**COE Mission:**

We prepare teachers, leaders, and counselors who embrace equity, inquiry and innovation.

**COE Student Resource Office**

**Office Hours**
8:00am-5:00pm M-F

**Contact**

education@uccs.edu

Phone: 719-255-4996
Fax: 719-255-4110

Columbine Hall
1420 Austin Bluffs Parkway
Colorado Springs, CO 80918

http://www.uccs.edu/~coe/

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**Instructor:** Laura Marshall, M.A.

**Office:** COB 3043

**Phone:** 719-255-4168

**E-mail:** lmarshal@uccs.edu

**Office Hours:** Weds. 1:30-3:30, Thursdays 3:30-5:30

**Required Textbook:**


**Additional Resources (or Recommended Textbooks):**


**Course Format:** This course consists of lectures, use of audio and visual media, readings from recommended text and supplementary journal articles, classroom discussions, guest subjects/speakers, student presentations, field-work, and in-class small group activities.

**Course Overview:** The purpose of Practicum is for students to learn and practice effective teaching strategies and to demonstrate proficiency in the planning, delivering, and evaluating math instruction. Practicum students will become familiar with the state and national math standards and curricula and methods to teach elementary and middle school students including explicit instruction and inquiry based instruction.

In the UCCS class, students will practice teaching math lessons using evidence-based, explicit instruction and problem solving methods. In schools, Practicum students will participate in a class or small group of students, 10 times preferably 2 times a week. Initially the UCCS students will observe the teacher instructing the group and gradually begin teaching parts of the lessons until they are completing a whole lesson. Under the guidance of the teacher, they will participate in at least 8 lessons. Practicum students will video themselves teaching at least 2 lessons or parts of lessons to critique in class.
Course Expectations:
Practicum students are required to
• Participate in all class sessions including instruction, activities, and coaching and evaluations sessions.
• Complete the required instruction in schools, at least 10 visits, approximately 10 hours.
• Prepare and present videos of teaching sessions in the weekly class.
• Demonstrate professional behavior in schools and during group instruction and coaching and feedback sessions and in the school placement.
• Submit designated assignments in Blackboard

Course Objectives:
• Demonstrate teaching methods to facilitate students meeting the National Council for Teachers of Mathematics and Colorado Academic Standards for Math
• Prepare lessons and materials and structure classroom setting to maximize student participation and learning
• Demonstrate effective behavior management including specifying expectations, reinforcing positive behavior, and appropriate methods to reengage students as necessary
• Demonstrate effective presentation skills for explicit instruction including clear instruction, brief transitions, pacing, high student involvement, positive correction procedures to ensure students’ mastery of material
• Demonstrate effective inquiry based lesson planning and delivery including learning expectations, methods to engage students, questions to further their mathematical thinking
• Observe how data is collected and displayed in a professional and organized way
• Make instructional decisions based on analysis of data and student errors
• Demonstrate professional behavior and self-reflection during instruction, training, and weekly feedback sessions

Accreditation Standards:
CAEP Accreditation Standards
Standard 1: Content and Pedagogical Knowledge
Standard 2: Clinical Practice and Partnerships

Technology Competencies: It is expected that students begin our program with foundational technology skills that include digital word processing, digital and online formats (e.g. Blackboard) and using online research databases. Knowledge of the use of technology-supported multimedia, such as PowerPoint and other audio/video resources, is expected. Students who need assistance with building technological skills should speak with their professor to learn about technology resources in the COE and at UCCS.

Using your UCCS email account is a requirement of this course due to digital delivery of course content. All students must obtain a UCCS email address and check it regularly (every day) so as not to miss announcements. If your UCCS email address is not your primary one, please have emails from UCCS rerouted to the one you check daily.

Attendance, Preparation, and Participation: Students are expected to maintain high standards of ethical and professional conduct. This includes attending class, being adequately prepared, contributing to class discussions, submitting high caliber work and representing your own work fairly and honestly. As an important member of a classroom community, attendance and punctuality is mandatory. You must actively engage in class and group work to maximize your learning in this course.
If you must miss a class, please inform the professor by phone or email prior to class. It is the responsibility of the student to obtain course information that is missed during the absence. Unexcused absences will result in a lower grade.

Professional Behavior:
Professional behavior is necessary for you to be a successful member of a learning community. Please monitor your participation in class discussions and group work and find ways to contribute intelligently to the discussion without silencing others. All written assignments must be computer generated unless otherwise indicated by the professor. Professional behavior will be expected in your future teaching/counseling career and is often the hallmark of career success.

Reminders for Field Experiences:
As professionals who work with children, it is imperative that we respect confidentiality when talking about children, peers, and staff. No identifying information may be used without permission. Any information about lessons and students’ performance should be presented in an objective, positive manner. Remember that appropriate topics and tone should be used when talking in front of children. Appropriate peer coaching models will be demonstrated and practiced during coaching and evaluation sessions.

Diversity Statement: The faculty of the College of Education is committed to preparing students to recognize, appreciate, and support diversity in all forms – including ethnic, cultural, religious, gender, economic, sexual orientation and ability – while striving to provide fair and equitable treatment and consideration for all. Any student who believes that he/she has not been treated fairly or equitably for any reason should bring it to the attention of the instructor, Department Chair or the Dean of the College of Education.

Accommodations: The College of Education wishes to fully include persons with disabilities in this course. In compliance with section 504 and the Americans with Disabilities Act (ADA), UCCS is committed to ensure that “no otherwise qualified individual with a disability ... shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity...” If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact and register with the Disabilities Services Office, and provide them with documentation of your disability, so they can determine what accommodations are appropriate for your situation.

To avoid any delay in the receipt of accommodations, you should contact the Disability Services Office as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a “Faculty Accommodation Letter” from the Disability Services office has been given to the professor by the student. Please contact Disability Services for more information about receiving accommodations at Main Hall room 105, 719-255-3354 or dservice@uccs.edu.

Military Students: Military students who have the potential to participate in military activities including training and deployment should consult with faculty prior to registration for any course, but no later than the end of the first week of classes. At this time, the student should provide the instructor with a schedule of planned absences, preferably signed by the student's commander, in order to allow the instructor to evaluate and advise the student on the possible impact of the absences.
In this course, the instructor will consider absences due to participation in verified military activities to be excused absences, on par with those due to other unavoidable circumstances such as illness. If, however, it appears that military obligations will prevent adequate attendance or performance in the course, the instructor may advise the student to register for the course at another time, when she/he is more likely to be successful.

**Student Appeals:**
Students enrolled in programs or courses in the College of Education may access the COE Appeal/Exception Form at: [http://www.uccs.edu/Documents/coe/studentresources/AppealsForm2009.pdf](http://www.uccs.edu/Documents/coe/studentresources/AppealsForm2009.pdf). This form is to be used for an appeal when a student is:
1. denied admission to professional education program
2. denied permission to student teach or complete professional internship
3. removed from a professional education program or internship
4. denied permission to graduate due to missing requirements
5. requesting an exception to specific policies, procedures, or requirements
6. requesting a grade change
This form is not to be used for requests to take classes out of sequence or to take a class without the proper prerequisites. Such requests should be initiated with the department chair.

**UCCS Student Code of Conduct:**
The purpose of the Student Code of Conduct is to maintain the general welfare of the university community. The university strives to make the campus community a place of study, work, and residence where people are treated, and treat one another, with respect and courtesy. [http://www.uccs.edu/~oja/student-conduct/student-code-of-conduct.html](http://www.uccs.edu/~oja/student-conduct/student-code-of-conduct.html)


**UCCS Academic Ethics Code:** [http://www.uccs.edu/Documents/vcaf/200-019%20StudentAcademic%20Ethics.pdf](http://www.uccs.edu/Documents/vcaf/200-019%20StudentAcademic%20Ethics.pdf)

**Adverse Weather Conditions:** Practicum students must follow the schedules of the practicum site and are required to teach on their regularly scheduled days if the school is open. For the SPED 4013 class sessions, UCCS closures will be announced on many local radio and television stations and posted on the student email list and the campus closure line at 719-255-3346.

**Person First Language:** Teacher candidates are expected to use person-first language when discussing or writing about persons with disabilities or persons from non-traditional backgrounds.

**School Placements:** Practicum students who are not working in a school will be placed in at a school during the school day or when a group can be arranged. Practicum students working as paraeducators who wish to be located at their school site for practicum are requested to have the consent of their principal. A letter has been prepared for this purpose.

Practicum students must have finger print cards and Oath and Consent Form up-to-date by the first day of visiting schools. Colorado Background Check – House Bill #90-1077 requires this.
## Course Grading Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percent of Final Grade</th>
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<tbody>
<tr>
<td>Completion of 10 visits / instruction at the school site</td>
<td>20%</td>
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<tr>
<td>Instructor’s evaluation of taped lesson 1</td>
<td>5%</td>
</tr>
<tr>
<td>Instructor’s evaluation of taped lesson 2</td>
<td>15%</td>
</tr>
<tr>
<td>Mentor teacher’s second evaluation of lesson 1</td>
<td>5%</td>
</tr>
<tr>
<td>Mentor teacher’s second evaluation of lesson 2</td>
<td>15%</td>
</tr>
<tr>
<td>Problem solving activity with school group</td>
<td>15%</td>
</tr>
<tr>
<td>4 Reflections on school visits</td>
<td>10%</td>
</tr>
<tr>
<td>Class attendance and participation in class activities</td>
<td>15%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 – 92%</td>
</tr>
<tr>
<td>A-</td>
<td>91-90%</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 87%</td>
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<tr>
<td>B</td>
<td>87 – 82%</td>
</tr>
<tr>
<td>B-</td>
<td>81 – 80%</td>
</tr>
<tr>
<td>C+</td>
<td>79 – 77%</td>
</tr>
<tr>
<td>C-</td>
<td>76 – 72%</td>
</tr>
<tr>
<td>D+(</td>
<td>69 – 67%</td>
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<tr>
<td>D</td>
<td>66 – 62%</td>
</tr>
<tr>
<td>D-</td>
<td>62 – 60%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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</table>

**Assignments (graded activities):**

### Completion of 10 observations and instruction at school site:
Practicum students will participate in an elementary or secondary math class or small group of students, 10 times, preferably 2 times a week. Initially, the Practicum students will observe the teacher instructing the group and gradually begin teaching parts of the lessons until they are completing a whole lesson. Under the guidance of the teacher, they will teach in 3 lessons. Students will complete a log documenting their visits. If a Practicum student completes less than 7 of available school visits she or he will need to retake Practicum. See School Visit Log in Blackboard Resource and Materials folder.

### Taped Lesson Evaluation:
Teaching performance in the math class will be evaluated using the Observational/Coaching Feedback Form (O/CF). Sections of a minimum of 2 videos will be reviewed in class. The videos will be evaluated in full by the instructor using the O/CF forms and the weighted scores will count towards the final grade (Tape 1 – 5% and Tape 2 – 15% of grade). See attached Observational/Coaching Feedback form. The form is also in the Blackboard Resource and Materials folder.

### Mentor Teacher Lesson Evaluation:
The mentor teacher will complete two evaluations of the Practicum student’s performance using the Observational/Coaching Feedback Form. Both will be uploaded in Blackboard. The weighted scores will count towards the final grade (Tape 1 – 5% and Tape 2 – 15% of grade). The mentor teacher will also complete a Professional Disposition form.

### Problem Solving / Inquiry Based Activity:
Using student data and information from the mentor teacher, Practicum students will develop and deliver an inquiry-based lesson to the class or small group. Students may use a lesson plan from class, the school’s sources or create their own. Submit in Blackboard the rationale for teaching this lesson, the lesson plan, and a reflection describing what went well, what you would change and the results including K-12 students’ engagement and demonstrations of learning. Students will present the lesson and outcomes to the practicum class. See rubrics in Blackboard.

### Reflections on School Visits and Performance:
Practicum students will write 4 reflections.
Topics and rubrics are in the Resources folder in Blackboard.
Reflection 1 – Observation of Teaching Behaviors
Reflection 2 – Math Proficiency Observation
Reflection 3 – Teaching and Student Error Analysis
Reflection 4 – Student Progress and Teaching Self-Reflection

Class Participation
Practicum students are required to attend all weekly classes and participate in all in-class discussions and activities.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points /class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends class and participate regularly; volunteering information, asking questions, contributing to discussions, completing and discussing activities.</td>
<td>5</td>
</tr>
<tr>
<td>Contributions show thought and self-reflection.</td>
<td></td>
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<tr>
<td>Listens to other participants and comments on their responses.</td>
<td></td>
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<tr>
<td>WEEK:</td>
<td>TOPICS:</td>
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<td>---------</td>
<td>--------------------------------------------------------------------------</td>
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</tbody>
</table>
| 1. Aug. 27 | Course Syllabus and Introduction  
Math national and state standards  
Math disabilities | Reading: Going Beyond the “Math Wars”, *Teaching Exceptional Children*  
Reading: Textbook – Elem. and Middle School Math Chapter 1: Pg. 1-10 |
| 2. Sept. 3 | Research and strategies for students who struggle in math  
Direct/Explicit instruction overview | Reading: Textbook – Elem. and Middle School Math Chapter 6: Pg. 95-111 |
| 3. Sept. 10 | Direct/Explicit overview, instruction components and practice  
Instruction using concrete, representational, abstract strategies | Reading: *Explicit Instruction*, National Center on Accessible Instructional Materials  
Reading: Textbook – Elem. and Middle School Math Chapter 7: Pg. 113-125 |
| 4. Sept. 17 | Problem solving/Inquiry based approach and lesson plan components | Reading: Textbook – Elem. and Middle School Math Chapter 3: Pg. 32-56  
Reading: Textbook – Elem. and Middle School Math Chapter 4: Pg. 59-77 |
| 5. Sept. 24 | **Standard 1** - Number Sense, Properties, and Operations:  
Early number sense  
Meaning of operations | Reading: Textbook – Elem. and Middle School Math Chapter 8: Pg. 128-146  
Reading: Textbook – Elem. and Middle School Math Chapter 9 pg. 148-169  
*Upload Reflection 1 – Observation Teaching Behaviors due* |
| 6. Oct. 1 | **Standard 1** - Number Sense, Properties, and Operations:  
Facts  
Place Value | Reading: Textbook – Elem. and Middle School Math Chapter 10: Pg. 171-188  
Reading: Textbook – Elem. and Middle School Math Chapter 11 pg. 192-214  
*Upload Reflection 2 – Observation Math Proficiency due* |
| 7. Oct. 8 | **Standard 1** - Number Sense, Properties, and Operations:  
Computation – Addition and Subtraction  
Computation – Multiplication and Division | Reading: Textbook – Elem. and Middle School Math Chapter 12: Pg. 216-232  
Reading: Textbook – Elem. and Middle School Math Chapter 13 pg. 236-255 |
| 8. Oct. 15 | Assessment and Error Analysis | Reading: Textbook – Elem. and Middle School Math Chapter 5: Pg. 78-92 |
| 9. Oct. 22 | **Standard 2** - Patterns, Functions, and Algebraic Structures | Reading: Textbook – Elem. and Middle School Math Chapter 14: Pg. 258-287  
*Upload Reflection 3 – Teaching and Student Error Analysis due* |
| 10. Oct. 29 | **Standard 1** - Number Sense, Properties, and Operations:  
Fraction Concepts  
Review tapes | Reading: Textbook – Elem. and Middle School Math Chapter 15: Pg. 290-312  
*Complete 1st lesson video for review* |
| 11. Nov. 5 | **Standard 1** - Number Sense, Properties, and Operations: | Reading: Textbook – Elem. and Middle School Math Chapter 16: Pg. 313-335 |


<table>
<thead>
<tr>
<th>Date</th>
<th>Standard</th>
<th>Reading</th>
<th>Upload Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Nov. 12</td>
<td><strong>Standard 1</strong> - Number Sense, Properties, and Operations: Percentages and Decimals Proportionality</td>
<td><strong>Reading</strong>: Textbook – Elem. and Middle School Chapter 17 pg. 338-356  <strong>Reading</strong>: Textbook – Elem. and Middle School Chapter 18 pg. 357-374  <strong>Upload Problem Solving / Inquiry Based lesson plan and rationale</strong></td>
<td>1st mentor teacher evaluation</td>
</tr>
<tr>
<td>13. Nov. 19</td>
<td><strong>Standard 3</strong> - Data Analysis, Statistics, and Probability  Review tapes</td>
<td><strong>Reading</strong>: Textbook – Elem. and Middle School Chapter 21 pg. 434-453  <strong>Reading</strong>: Textbook – Elem. and Middle School Chapter 22 pg. 454-471  <strong>Complete 2nd lesson video for review</strong></td>
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<td>Thanksgiving</td>
<td></td>
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<td>14. Dec. 3</td>
<td><strong>Standard 4</strong> - Shape, Dimension, and Geometric Relationships Measurement</td>
<td><strong>Reading</strong>: Textbook – Elem. and Middle School Chapter 19 pg. 375-399  <strong>Upload 2nd mentor teacher evaluation</strong></td>
<td></td>
</tr>
<tr>
<td>Course Objective</td>
<td>Assignment, Activity, or Required Reading(s)</td>
<td>CEC</td>
<td>Colorado PBSCT</td>
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<tr>
<td>Demonstrate teaching methods to facilitate students meeting the National Council for Teachers of Mathematics and Colorado Academic Standards for Math</td>
<td>Lectures Reading: Chapter 1, 8-23 Observation Reflection 1 and 2</td>
<td>GC4S4, GC4S13, GC4S14, GC4S16, GC7K4</td>
<td>2.1, 3.7, 3.8, 6.5</td>
</tr>
<tr>
<td>Prepare lessons and materials and structure classroom setting to maximize student participation and learning</td>
<td>Lectures Reading: Explicit Instruction article Chapters 3-4 In class practice Teaching lessons Observation/Coaching Feedback Form</td>
<td>CC4S, GC4S11, CC5K3, CC5S4, CC5S5, GC5S6, CC7K1, CC7K2, CC7S11, CC7K12, GC7K3, GC7S2, GC7S1</td>
<td>5.1, 5.2, 8.2</td>
</tr>
<tr>
<td>Demonstrate effective behavior management including specifying expectations, reinforcing positive behavior, and reengaging students</td>
<td>Lectures Reading: Explicit Instruction article Chapters 3-4 In class practice Teaching lessons Observation/Coaching Feedback Form</td>
<td>CC1K2, GC4S1, GC4S12, GC4S9, CC5K2, CC5S5, CC5S10, GC7K1, GC7S1, GC7S1, GC8S5</td>
<td>3.6, 5.1, 5.3, 5.4</td>
</tr>
<tr>
<td>Demonstrate effective presentation skills to ensure students’ mastery of material</td>
<td>Lectures Reading: Chapters 8-23 Observation/Coaching Feedback Form</td>
<td>GC4S6, GC4S12, GC5K3, CC7K11, CC7K12, GC7K1</td>
<td>3.6, 5.1, 5.3, 5.4</td>
</tr>
<tr>
<td>Collect and display student lesson data</td>
<td>Chapters 3 Teaching lessons Reflection Paper</td>
<td>CC7K13, CC8S10</td>
<td>5.7, 5.9, 6.6, 7.3</td>
</tr>
<tr>
<td>Make instructional decisions based on analysis of data and student errors</td>
<td>Chapters 3 In class activities Teaching lessons Reflection Paper</td>
<td>GC4S12, CC8S6</td>
<td>2.1, 3.2, 3.3, 3.4, 3.5, 5.4</td>
</tr>
<tr>
<td>Demonstrate professional behavior and self-reflection during instruction, training, and feedback sessions</td>
<td>Observation/Coaching Feedback Form Reflection Paper</td>
<td>CC9K1, CC9S1, CC9S2, CC9S5, CC9S8, CC9S9, CC9S11, CC10S1, CC10S8</td>
<td>6.4, 7.3, 8.2, 8.5</td>
</tr>
</tbody>
</table>
References


