> • <i>Visible learning for mathematics, Grades K-12: What works best to optimize student learning</i> by John Hattie	May 12 th • Hattie Book Reflection Due • O&P Observation Reflection Due • O&P Small Group Reflection Due
Week 6 – 10 May 13 th – June 17 th	<u>Book:</u> • <i>Mathematical mindsets: Unleashing students' potential through creative math, inspiring messages and innovative teaching</i> by Jo Boaler	June 17 th • Boaler Book Reflection Due • O&P Teaching Reflection Due • O&P Completed Time Sheet Due