AMERICAN INTERNATIONAL COLLEGE
School of Arts, Education and Sciences

FALL 2013 **Updated 4-25-13**

EDC 508
Teaching Mathematics: Early Childhood, Elementary, Moderate Disabilities (Pre K-8) (9-12)

Professor: Contact Information:
Class Meetings: 4:30 – 9:00

COURSE DESCRIPTION:
Prospective educators will examine theoretical and developmental models of mathematics instruction in order to plan and implement effective instruction based on the diverse cognitive, language, and developmental needs of students. Using technology to access national and local district assessment data, students will analyze and identify areas of need within the mathematics curriculum and engage in instructional decision-making. Demonstrations and micro-teaching will reference the Massachusetts Mathematics Curriculum Framework and the NCTM standards. Field experience is required. PREREQUISITE(S): enrollment in graduate education program, EDC 521

COURSE OBJECTIVES: (Coded to Mass. Professional Standard for Teachers and AIC Program Goals PG):

1. To understand the developmental processes underlying mathematical skill and concept acquisition. **A1, 3, 4, 5, 7 B1, 2, 3, 4 C1, 2, 3, 4 D1, 2 E2, 3, 6; PG 4.2**
2. To select, plan and assess instruction in accordance with developmental, cognitive and language levels and individual needs of students. **A1, 3, 4, 5, 7 B1, 2, 3, 4 C1, 2, 3, 4 D1, 2 E2, 3, 6; PG 2.1, 2.3, 4.2, 5.2**
3. To be familiar with methods and materials of early childhood and elementary math instruction. **A1, 3, 4, 5, 7 B1, 2, 3, 4; PG 4.2, 4.3, 5.2, 6.1**
4. To gain skill in the subject matter of number concepts, operations, problem solving, algebra, geometry, measurement, data analysis and statistics and probability at the intended level of licensure. **A1,4, 5; PG 5.2**
5. To be able to assess student learning and teacher effectiveness through multiple measures uses informal and formal techniques. **A3, B3, B4; PG 1.1, 2.3, 3.3**
6. To use technology to access local and state performance data; to analyze results to make instructional decisions. **A3, B3, B4; PG 1.2, 1.3, 2.1, 2.3, 6.2, 6.3**
7. To refine oral communication skills through lesson presentation and peer evaluation and feedback. **B1, 2 E2,6. PG 3.1, 3.2, 3.3**
8. To demonstrate resourcefulness and creativity in the design of lessons that are motivating and utilize a variety of visuals, manipulatives, and materials appropriate to the teaching level. **A6, 7 B1, 2, 3, 4 E2, 3; PG 1.1, 4.2, 5.2**
9. To use technology to access and examine the central mathematics policy documents in developing instruction: *NCTM Standards; National Mathematics Advisory Panel:* the *Mass. Mathematics Curriculum Frameworks; Guidelines for Preschool Learning Experiences*. **A2, 4, 5, 7 B1, E6; PG 1.2, 4.1, 5.2**

10. To conduct professional research and engage in critical thinking by examining various curriculum, methodologies and technologies for teaching math. **B2 E3, 6; PG 1.2, 1.3, 3.2, 4.1**
11. To understand the value of interdisciplinary connections and real-life applications in teaching math. **A1 B2 D2 E2; PG 2.3, 4.2**
12. To observe and reflect upon classroom practice in a fieldwork setting. **PST A-E; PG 1.1, 3.3**

REQUIRED TEXT:

Reys, R, Lindquist, M., Lambdin, D, and Smith, N. (2012). Helping Children Learn Mathematics (10th ed.). New York: John Wiley & Sons, Inc.

REQUIRED-ACCESS ONLINE RESOURCES:

National Mathematics Advisory Panel:
http://www2.ed.gov/about/bdscomm/list/mathpanel/index.html

National Mathematics Advisory Panel, Doing What Works:

http://dww.ed.gov/

TIMSS: Trends in International Math and Science Study reports
http://nces.ed.gov/timss

AIC lesson plans for this course require citation and language from the Mass. Curriculum documents below:

Mass. Curriculum Frameworks for Mathematics incorporating Common Core State Standards (CCSS) March 2011
http://www.doe.mass.edu/frameworks

Massachusetts Common Core State Standards Initiative Resource Page (contains current MA CCSS and 2000/2004 versions, and crosswalks)
http://www.doe.mass.edu/candi/commoncore/

Guidelines for Preschool Learning Experiences (2003) The Commonwealth of Massachusetts, Department of Elementary Education and Care
http://fcsn.org/pti/topics/earlychildhood/preschool_learning_eec.pdf

Resource Guide to Mass. Curriculum Frameworks for Students with Disabilities (2006)
http://www.doe.mass.edu/mcas/alt/rg/math.pdf

SUPPLEMENTAL ON-LINE MATH VIDEOS:

(assigned by instructor for homework or selected for in-class viewing)

Annenberg Media http://www.learner.org/resources (many teaching videos, all grades)

Select "Browse Resources" Select "Education" (Gr. 3- 5) in drop-down box to view:
Math- What's the Big Idea (reform and change)
Math Assessment (the variety of approaches)
Select "Browse Resources" Select "Education" (Gr. 3- 5) in drop-down box;
Then select "Looking Into Learning – Part I to view:
Workshop #5 *Idea Making* (constructivist math)
Workshop #8 *The International Picture: TIMMS* (teaching comparisons)
Select "Looking into Learning – Part II to view:

Workshop #7 *Children's Way of Knowing* (early childhood- math beginnings)
Select "Browse Resources" Select "Mathematics" (Gr. 3- 5) in drop-down box.
Choose from among *geometry, measurement, numbers and operations*, etc., to correspond with chapter material in Reys' text.
Teaching Math- Video Library (Gr. 9-12) Annenberg Media
http://www.learner.org/resources/series34.html - 23.5kb
Teaching Math - Catolog of Videos (Gr. 5-8) (Gr. 9-12)
http://www.learner.org/catalog/series34.html - 34.1kb
http://www.learner.org/courses/teachingmath/grades9_12/session_03/section_03_f.html - 38.4kb

The Teaching Channel Teachingchannel.org (free registration, lots of short math lesson videos-all grades)
Sorting and Copying Equations (Gr. 8)
/www.teachingchannel.org/videos/sorting-classifying-equations-discussion?fd=1
Discovering Angle Relationship in Reflections (Gr. 9)
www.teachingchannel.org/videos/teaching-transformations?fd=1

CLASS PARTICIPATION:

- Students are expected to attend and contribute to classes.
- Absence, late arrival or early departure from class will be calculated as missed time. College policy regarding make-up, course completion and course retake will apply.
- Tardiness or early departure from class will be registered in CAMS and reflected in a reduction of course grade.
- No cell phone usage or texting are allowed in class.
- Avoid leaving the classroom for reasons other than emergency.
- A ½ hour *WORKING DINNER BREAK* is provided during class. Students should bring their own meal, may eat in class, read, reflect, and chat. The working dinner break is per XCP regulations and is required to maintain NEASC accreditation.

COURSE REQUIREMENTS:

1. **EXAMS**: A midterm and final exam will be given. The **midterm** exam format will be based on text chapters and material covered in class. The midterm may include multiple-choice items, short essays, and a video lesson critique. The professor will discuss the nature of the midterm in advance. The **final** exam is an open-book, case study format in which you will describe teaching strategies for particular students' difficulties in math. The case study questions will focus on specific math difficulties experienced by seven different students at the grade level of your license area: early childhood, elem., middle/secondary. You will select four students from the seven to discuss.

2. **COMPETENCY QUIZ ***: The competency quiz is adapted from 4th through 8th grade MCAS release items and is considered a prerequisite for success in this course. A sample of the competency quiz will be (has been) distributed to all students with at orientation to allow for advance preparation and study. It is urged that any students who experiences difficulty with items on the Sample Quiz seek tutoring, use an instructional website such as Khan Academy, or a fee-based website like Aleks.com. The Sample quiz will be reviewed briefly during the first class of EDC 508. An alternate form of the quiz (Form A,B,C or D, at random) will be administered, at the beginning of the second class. Each student must reach a passing score of at least 85% (24 correct out of 28). If students do not reach the passing score on the first class quiz, they may retake a new Quiz in arrangement with the instructor, and in a manner that does not result in loss of excessive class time. Any student needing additional retakes

beyond this point, must contact Prof. Esta Sobey, Assoc. Dean of Education at AIC (esta.sobey@aic.edu) for arrangments.

Note: Retake(s) of the competency quiz require a "retake" of **only the items missed** on the first quiz. To pass the retake quiz, correct responses must be sufficient to raise the **original** Quiz score to 85%. A course grade of INCOMPLETE (I) will be issued if a passing score is not met by the last class.

***Students who furnish documentation of successfully passing the Math Subtest portion of the MTEL General Curriculum test or the Early Childhood Education MTEL will be exempted from the competency quiz requirement. They will receive full credit for this portion of the course. Students who are degree- only candidates are required to take and pass the Competency Quiz.**

3. **LESSON PRESENTATIONS*:** Each student (pairs in larger classes) will present a 15-minute math lesson demonstrating the ***instructional component*** of a math lesson plan (Bingo, games, review or practice are NOT considered *instruction:* they are fine to use as follow-up and practice).
a. You must select a lesson for the upper grade level of your intended licensure (grades 5-8 or 9-12) for Moderate Disabilities, grade 4-6 for Elementary and grade 1-2 for Early Childhood);
b. Lesson ideas may be found using recognized education web-source, school curriculum resources, the Reys course text, or creating your own. Please cite your sources;
c. The lesson plan MUST include an interactive online site or video source that corresponds with your lesson. (If possible, this should be included as part of your lesson presentation depending on technology access, time and instructor's discretion).
d. One AIC lesson plan (ILP) using the AIC template form (First Class/ XCP students) must be submitted to the professor at the beginning of the presentation. Paired presenters may submit one lesson plan with shared effort, contributions and grade.

Students in the class (those to whom the lesson is being taught), will select and act in one of the following roles: (a) ADHD, (b) ELL, (c) special needs/learning disabilities, (d) multicultural background, (e) low SES, or (f) gifted and talented.
They will complete the one-page peer-rubric informally assessing the presentation, including how effectively the instruction accommodated the needs of that particular sub-population. Students will submit the rubrics to the instructor who will then return them to the presenter(s) along with the graded lesson plan the following class.

In large classes of more than 20, students may pair up for lessons:
Presenter #1: Demonstrates the main instructional part of the lesson. 10 min.

Presenter # 2: Demonstrates specific adaptations to the instructional part of the same lesson that would address the selected sub-populations. The demonstration must use adapted methods and/or materials to illustrate key changes. 10 min.

*Assessment Rubrics for the AIC lesson plan include the one-page Peer Rubric (attached) to be completed by a rotation of 5 or 6 random students for each presenter. Also the Instructor's Rubric should be reviewed prior to presentations.

4. **CLASS ASSIGNMENTS:** Please follow your syllabus closely to be sure you fulfill and submit all assignments as they are due. Late assignments may receive up to a full letter grade reduction.

Technology Demonstration OR Problem-of-the-Day:
At the opening of each class, a pre-selected student(s) will choose one of the following activities and present a five–minute 'warm-up" for the class:

A. **Present** a**n in**structional math activity (not games or drill/practice formats) from an **on-line interactive** website **or video source,** such as: *National Library of Virtual Manipulatives at nlvm.usu.edu/en; aaamath.com; illuminations.nctm.org; Coolmath4kids.com; Mathgoodies.com; Math Playground; Aplusmath.com; Math Expressions at hmheducation.com/mathexpressions; Khanacademy.org; Mathtrain.TV; MathWithLarry.com; E-learningforkids.org or others.* Choose a problem-solving or interactive task to model to the class.

OR

B. Present a challenging (grade 4 – 8 level) real-world "Problem of the Day" using visual aids, actual materials/examples, role playing or other novel approaches to engage learners. Be creative and make it relevant to the interests and learning needs of your grade-level students. Use questions or prompts to inspire various strategies for solving the problem. Do not "give away" the answer or "accept the first right answer." Encourage the discussion of multiple strategies.

5. **LITERATURE REVIEW:** Graduate students are required to select a **professional-level math research article** that investigates theories about math education, how children learn math, developmental or special math needs, curriculum issues, research-based approaches to instruction, and assessment of math learning. (Simple lesson plan ideas are NOT suitable here.) Find a substantive article, 5-10 pgs. in length that is meaningful and useful for the classroom teacher. Submit a copy of the article and your 2 – 3 page report. Begin with a paragraph summarizing the article. Then respond to the article by discussing why you chose it. What is the value or usefulness of the author(s)' ideas? How do the ideas apply to students you might teach? What have you learned that might change your projected teaching approach or benefit your students? Be ready to share your work with the class.
Sources from the AIC library can be accessed using your student ID number. www.aic.edu Click e-campus and access library databases in JSTOR, EBSCO, SAGE and ERIC. Also on the web see: Google Scholar at http://scholar.google.com/ and the U.S. Dept. of Ed.,National Math Advisory Panel: Doing What Works at http://dww.ed.gov.

6. **PREPRACTICUM**: Students without an approved 75-hr. waiver of documented experience need to complete 25 hours of pre-practicum fieldwork during this course. A journal must log hours, summarize activities and provide reflections (download the Pre-practicum Handbooks located in the XCP Student area of First Class). A college supervisor from AIC must observe one lesson near the conclusion of the total 75 hours requirement.
For those seeking a waiver of the 75 hour prepracticum, an official letter from the principal is required along with an application to apply for the waiver. (Use TK20 program on AIC main website under eCampus.)

Students who have approved waivers for the 75 hr. prepracticum will still

need to complete 10 hours (total) of observation and assisting in a classroom other than their own. This should include diverse settings of urban /suburban / Special education / ELL ,etc. to enrich the candidate's experiences. Three to four of those ten hours should be completed during this course. The same log and journal are required as above but no college supervisor will need to observe.

A copy of your approved waiver form for 75 hours must be shown to the EDC 508 instructor to document completion of this requirement by the end of the course. For those completing 25 hours, your log and journal MUST be submitted (uploaded electronically) to the College through the TK20 system located on the main AIC website under e-campus. When your program director reviews and issues on-line acceptance of your hours, you should show the acceptance notice to your instructor. For those completing 3 - 4 hours of prepracticum, you must upload a log and journal though TK20 program located on the main AIC website under e-campus, and show your e-mail acceptance report to the instructor. **Any prepracticum requirements that are not met by the end of the 8-week class will result in a grade of IP (In Progress) for the course. This grade will be changed upon completed requirements and notification of the instructor.**

See detailed instructions in the First Class XCP Student area. The handbooks, one for the Education Candidate and one for the Supervising Practitioner (classroom teacher), clearly explain the process and the requirements.

TIP: Accessing classrooms of diverse prepracticum settings can be facilitated by various means: Ask to visit classrooms of teacher colleagues, course colleagues, relatives or neighbors who are teachers, or the classrooms your own child(ren). If these efforts are not fruitful, then contact Prof. Esta Sobey at esta.sobey.aic.edu for placement assistance. Please use the form letter in the Prepracticum Handbook to introduce yourself to an unknown principal or colleague. Provide this person with a copy of the Prepracticum Handbook for Supervising Practitioners (XCP Student site on First Class).

GRADE COMPOSITION:

Exams	40%
Competency Quiz	20%
Lesson Presentation / ILP	20%
Classroom Assignments	10%
Literature Review	10%
TOTAL PERCENT	100%

SCHEDULE OF CLASSES:

CLASS #1

INTRO Greetings all around!
Overview of syllabus and course expectations
Sign-ups for Problem of the Day or Technology Demonstrations.
Preview Lesson Presentations (sign-ups in Class #3)
Attitude Survey – complete by end of Class #1

CHAPT 1 **School Math in a Changing World**

Your Math History – whip share
Driving Questions: *What is Mathematics? How do children learn mathematics?*

CHAPT 2 **Helping Children Learn Mathematics With Understanding**

Handouts: Discuss brain processes and math (Dautrich article, Why is Math So Hard?")
Create and discuss examples of procedural vs**.** Conceptual Knowledge.
Discuss Behaviorist views vs. Constructivist views.
Divide into jigsaw groups, read and present findings from handouts.
Video: Common Core State Standard for Math (from Teaching Channel)
www.**youtube**.com/watch?v=GlJ44te7jrw (14 min)
Suggested video(s): Common Core 4th Grade Math Lesson: Reasoning About Division www.teachingchannel.org/videos/common-core-teaching-division?
Annenberg Video: View " Math- What's the Big Idea?"
Annenberg Video: View Workshop #5 "Idea Making"

Assignment to be started in Class: First, examine the **four recommendations** presented in text, pp. 23 - 29. Then, notice that each chapter of your text opens with a "Snapshot of a Lesson" and a corresponding video. Choose **two** good "Snapshot Lessons" that capture your idea of good teaching. Watch the corresponding videos from the suggested Video Library. First, in a short opening paragraph, identify and introduce the central activity for each lesson, then discuss how these lessons provide good examples of effective teaching. Refer to ideas from the four chapter recommendations in your paper. Give specific examples from the lessons that illustrate the recommendations.
(2-3 pages). Due next week.

Review for Competency Quiz

Readings and prep for next week: Bring your LAPTOP to class 2 next week.
Review the Mass. Curriculum Frameworks for Mathematics (CCSS) of Mar. 2011 (required online document, listed above). Take notes and prepare for a class discussion on the organization and content of the document, including: a) Guiding Principles, b) Standards for Mathematical Practice, c) Progression of Domains, and d) then **copy, paste and print** the Content Standards for your intended grade level.
e) Copy paste and print the content standards for your grade-level from the PREVIOUS Math Frameworks (Nov. 2000) for your intended grade level(s)
Review ***Resource Guide to Mass Curriculum Frameworks for Students with Disabilities***. (required online document, listed above) Be prepared to discuss "Levels of Complexity."

CLASS #2

COMPETENCY QUIZ

View and Discuss:

Massachusetts Common Core State Standards Math Overview Power Point
https://www.**doemass**.org/**candi/commoncore/MathOverview.ppt**

Teaching Channel Video (free registration-access)
TV episode 17 Teaching Math to the Core (1 hr.)
https://www.teachingchannel.org/videos/tch-presents-math-to-the-core

Examine the structure and organization of the 2011 Mass. Curriculum Frameworks in Mathematics Common Core. How will it be used in the course lesson plans?

Assignment in Class: In grade-level small groups, review Massachusetts Common Core Standards Mathematics Framework. Compare and contrast the old and new versions of the standards and what students should know and be able to do in your chosen grade band. Present findings to class. **Written assessment: summarize findings, 1 FULL page, legibly written.**

CHAPT 3 Current Developments in Mathematics Education
Discuss three types of lesson plan approaches from Vacca text (pp. 46 – 52). What are their relative merits and disadvantages?

CHAPT 4 Assessment: Enhancing Learning and Teaching
MCAS questions / classroom assessment
Discuss the variety of assessment approaches presented in the chapter. What are their relative merits and disadvantages?

***Assignment in Class:** In Buzz groups discuss **Response to Intervention** (Reys, Pg.53), **Nine Types of Adaptations** (Reys, Pg. 57) and review the **Resource Guide to Mass Curriculum Frameworks for Students with Disabilities.** Discuss "levels of complexity" in relation to classroom teaching and lesson accommodations. Each group will report out and collaboratively construct a whole-class definition of "levels of complexity".

Readings for next week: Read the following resources for use in class next week:
National Math Advisory Panel, main site
National Math Advisory Panel, Doing What Works
TIMSS 2007 summaries, findings, comparisons

CLASS # 3

Technology Demonstration / Problem of the Day

National Math Advisory Council Final Report (Power Point)

Assignment in Class: Jigsaw on assigned readings from last week. Class will break into small groups, each analyzing and evaluating a different resource. Each small group will present the salient points of the resource to the class, and connect the resource to daily classroom instruction. What are the implications for classroom instruction? What challenges and advantages does this resource present for children in our classrooms?

CHAPT 5 Mathematical Processes and Practices

Discuss the Processes of Doing Math: Problem Solving, Reasoning and Proof, Communication, Connections, Representations

Video #11: *What's the Price?* from Teaching Math: A Video Library, K-4. http://www.learner.org/resources/series32.html#

AIC Instructional Lesson Plan and Peer **Rubric**

How to use the live document to create a successful lesson plan. Review instructor's lesson plan rubric used for AIC assessment.

CHAPT 6 Helping Children With Problem Solving

Video #42: *Valentine Exchange,* from Teaching Math: A Video Library, K-4. http://www.learner.org/resources/series32.html#

Discuss strategies and examples (Pgs. 118 – 124)

Looking Ahead: Lesson Presentation: Students select partner(s), topic area, and presentation dates (weeks 4-8) based on chapter Material alignment: Lesson topics and presentation should correspond to chapter material being covered each week in Chapters 7-17. Use class time to begin planning.

CLASS #4

Technology Demonstration / Problem of the Day

MIDTERM EXAM (Chapters 1 –6)

Lesson Presentations

CHAPT 7 Developing Counting and Number Sense in Early Grades

Video #3: *Math Buddies,* from Teaching Math: A Video Library, K-4. http://www.learner.org/resources/series32.html#
View other videos from various grade levels on number sense.

CHAPT 8 Extending Number Sense: Place Value

Video #4: *Place Value Centers,* from Teaching Math: A Video Library, K-4. http://www.learner.org/resources/series32.html#

CLASS #5

Technology Demonstration / Problem of the Day

Lesson Presentations

Due Today Access local district or school data bases for MCAS Mathematics results. Analyze subgroup performances, and sub-skill profiles. Study the demographics and finances of the district. Print out at least one interesting or compelling finding. Be prepared to discuss your local district /

school in class and highlight the significant findings. Class will discuss implications for curriculum and instruction. **www.doe.mass.edu/mcas/results.html**

CHAPT 9 Operations: Meanings and Basic Facts
CHAPT 10 **Computation Methods**
Video #17: *Choose a Method,* from Teaching Math: A Video Library, K-4. http://www.learner.org/resources/series32.html#
CHAPT 11 **Standard and Alternative Computational Algorithms**
Video #15: *Bean Sprouts,* from Teaching Math: A Video Library, K-4. http://www.learner.org/resources/series32.html#

In small groups, students will select various alternate algorithms from Chapt. 11 and then model them for the class.

CLASS # 6

Technology Demonstration / Problem of the Day

Lesson Presentations

Due Today: Students will examine the National Library of Virtual Manipulatives, *nlvm.usu.edu/en or* through Google, and describe an example of a lesson they liked corresponding with teaching topics from Chapters 12, 13, 14.
Demonstrations should be done in class if technology allows.

CHAPT 12 Fractions and Decimals: Concepts and Operations
Video #37: *Fractions with Geoboards,* from Teaching Math: A Video Library, K-4.
http://www.learner.org/resources/series32.html#

CHAPT 13 Ratio, Proportion, Percent

CHAPT 14 Algebraic Thinking
Video matrix #2: *V Patterns, Getting Started,* from *Mathematics in Context,* http://www.mmmproject.org/vp/mainframe.htm

CLASS # 7

Technology Demonstration / Problem of the Day

Lesson Presentations

Due Today: Students will examine the National Library of Virtual Manipulatives at *nlvm.usu.edu/en* or through Google, and describe an example of a lesson corresponding with teaching topics from Chapters 15, 16, 17 and 18. Demonstrations should be done in class if technology allows.

CHAPT 15 **Geometry**
CHAPT 16 **Measurement**

Video #27: *Pencil Box Staining*, from Teaching Math: A Video Library, K-4. http://www.learner.org/resources/series32.html

CHAPT 17 Data Analysis, Statistics, Probability

Video Matrix #3: *Looking Behind the Numbers*, from *MathScape,* http://www.mmmproject.org/lbn/mainframe.htm

CHAPT 18 Number Theory

Have groups examine concepts and patterns and report out.

CLASS #8

Any remaining Lesson Presentations

Literature Review Due – Research Roundtable: Present and Discuss

Final Exam (Case Study Responses - Open Book)

Final Competency Quiz Retakes

Thank you for your contribution to a successful class!

Peer Scoring Rubric

Presenter's Name(s) _____

EDC 508 - LESSON PLAN PRESENTATION CRITERIA					
	0 points	**1 point**	**3 points**	**5 points**	**Points**
Organization	Students cannot understand or follow presentation because there is poor sequencing of information.	Students have some difficulty following presentation; teacher may jump around.	Teacher presents planned information in logical sequence and students are engaged.	Information is presented in a pre-planned, effective manner that is highly engaging.	
Content Knowledge	Teacher has weak grasp of topic and information.	Teacher is familiar with the topic and information.	Teacher is at ease and knowledgeable with topic and information.	Teacher shows confidence with topic. Strong knowledge and enthusiasm.	
Visuals / Materials	Limited use of materials, visuals or manipulatives.	Effective materials or visuals demonstrated mainly by the teacher or with limited use by students .	Interactive use of materials or manipulatives. Or Incorporates technology / media used by teacher or students.	Engaging, interactive materials. And Incorporates technology / media for student and teacher use..	
21st Century Skills	Students have minimal opportunity for problem-solving, critical thinking, collaboration or innovation..	Students are moderately engaged in critical thinking, collaboration or problem solving roles.	Interaction among students is linked to problem solving, collaboration, and critical thinking activities.	Interaction among students is sustained with problem solving, collaboration and critical thinking activities.	
Differentiation	Subgroup needs are not addressed through instructional modifications.	Subgroup needs are minimally incorporated into instruction.	Instruction is differentiated to provide for needs of subgroup during follow-up, separate instruction.	Instruction, procedures and materials are differentiated effectively within the core lesson.	
Assessment	Instruction is delivered without notice of student performance. Assessment does not match with lesson. Little communication or feedback.	Assessment is not apparent or is a weak measure. Activities don't lend to valid assessment. Limited feedback.	Assessment may be separate from instruction in the form of a worksheet or follow-up task. Good feedback.	Multiple sources of assessment built into the lesson: communication is ongoing with feedback.	
Delivery	Teacher speaks too loudly / softly/ fast/ slow. Lacks enthusiasm. Errors in spelling, grammar, board work.	Weak expression. May be too casual or rigid. Lacks sustained enthusiasm. Possible mechanical errors.	Good expression. Clear voice. Enthusiasm. Good quality materials with no errors.	Enthusiasm motivates students. Strong delivery with high quality materials / mechanics.	
				TOTAL (out of 35)	

PLEASE ADD COMMENTS:

SYLLABUS ADDENDUM

American International College is committed to the following dispositions; we seek to model them and to prepare teachers and administrators who exhibit them.
Dispositions expected of all effective educator/leaders

- Belief that all children can learn and achieve at their highest possible level
- Respect for all students, families, colleagues, and community recognizing the value inherent in diversity
- Commitment to high expectations of one's own professional practice by engaging in life-long learning and application to practice
- Commitment to exercising the flexibility, mutual respect, reflectivity and willingness to innovate for effective collaboration with all stakeholders
- Commitment to ethical values including integrity, confidentiality and equity

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LIBRARY RESOURCES - From the college website page: http://www.aic.edu/library/databases , you may access AIC's enormous collection of resources. Also, there are online tutorials available at http://www.aic.edu/library/tutorials .
Contact information: Information Literacy Department: information.literacy@aic.edu
Reference Department: reference@aic.edu

ATTENDANCE POLICY – Please read the policy posted on First Class in the XCP Student Reference Area.

FIRST CLASS/CAMS/TK-20/COURSE EVALUATIONS – Students are required to use the First Class email system. This works best if downloaded to one's own computer. Please follow the instructions sent to you upon enrollment. Instructions for using CAMS for viewing one's grades and the TK-20 software program were also sent and are posted on First Class. Upon completion of each course, students are required to complete a course evaluation on TK-20.

CORI Policy: Local school districts require candidates undertaking pre-practicum or practicum experiences through the program to undergo a criminal history offender information (CORI) check and a district may determine that a candidate is ineligible for placement based on the outcome of the CORI check. Any candidate who is refused a placement by a district as a result of his/her CORI check is solely responsible for finding his or her own practicum placement which, in the sole discretion of the College, meets the academic requirements of the program; a candidate's failure to timely identify an alternative practicum placement (by the end of the following semester) meeting the program's academic standards will result in termination from the program.