

 Campbellsville University

**School of Education**

**SED 698-01 G4 16/17**

**January 17, 2017 - March 11 2017**

**Professor:** Dr. Lisa Fulks

**Class:** SED698– **Designing and Assessing Effective Instruction in Mathematics**

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**Phone:** School – 270-789-5241Cell/text 502-724-2766

**Information:** 3 credit hours

**Chat Time:**  Thursday 5:30 PM – 6:45 PM eastern

**Classroom**: Online

**Regular Office Hours: See Room 129**

**Online Office Hours**: Monday 5:00-5:30 6:45-7:30 Wednesday 5:00-5:30 8:15-9:00 I am also

available by appointment also upon request.

**School of Education Conceptual Framework**

**Theme: Empowerment for Learning Model**



**COURSE DESCRIPTION:** The primary focus of this course is an in-depth examination of the teaching of mathematics to all children. The overall context in which these researched-based best practices are considered are the national curricular reforms in mathematics. Clearly, this course primarily attends to domains of pedagogy, and its relationship to subject matter, curriculum, and pedagogical content knowledge. Specific attention is provided in this course to the teaching that responds to the reform recommendations identified by National Council of Teachers of Mathematics (NCTM). Candidates will demonstrate their understanding of best practice mathematics instruction for exceptional children through a case-study project.

**CREDIT: 3 hours**

**REQUIRED TEXT and MATERIALS:**

|  |  |  |
| --- | --- | --- |
| **Five Practices for Orchestrating Productive Mathematics Discussions** |   |   |
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| --- |
| **Author(s):**Stein, Mary Kay and Smith, Margaret |
| **Copyright:** 2011 | **Publisher:** National Council of Teachers of Mathematics |

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| **Seven strategies of assessment for learning** | 0133366448 |   |  |  |  |
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| --- |
| **Author(s):**Chappuis, J. |
| **Copyright:** 2015 | **Publisher:** Pearson |

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**PROFESSIONAL STANDARDS addressed in this course:**

**Kentucky Teacher Standards (*KTS*)**

Standard 1 The Teacher Demonstrates Applied Content Knowledge

Standard 2 The Teacher Designs and Plans Instruction

Standard 3 The Teacher Creates and Maintains Learning Environment

Standard 4 The Teacher Implements and Manages Instruction

Standard 5 The Teacher Assesses and Communicates Learning Results

Standard 6 The Teacher Demonstrates the Implementation of Technology

Standard 7 Reflects On and Evaluates Teaching and Learning

Standard 8 Collaborates with Colleagues/Parents/Others

Standard 9 Evaluates Teaching and Implements Professional Development

**CU Diversity Proficiencies (from KTS)**

KTS 1.2 Connects content to life experiences of student

KTS 2.2 Uses contextual data to design instruction relevant to students

KTS 2.4 Plans instructional strategies & activities that address learning objectives for all students

KTS 3.3 Values and supports student diversity and addresses individual needs

KTS 4.2 Implement instruction based on diverse student need & assessment data

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups

KTS 6.3 Integrates student use of available technology into instruction to enhance learning outcomes and meet diverse student needs.

KTS 8.1 Identifies students whose learning could be enhanced by collaboration

**Interstate Teacher Assessment and Support Consortium** (***InTASC***) InTASC 1nTASC1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**International Literacy Association (*ILA*)** Standard 1 Foundational Knowledge Standard 2 Curriculum and Instruction Standard 3 Assessment and Evaluation Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Program(*CAEP*)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity

 Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

**Standards Council for Exceptional Children Standards.** This course meets the guidelines designated under the CEC standards for common core of knowledge and skills for special educators:

Standard #1: Foundations: ICC1K4, ICC1K5, DD1K1, DD1K2, DD1K5

Standard #2: Development of Characteristics of Leaders: ICC2K2, ICC2K3, ICC2K6, DD2K2

Standard #3: Individual Learning Differences: ICC3K1, ICC3K5

Standard #4: Instructional Strategies: DD4K1, ICC4S1, ICC4S5, ICC4S6

Standard #5: Learning Environment/Social Interactions: ICC5K1, ICC5K5, ICC5S1, ICC5S2, ICC5S3, ICC5S4, ICC5S7, DD5S2, DD5S3, DD5S5

Standard #6: Language: ICC6K4, ICC6S1

Standard #7: Instructional Planning: DD7K1, ICC7S4, ICC7S9, DD7S3

Standard #8: Assessment: ICC8K1, ICC8K2, ICC8K3, ICC8S1

Standard #9: Professional and Ethical Practice: DD9K1, ICC9S1, ICC9S2, ICC9S5

Standard #10: Collaboration: ICC10K2, ICC10K3, ICC10K4, DD10K1, ICC10S2, ICC10S3, ICC10S10, DD10S1

 **Mission Statements/Vision**

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

* Knowledge and skills
* Caring Dispositions, including respect for diversity
* Commitment to life-long learning in a global society-
* Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics

***Methods of Instruction***

The instructional methods will include:

* live videoconferencing class sessions and small group discussions via AdobeConnect
* online multimedia learning lessons
* individual consultation with professor
* discussion board threads for in-depth discussion
* cooperative/collaborative learning activities
* field observations and practice in P-12 classrooms

**SPECIFIC OBJECTIVES:**

1. Describe the learning theories that present a rationale for using different teaching strategies in mathematics classes.
2. Identify learning factors which may influence the ability of the student to process mathematical concepts. Use formative and summative assessment techniques, Response to Intervention (RTI) data and common core standards assessment data in determining individual student’s error patterns, strengths and weaknesses in learning mathematics and prescribing learning activities to resolve those difficulties.
3. Develop an RTI plan using research based methods or programs. Uses instructional strategies/differentiating instructional practices that promote successful transition for individuals with exceptional learning needs.
4. Use reflective teaching to modify and enhance math instruction in the classroom.
5. Discuss and be familiar with the commonly used national and state mathematics projects used in national and state mathematics curriculum projects.
6. Present real world and functional situations to provide for generalization of mathematics skills to help with closing the achievement gap for all students. Employ research-based teaching perspectives when designing a math intervention program focused on ensuring individual academic success in cooperative and collaborative settings.
7. Identify and apply student-centered learning techniques, e.g. games and interactive learning strategies which demystify mathematics as an academic subject area.

*Note: All assignments must be word-processed using Microsoft Word XP or higher*

**Course Readings/Assignments/Assessments**

|  |  |  |
| --- | --- | --- |
| **Week** | **Focus** | **Text****Assignment** |
|  **1** | **Week 1 Objective: Students will review the syllabus and ask any questions regarding assignments. Students will begin to use and apply the use of reflective teaching to modify and enhance math instruction in the classroom.** | **Reading Assignments for the week will be made during chats**Discussion Board:How much actual time is spent daily on the teaching of mathematics in your classroom? If you are not in a classroom, how much time do you see being spent on the teaching of mathematics? |
| **2** | **Week 2 Objective: Students will identify learning factors which may influence the ability of the student to process mathematical concepts.**Discuss in depth the first strategy of assessment for learning and how it can be used with the Common Core Academic State Standards. Discuss first practice for math discourse. | **Reading Assignments for the week will be made during chats**Discussion Board:How much time does the teacher spend on instructing, modeling, guided practice, independent practice, and review?**Universal Assessment Summary Due** |
| **3** | **Week 3 Objective: Students will be presented with real world and functional situations to provide for generalization of mathematics skills to help with closing the achievement gap for all students.** Third night of class: Discuss in depth the second and third strategy of assessment for learning and how it can be used with the Common Core State Standards. Discuss second practice for math discourse.  | **Reading Assignments for the week will be made during chats**Discussion Board:RTI and Math**Classroom Management Plan Due** |
| **4** | **Week 4 Objective: Students will identify and apply student-centered learning techniques, e.g. games and interactive learning strategies which demystify mathematics as an academic subject area**Discuss in depth the fourth and fifth strategy of assessment for learning and how it can be used with the Common Core State Standards. Discuss third practice for math discourse.  | **Reading Assignments for the week will be made during chats**Discussion Board:What materials are used in the teaching of math? |
| **5** | **Week 5 Objective: Students will identify formative and summative assessment techniques, Response to Intervention (RTI) data and common core academic standards assessment for mathematics.**Virtual field trip/Discussion of informal assessment | **Reading Assignments for the week will be made during chats**Discussion Board: How are students assessed daily?**Daily Formative Assessment Assignment Due** |
| **6** | **Week 6 Objective: Students will identify a strategy for assessment for learning used with a common core standard for math.** Discuss in depth the sixth and seventh strategy of assessment for learning and how it can be used with the Common Core State Standards. Discuss fourth and fifth practice for math discourse.  | **Reading Assignments for the week will be made during chats**Discussion Board:How are parents involved in the teaching of math?**Case Study Due** |
| **7** | **Week 7 Objective: Students will identify research based interventions and define the use of RTI in the mathematics classroom.** RTI and Math/Discuss student intervention plans in groups. Report to total group.  | **Reading Assignments for the week will be made during chats**How are lessons modified to assure all students are learning?**Teaching with Accommodations and Interventions Due** |
| **8** | **Week 8 Objective: Present Individual PowerPoint’s****Reflect on class****Evaluation** | **Field Hours and Field Summary Due****Electronic Reflection Journal Due****Unit of Study Due** |

**Class Participation (KTS 1, 5.2, 6, 7, 9,** **KTS Diversity Standards** **1.2, 3.3, 5.4, InTASC 1, 7, 9, ILA 1,6, CEC 1, 3, 4, 5, 6, CAEP 1,4, TSSA 1-6, )**

***Class attendance*** is expected and will be checked. Notify the professor in advance if you need to be absent for an emergency. Two unexcused absences result in an automatic “F” for the course (at professor’s discretion). Candidates will be graded on their advance preparation for class (readings) and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class in small and large group online discussions, study questions and reflective writing assignments. Candidates must contribute to class discussions. ***Discussion boards*** are included as part of participation.

**Campbellsville University’s Online Course Attendance Policy
Bi-term and 8 week terms:  Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.**

**Universal Assessment Summary (KTS 1, 2, 3, 4, 5, 6, 7, 8, 9,** **KTS Diversity Standards** **4.2, 5.4 , InTASC 2, 3, 7, 8, 9, ILA 1,6, CEC 1, 2, 3, 4, 5, 6, 7, CAEP 1,2)**

Choose five students and review at least three pieces of their assessment data. Choose a student from your MTSS, preferably one from each tier and 2 students with special needs. Use your school’s universal assessments used for placing your students in interventions for math. (Examples of three assessments your school may use: math journals/student products, GMADE, CTBS, KPREP) Write a summary of the assessments your school uses, the students you chose to review and when these assessments are givenalong with how students are place into the tiered system. **You are going to use the data you find about each student for your case study.**

**Case Study ( KTS 1, 2, 3, 4, 5, 6, 7** **KTS Diversity Standards** **1.2, 6.3, InTASC 4, 5, 10, ILA 6, CEC 1, 2, 3, 4, 5, 6, 7, 8, 10, CAEP 1, 2)**

A case study is required on the graduate level. Students will conduct a case study using the five students who were analyzed with the universal assessments for MTSS/RTI. Information to be included is IEP information (if there is any) related to math, analysis of instructional strategies and interventions that have been used with the student in the last three months, analysis of student work, (what error patterns are revealed), labeling and proposed interventions with relationship to common core content to be taught are to be included in the case study.

**Unit of Study (KTS 1, 5.2, 6, 7, 9,** **KTS Diversity Standards** **1.2, 3.3, 5.4, InTASC 1, 7, 9, ILA 1,6, CEC 1, 3, 4, 5, 6, ILA 5, CAEP 1,4,)**

After analyzing the results of the universal assessments choose one area of common weakness from the group of students assessed to create a unit of instruction. The unit must include the following: a pre assessment and post assessment used to measure student growth; five lesson plans with focused instruction on the identified weakness; and specific interventions used to help students. Information regarding math from student IEP’s and other assessments should be considered when creating instruction. The use of worksheets is discouraged in daily lessons. Student lessons must show active student engagement. **ONE LESSON OF YOUR UNIT SHOULD BE TAUGHT using a book integrating reading into a math lesson.**  A one page reflection after teaching the lesson should be included. Specific tasks that should be included are from the Sources of Evidence document that can be found electronically on the Campbellsville University School of Education web page.

**Classroom Management Plan (KTS 1, 5, 6,** **KTS Diversity Standards** **5.4, InTASC 9, ILA 6, CEC 1, 9, CAEP 1)**

This assignment is created to help the teacher reflect on the classroom environment and math instruction. It is a focused look at the teaching environment and how it promotes mathematical growth. What physical elements have been added to the classroom to help students understand math? How are students grouped for math instruction? What tools are used for math instruction? How do students know what the expectations are for math class? Are rules/consequences/procedures posted? How many minutes a day are spent on direct instruction, guided practice, and independent practice in math? What is the total amount of time spent teaching math daily? What uses of formative and summative assessment are in place? How are parents included in the instruction of math? What are the strengths/weaknesses in the plan?

**Electronic Reflection(KTS 1, 8, 9**, **KTS Diversity Standards** **1.2, InTASC 4, 5, ILA 6, CEC 1, 9, CAEP 1) Begin the first week of class**

Each student will reflect weekly on their own teaching in the area of mathematics using a Word document. How are you changing your math instruction as a result of this course? Has your assessment changed? Have students or student attitudes changed? What has been the most valuable thing you have learned from this class and explain why it is the most valuable. Reflections do not have to be long but should be thoughtful and promote growth in the teaching of mathematics. The Word document you’re your reflections are due the last night of class. **Create a powerpoint to share with the class during the last week of class on what you learned from your reflections on the teaching of mathematics. Post your powerpoint under discussion board 8.**

**Daily Formative Assessment Assignment (KTS 1, 2, 3, 4, 5, 6, 7, 8, 9,** **KTS Diversity Standards** **4.2, 5.4 , InTASC 2, 3, 7, 8, 9, ILA 1,6, CEC 1, 2, 3, 4, 5, 6, 7, CAEP 1,2)**

Learning math is developmental for students. Important attention has to be paid to individual students as they are learning math to eliminate error patterns when they start. What daily formative assessments have you seen or do you use? How do you use the assessment to guide your math instruction? How do you keep record of the assessments over time? How do students know what they are learning? What student self assessments are in place? How do parents know what their students are learning daily? What insights can you provide as you reflect on this assignment? This assignment should be written in a narrative form and should be no longer than 3 pages in length.

**Teaching with Accommodations and Interventions (KTS 1, 2, 3, 4, 5, 6, 7, 8, 9,** **KTS Diversity Standards** **4.2, 5.4 , InTASC 2, 3, 7, 8, 9, ILA 1,6, CEC 1, 2, 3, 4, 5, 6, 7, CAEP 1,2)**

Research 10 accommodations or interventions used to teach math. This assignment should include an interview with a math specialist recommending a math accommodation or intervention, an interview with a student regarding an intervention that they feel has been successful in helping them with math and current research based software used for interventions. From the list created choose the accommodations or interventions you will plan to use in your classroom and why. Include the math common core content standards that will be addressed. This assignment should not be more than three pages long.

**Clinical/Field Hours Summary (KTS 1, 5.2, 6, 7, 9,** **KTS Diversity Standards** **1.2, 3.3, 5.4, InTASC 1, 7, 9, ILA 1,6, CEC 1, 3, 4, 5, 6, CAEP 1,4,)**

The six **(6) hours of** field study should be used to complete the universal assessments along with the other assignments. The focus of the field study is student assessment and how it relates to student learning in math. Choose one of your students from your assignments to look at in depth… Gather information addressing the student’s A.) learning styles that are observed, B.) strengths and weaknesses observed while approaching problem solving, C.) if manipulatives and visuals help the student, D.) information gained by having the student talk through a difficult problem, E.) students present attitude toward mathematics F) Interventions being used. Write a 2-3 page summary of the observation including the above elements. Substitute a pseudonym for real names when you write about learners and teachers to keep confidentially.

**EVALUATION Process and expectations:**

***Before*** ***Class each week*** you need to:

* read the chapter assignment
* review all the items under Week in the course, for familiarity with the format
* check for assignments due

**Class Participation in a Professional Learning Community.** In CU online courses, weekly coursework begins on Monday and runs through Sunday. “Class participation” includes all your interactions with the instructor and your classmates during and outside the Monday night class session, such as preparation, attendance and engagement at the weekly session; discussion boards; and completion of class follow-up activities .

**Feedback and Communications.** Messages, announcements and feedback posted via Learning House are sent to your CU email address. You may go into your Learning House profile (click “Participants” on the left, then click on your name.) and edit your email address in Learning House. It is the candidate’s responsibility to check emails and messages regularly (every 1-2 days). You are encouraged to contact me with questions or concerns. The best way to reach me is via email or text message. I will always respond within 24 hours so if you do not receive a response through email please text or call me.

**Weekly Discussion Board/Forums**. Each lesson typically has one discussion board where you are expected to post a response at a time of your convenience to the given topic, such as a scenario, a topic from the readings, a reflection on your field experiences, etc. This is done on your own time but is recommended you complete before the next class period.

**Submission of Assignments**. All assignments must be word-processed using Microsoft Word.

**Revisions.** A major part of my work as an instructor is to provide feedback**.** For major assignments, I generally allow one revision based on my feedback.

**Final grade calculated based on the following values of assignments:**

 **Grading System**

***Assignments* Points**

Weekly Class Participation

Online lessons/Weekly Discussion Forum 100

Electronic Reflections Journal/Powerpoint(50) 100

Universal Assessment Summary 100

Daily Formative Assessment 100

Teaching with Accommodations 100

Unit of Study 200

 Classroom Management Plan 100

 Case Study 150

 Clinical/Field Hours Summary 100

 **Total: 1050**

**Course Grading Scale**

93 - 100% = A

86 - 92% = B

78 - 85% = C

69 - 77% = D

Below 68 = F

**RUBRICS:**

**Rubric for Class Participation (KTS 1, 5.2, 6, 7, 9,** **KTS Diversity Standards** **1.2, 3.3, 5.4, InTASC 1, 7, 9, ILA 1,6, CEC 1, 3, 4, 5, 6, CAEP 1,4)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Exemplary 100%** | **Accomplished 94%** | **Developing 86%** | **Ineffective 77%** |
| * Present for all classes with exception of emergencies.
* Logs in on time and attends throughout period
* Participates 4-5 times during discussions
* Contributes thoughtful remarks and questions
* Comments extend the interactions between candidates
* All Discussion Forums completed before class starts weekly
 | * Present for most classes (missing 1 class)
* Reviewed at least the agenda and broad topics prior to class as evidenced in discussion responses.
* Some contributions to discussion
* All Discussion Forums completed
 | * Present for class but no advance preparation as evidenced in discussion responses
* Superficial responses in class or on discussion boards

5-7 Discussion Forums completed | * Absent from class without any communication to professor
* Comments and postings minimal or absent

1-4 Discussion Forums Completed |

**Rubric for all other Assignments(KTS 1, 5.2, 6, 7, 9,** **KTS Diversity Standards** **1.2, 3.3, 5.4, InTASC 1, 7, 9, ILA 1,6, CEC 1, 3, 4, 5, 6, CAEP 1,4)**

|  |  |  |  |
| --- | --- | --- | --- |
| **77 and below** | **78-85** | **86-92** | **93-100** |
| The assignment does not follow directions or is completely wrong. Grammatical errors interfere with the meaning of the writing. There is no organization.  | 1-2 of the directions are followed. The assignment may not be well organized and may contain some grammatical errors. Some of the content required for the assignment is addressed.  | 3-4 directions are followed. Assignment meets length requirements. Assignment is well organized but may have errors in grammar. Most content required for the assignment is addressed.  | All Directions are followed. Assignment meets length requirement. Assignment is well organized and does not contain any grammatical errors. All content required for assignment is addressed. |

**Disability Statement:**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

####  **Plagiarism Policy**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice- President for Academic Affairs will be notified of either consequence.

####  **\*\*\* School of Education Attendance Policy:\*\*\***

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure. An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy. Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence. More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly. This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

## Campbellsville University’s Online Attendance Policy

## *Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.*

##  Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

####  Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789- 5016; Email – twvanmeter@campbellsville.edu Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/title

####  Student Academic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

## Communication Requirement

##  *Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.*

##  Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

 **BIBLIOGRAPHY:**

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