



CALIFORNIA STATE UNIVERSITY, LONG BEACH
College of Education, Department of Teacher Education
EDEL 462 Teach/Lrng, K-8 (3 units)
Spring 2021

Instructor: Cathrine Maiorca, Ph.D.

Office Hours: Wed. 2:00 - 3:00 via zoom using the link below, by appointment via zoom or phone

<https://csulb.zoom.us/j/89664082401?pwd=OWtMak1kU1hKQTFuMGsyV01zU0VHUT09>

Meeting ID: 896 6408 2401

Passcode: 340315

Email: [Cathrine Maiorca](mailto:Cathrine.Maiorca@csulb.edu)

Office: ED 2 -184

Class Location: Both synchronous online and asynchronous learning. Please register before our first-class meeting. See BeachBoard for zoom link.

Phone: 562.507.1603 (you may text or leave a voicemail)

For general Department of Teacher Education questions call: (562) 985-4506

College of Education Mission Statement:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

Huinker D., & Bill, V. (2107). *Taking action: Implementing effective mathematics teaching practices*. National Council of Teachers of Mathematics. (ISBN: 978-0-873539692)

Additional text-based, online, and video resources will be available through Beach Board for various modules.

Optional Text (this will be very helpful when you design activities and lessons)

Carpenter, T., Fennema, E. Franke, L., Levi, L., & Empson, S. (2015). *Children's mathematics*. (2nd ed.) Portsmouth, NH: Heinemann.

Van de Walle, J. A., Karp, K. S., Lovin, L. A. H., & Bay-Williams, J. M. (2014). *Elementary and Middle School Mathematics: Teaching Developmentally* (10th edition). Pearson Education. (I have these for you to use as references)

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Google Chrome is preferred). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#).

The university is expected to provide an in-person computer lab in the University Student Union during Fall 2020 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

Course Communication

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students.

Throughout this course, the instructor will communicate with students enrolled in this course regularly through email and the discussion board function. I will respond to your questions within 24 hours, usually sooner, but slower on the weekends. If I do not respond within 24 hours, assume that I did not get your message and resend it. You may reach me through email at [Cathrine Maiorca](#) (preferred).

The Q&A Forum for is for general questions that you would like to share with the class or ask your classmates.

Course Prerequisites and Required Skills

University Prerequisites:

Technology Skills:

- To work on this course, it is assumed you have:
- Basic computer skills (word processing, e-mail, file management)
- Basic Internet skills (use of browser, searches, uploading/downloading files)
- Familiarity with discussion boards
- An open mind and willingness to try new things

Student- Based Learning Outcomes

The following Student Learning Outcomes (SLOs) are in alignment with the *California Standards for the Teaching Profession* (CSTPs) and the *Teaching Performance Expectations* (TPEs, revised and adopted March 2013). TPEs available to be downloaded from [the California Teaching Performance Expectations](#).

Upon successful completion of the course, students will be able to:

SLO 1-Lesson Design and Assessment

1. Written lesson plan that is clear, complete, and standards based (TPE 3.1)
2. Lesson plan that includes an appropriate three-part objective (content, level of cognition, proving behavior) (TPEs 3.3, 4.1, 5.8)
3. Lesson plan that includes a formative assessment tool and clear plan for summative assessment that allows students to demonstrate mastery in a variety of ways (TPE 3.4, 5.1)
4. Lesson plan that includes a step-by-step approach to the instructional sequence, procedures aligned with the lesson objective and appropriate task analysis (TPE 4.4)
5. Include plans for engaging students, modeling, active participation, and checks for understanding (TPE 1.4, 1.8, 3.3, 4.7)
6. Lesson plan includes differentiated instruction (materials and/or proving behavior) for English Learners and at least one other identified subgroup at tiers 1 & 2 (TPE 1.4, 1.6, 3.5, 3.6, 4.4, 5.7, 5.8)
7. Lesson plan includes opportunities for students to actively think critically and work collaboratively (TPE 1.5, 4.6)
8. Lesson goals and instructional strategies are based on student learning needs (TPE 1.1, 3.2, 4.2)
9. Lesson plan incorporates appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8)

SLO 2-Lesson Implementation and Assessment

1. Lesson is taught in alignment with specified standards (TPE 4.3)
2. Objective/Learning Target is clearly communicated to all students (TPE 3.1, 3.2, 4.4)
3. Materials are prepared and utilized effectively (TPE 4.3)
4. Appropriate pacing is used to teach the lesson and monitor for student learning (TPE 1.5, 4.3, 4.4, 4.7)
5. A variety of questioning and active participation (overt and covert) strategies are used throughout the lesson (TPE 4.3)
6. The results of active participation strategies are used to make adjustments to the instruction (TPE 1.8, 5.1, 5.2)
7. Students are engaged in self-assessment (TPE 4.5, 5.3)
8. Uses appropriate wait time during questioning (1.5, 1.6)
9. Effectively implements appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8, 5.3)

SLO 3-Classroom Management and Environment

1. Teaches, reteaches, or reinforces rules, procedures, and routines (TPE 2.1, 2.2, 2.6)
2. Applies appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences) (TPE 2.3, 2.5)

3. Effectively implements proactive and positive classroom management techniques (TPE 2.1, 2.3, 2.5, 2.6)
4. Implements appropriate strategies to maintain student motivation (TPE 1.3, 2.3, 2.5, 2.6)

SLO 4-Professionalism

1. Arrives on-time and prepared to engage in instruction (TPE 6.8)
2. Conducts regular reflection on performance (TPE 6.1)
3. Establishes professional learning goals (TPE 6.3)
4. Learns to communicate effectively and collaborate with all stakeholders (other teachers, administrators, support staff, parents, community members) (TPE 6.4)
5. Models ethical conduct of teaching professionals, including use of technology and digital media (TPE 6.5, 6.6)
6. Learns how to engage with parents (TPE 1.2, 2.6, 5.5, 6.4) activity: how to show parents how to do a read-aloud

Assignments and Course Requirements:

Weekly assignments are available on BeachBoard after class (Assignments and are due the at the beginning of the next class unless otherwise stated)

All assignments MUST be submitted on or before the due date and time.

Assignment Guidelines: All assignments must be written in **Times New Roman 12-point font, double-spaced, and follow APA formatting guidelines for citations.**

Assignments are only accepted as Word documents (no Pages, PDFs, etc.).

Assignments must be submitted electronically via BeachBoard unless indicated otherwise.

All assignments should be submitted with the following naming convention:

Student'sFirstName_Lastname_TitleoftheAssignment.

For example:

E.g., **Maiorca Integrated STEM Assignment**

Failure to follow any of these guidelines will result in a reduction in points for the assignment.

Assignments

1. Weekly Participation Assignments (i.e. Flip Grid assignments, discussion posts, and weekly Dropbox assignments and reflections)

These are posted using the format Week # Assignment #. Weekly Assignments are due the next class meeting by 4:00 pm unless specified differently. No late weekly assignments will be accepted.

2. Tools for Teaching Mathematics Assignments

This project requires you to think critically about tools you can use to teach mathematics to young children. Each assignment in this project will be on **one** specific content standard selected from one of the following domains: **Numbers and Operations in Base Ten, Numbers and Operations-Fractions** for grades K-5 **OR** **Ratio and Proportion Relationships** for grade 6-8.

This assignment has multiple elements that will be discussed further in class

- A. Manipulative & Technology assignment
- B. Literature Assignment

3. Unpacking the SMPs **Group** Assignment

Please see BeachBoard for further details

4. Integrated STEM **Group** Assignment (This assignment has multiple components)

Further description of the assignment components will be given in class. Please see BeachBoard for specific assignment details and rubrics.

5. Fieldwork

Further description of the assignment will be given in class. Please see BeachBoard for specific assignment details and rubric. **You must watch all the videos & complete all fieldwork assignments to receive credit for this course.**

You may only submit once so please wait to submit hours until I tell you to do so.

ALL credential candidates are required to submit their fieldwork placement forms on S4@ The Beach. Please submit the following:

1. Indicate your fieldwork site on S4 @ The Beach and complete the Placement Confirmation Form. (Your placement this fall is alternative, and we will discuss this in class)
2. Submit a time to S4 and complete reflection at the end of the semester. To submit the time log, candidates must indicate the total number of hours they spent in the field (this will be 10 hours) for each course and upload verification to S4@ The Beach.

Information on how to indicate your fieldwork site (placement) and complete the time log can be found on the Office of Clinical Practice website at www.csulb.edu/ocps4.

7. Signature Assignment

More details will be provided in class. Please see BeachBoard for specific assignment details and rubric.

8. Attendance and class participation

Attendance is required and affects the final grade. We will be working with manipulative materials during class time to acquaint you with their uses in an elementary classroom. Therefore, **attendance and participation are mandatory**. For the purposes of this class, attendance is defined as **presence and participation** in class discussions and activities. Lack of participation may be considered an absence from class. Using electronic devices during manipulatives may be considered a tardy. Any student who misses the first class may be administratively dropped/withdrawn from the course to accommodate students on a waiting list. University accepted excused absences are religious holidays or participation in University-sponsored events; students planning to take University sanctioned religious holidays must inform the instructor no later than the second class. There are no other identified excused absences.

Unexcused Absences Effect

0-1 no change to grade

2 grade drops 5% points off final grade (half a letter grade 90% to an 85%)

3 grade drops one letter grade (i.e. A to B 93% becomes an 83%)

4 grade drops 2 letters (e.g., A will drop to a C)

> 5 students will receive an F in the course

Excused absences include illness, illness/death of family member, jury duty, university-sanctioned events, and religious holidays

Students are required to give 1-week notification for a planned absence

Faculty may request documentation (a note from your doctor excusing you from work is sufficient)

Attendance will be taken EARLY IN THE CLASS PERIOD. Your record of absences, tardies, and participation will be taken into consideration when determining your final grade (see below). Three recorded tardies will be considered equivalent to one absence. Your attendance pattern will be taken into consideration when final grades are being computed and may affect your grade.

Grading and Course Credit:

A final course grade is earned based upon the following percentage scale:

| | |
|---------------|---|
| 90% | A |
| 80% | B |
| 70% | C |
| 60% | D |
| less than 60% | F |

Points for Assignments

| Assignments | Points |
|---|-------------------|
| Weekly participation assignments (15 assignments @ 3 points each) | 45 points |
| Unpacking the SMPs | 30 points |
| Fieldwork (10 assignments @ 4 points each) | 40 points |
| Tools for Teaching Mathematics Project (20 Points total) | 20 points |
| Integrated STEM Group Assignment (Total Points) | 25 points |
| Post fieldwork to S4 | 5 points |
| Fieldwork Reflection | 10 points |
| Signature Assignment (total 25 points) | 25 points |
| Total | 200 points |

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation will be monitored both through attendance at Zoom sessions and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Unexcused Absences Effect

- 0-1 no change to grade
- 2 grade drops 5% points off final grade (half a letter grade 90% to an 85%)
- 3 grade drops one letter grade (i.e., A to B, 93% becomes an 83%)
- 4 grade drops 2 letters (e.g., A will drop to a C)
- > 5 students will receive an F in the course

Online Behavior

Standards of appropriate online behavior will be maintained. Please go to [The Core Rules of Netiquette](#)

Students will be responsible for completing weekly reading assignments and online lectures to support class discussion on specific topics in math instruction and learning. Students are expected to complete all modules and to take an **active role** in discussion posts and complete weekly assignments. Assignments will need to be completed before the next class. Please see weekly modules in BeachBoard for individual assignments.

It is assumed that, unless otherwise directed, students in EDEL 462 will complete assignments at their highest level of effort and ability. There may be times when students in EDEL 462 will be told to, for example, “think like a third-grader.” At all other times, it is expected that they will perform at a university-level.

Successful student participation includes:

- Completing online modules, reflections, quizzes, and any other assignments that are due before the class “session”. **NO LATE WEEKLY ASSIGNMENTS WILL BE ACCEPTED.**
- Actively participating in discussion board posts and completing weekly activities and other assignments.
- Actively participating in synchronous class activities.

Late Work/Make-up Policy

Late assignments will result in a 10% reduction in points **earned** per day each day that the assignment is late. For example, an assignment that is three days late will result in a 30% reduction in total points earned. Late assignments will be accepted only if arrangements with the instructor are made prior to the due date and are subject to the loss of points due to lateness.

Technology Policy

Electronic devices may only be used for class-related activities. Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.

Quality Criteria for Written Assignments

Assignments must be typed or word-processed and submitted to the Dropbox. Accuracy of spelling, capitalization, grammar, and punctuation, as well as final presentation form will be expected. All citations must be done in APA format.

BeachBoard

Please be sure that your BeachBoard account is set to use your university campus email account. For assistance, contact the CSULB Technology [HelpDesk](#) or by phone at 562-985-4959, also at http://www.csulb.edu/divisions/aa/academic_technology/thd/.

E-mail

The CSULB campus email account, <first.lastname@student.csulb.edu>, is the default avenue of communication at CSULB. Active use of your CSULB campus email is essential for sending and receiving information related to this course and for university-wide business.

Please check your email regularly and to keep your email address current. In the event of technical breakdowns only, students may email assignments to the instructor.

Plagiarism/Academic Integrity Policy

[Use sample statement below or modify as needed.]

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

[Use statement below.]

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

[Use statement below.]

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Additional Information

Student Support Services

The Division of Student Affairs has prepared a helpful guide: [Student Resources During COVID-19](#). A full list of student support services is available on the Division of Student Affairs [Programs and Services](#) website. Students who are facing academic or personal challenges due to difficulty in affording groceries/food and/or lacking a safe and stable living environment are urged to contact the [CSULB Student Emergency Intervention & Wellness Program](#). Additional resources are available via the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Online Behavior Expectations for EDEL 462

We want to ensure a positive learning environment for this class and enhance respectful and engaging interactions. To do so, establishing key norms is essential.

Part of learning to teach is to foster positive dispositions, professional behaviors and ethical practices. In future class interactions, please remember to adhere to the following guidelines, which apply to both online and face-to-face environments:

1. Act to benefit other individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Demonstrate multicultural competence and responsiveness in honoring multiple perspectives, identities, and lived experiences of others in diverse settings.
3. Maintain professional integrity by acknowledging consequences of one's own actions or inactions on others by engaging in self-reflective practice.
4. Practice timeliness and consistency in attendance and class engagement.
5. Abstain from all forms of harassment, including but not limited to verbal and written communication, physical actions, electronic transmissions and disruptive classroom behavior as aligned with the CSULB Student Conduct Policy.

If any student causes disruption, they may be muted, lose chat access, or be removed from the Zoom session for that day, and/or reported to OSCED.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.