

EDUC V63 Math for Struggling Learners in K-2 Summer, 2014

Instructors:

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Overview

This year-long course will explore research-based approaches to developing numerical competency, especially in high risk K-2 students, and will provide the teachers extensive knowledge of formative assessments to inform instruction and monitor student understanding and progress.

Course Objectives:

1. The teachers will learn the stages of early arithmetic learning and be able to identify the level of a given student.
2. Participants will learn how to do early intervention that involves research-based, diagnostic, one-to-one tutoring sessions that are videotaped and reviewed to plan the next session.
3. The teachers will work in teams, under the close supervision of the instructors, to plan research-based instruction for their students and interventions for the targeted students struggling in mathematics.

Student Requirements:

- Attend all classes and actively participate in class activities. This includes the June, 2015, comeback day.
- Complete all written assignments
- Complete video taped assignment
- Tutor at least one struggling learning throughout the school year, giving a pre-assessment and post-assessment and providing a written analysis of student progress which can be verified by video.
- Participate in regional study group meetings
- Participate in two webinars TBA and a session at the fall conference. E-mail with both Lois Williams and Margie Mason a minimum of three times during the year.
- Compile a Portfolio (due August 1, 2014)
- Do a presentation at the fall conference on October 21, 2014.
- Provide a final self-evaluation and reflection.
- Provide a final evaluation for the evaluator at https://www.surveymonkey.com/s/V63_TTMath2014

Course Assignments/Activities:

All written assignments should demonstrate professionalism in quality, organization, and knowledge of subject matter. In order to ensure that the work is free of spelling, grammatical, and typographical errors, proofread your work prior to submission.

<u>Assignments</u>	<u>Points</u>
A. Attendance and participation (10 pts / day + comeback)	60 points
B. Daily Homework (20 points / day)	80 points
C. Final Project	200 points
D. Conference Presentation, Handout, & Reflection	30 points
E. Final Reflection	10 points
F. Portfolio (joint for MATH 535 & EDUC V63)	15 points
G. Webinar Participation (10 points / day)	20 points
H. E-mails to Lois and Margie (a minimum of 3)	30 points
I. Evaluation for evaluators	10 points
TOTAL	455 points

Letter Grade	Percent
A	94 -100
A -	90 - 93
B+	88 - 89
B	84 - 87
B -	80 - 83
C+	78 - 79
C	74 - 77
C -	70 - 73
D+	68 - 69
D	64 - 67
D -	60 - 63
F	<60

Portfolio

You should submit a portfolio that represents a reflection on what you have learned in EDUC V63 Math for Struggling Learner, K - 2. This portfolio is due electronically (through email to mmmaso@wm.edu or on a CD) by Friday, August 1, 2014. If a CD is used, hand deliver or mail to Tidewater Team, College of William and Mary, School of Education, P.O. Box 8795, Williamsburg VA 23187-8795

Reflection

Think about and reflect on the entire EDUC V63 Math for Struggling Learners, K-2 course and then write about each of the following:

1. What worked for you in this course such as a teaching technique, a particular activity, or assignment? Why or how?
2. Pick one issue about student learning that you were thinking about during the course and explain what you learned.
3. Likely there are issues, mathematical or pedagogical, that came up for you during the courses and that still puzzle or concern you. Pick one of these issues, explain what it is, and describe your current thinking about it.
4. Use the following scale to evaluate your experiences over this course and provide a statement in justification of your rating.
Extremely valuable Valuable Somewhat valuable Not at all valuable
5. Describe any outcomes that are a result of this course.
6. Please complete this statement:
“As a result of this courses’ experiences(s), I”