

ECED 4251L – Assessment and Correction Clinical Lab

Semester/Year	Spring 2016	
Time/Location	Tuesdays: 4:45- 5:55 pm; Comprehensive Community Clinic	
Instructor	Dr. Jennifer Edelman	Janet Brown
Office Location	Ed Annex 114	Comprehensive Community Clinic; Education Annex Suite 264
Telephone	Google Voice: 414-98TEACH Direct Line: 678-839-6184 Department Line: 678-839-6559	CCC: 678-839-6145
Email	jedelman@westga.edu	Clinic: ccc@westga.edu
Online Support	Desire2Learn Home Page https://westga.view.usg.edu/ University System of Georgia D2L Help Center https://D2LHelp.view.usg.edu/ (available 24 hours a day, 7 days a week, 365 days a year) UWG Distance Learning http://distance.westga.edu/ UWG Online Helpdesk online@westga.edu University Bookstore http://www.bookstore.westga.edu/	

COURSE DESCRIPTION

This course requires the supervised and coordinated diagnosing and correcting of students in K-5 classrooms. The lab experiences shall require demonstration of the content knowledge and pedagogical skills acquired in ECED 4251 – Assessment and Correction in Mathematics Education. *Co-requisite: ECED 4251 – Assessment and Correction in Mathematics Education and READ 4251 – Assessment and Correction in Reading Education.*

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral

study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured. Specifically, this course is aligned with the Common Core Georgia Performance Standards (CCGPS), the National Council of Teachers of Mathematics (NCTM) Standards, the National Council for Accreditation of Teacher Education (NCATE) and the Association for Childhood Education International (ACEI). This course's objectives, activities, and assignments are related directly to these appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

The instructor of this lab course will employ a variety of instructional strategies in meeting student learning objectives. Those strategies include but are not limited to: direct instruction, demonstrations, cooperative learning activities, individual and small group discussions, the use of manipulatives and various interactive technologies including the Landro Live software.

This lab course will be taught 100% face-to-face.

COURSE OBJECTIVES

Students will:

1. Demonstrate content knowledge and pedagogical skills through the planning and implementation of tutoring session for the purpose of developing mathematical knowledge, skills, and abilities; (INTASC 1, 2, 3, 4, 8; NCTM 2.5, 2.7; ACEI 1, 2.3, 3)
2. Demonstrate the use of appropriate formative and summative assessment methods to determine students' understanding and misunderstanding of mathematics; (INTASC 1, 4; NCTM 2.2, 2.5, 2.6; ACEI 4)
3. Demonstrate the use of appropriate technology to support the learning of mathematics; (INTASC 1, 4; NCTM 2.2, 2.5, 2.6; ACEI 3)
4. Reflect on the implementation and success of instructional strategies utilized in the diagnosing and correcting the mathematical error patterns of students in K-5 classrooms. (INTASC 1, 4; NCTM 2.2, 2.5, 2.6; ACEI 5)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required None
Text(s):

Course References

Ashlock, R. (2011). *Error patterns in computations: Using error patterns to help each student Learn* (10th ed.). Upper Saddle River, NJ: Allyn & Bacon.

- Campbell, D.M., Cignetti, P.B., Melenyzer, B.J., Nettles, D.H., & Wyman, R.M. (2010). *How to develop a professional portfolio: A manual for teachers* (5th ed). Upper Saddle River, NJ: Prentice Hall.
- Evers, W.M. & Walberg, H.J. (2004). *Testing student learning, evaluating teaching effectiveness*. Stanford, CA: The Board of Trustees of Leland Stanford Junior University
- National Council of Teachers of Mathematics. (1991). *Professional standards for teaching mathematics*. Reston, VA: National Council of Teachers of Mathematics.
- Van de Walle, J., Lovin, L. A., Karp, K., & Bay Williams, J. (2013). *Teaching student-centered mathematics: Developmentally appropriate instruction for grades pre k-2*. (2nd ed., Vol.1). Upper Saddle River, NJ: Pearson.
- Van de Walle, J., Lovin, L. A., Karp, K., & Bay Williams, J. (2013). *Teaching student-centered mathematics: Developmentally appropriate instruction for grades pre 3-5*. (2nd ed., Vol.2). Upper Saddle River, NJ: Pearson.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments and core requirements: Written assignments are final products that will be graded on both **what** is written (clarity, depth, insight) and **how** it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, neatness, and adherence to assignment guidelines will affect your grade. As an educator, you will be expected to demonstrate high levels of competence not only in verbal but also in written communication with parents, administrators, and other educators. Evaluation of written assignments will be accomplished through rubrics, which will be distributed as assignments are given. All assignments must be completed in a typed, single-space format, with Arial font, size 11 and 1-inch margins on all sides unless otherwise indicated.

Assignments are due by 11:59 p.m. on the designated date. Due dates are listed on the course schedule; full instructions for each assignment are posted on CourseDen. The table below indicates where and how assignments should be turned in.

Assignments: This is a brief overview of how you will demonstrate your learning in this course and the lab. Each assignment will have further instructions posted in CourseDen and will be discussed in class. The overall goal for these assignments is to provide you with meaningful activity that will help you reflect on and improve student learning and your teaching practices.

Professionalism and Participation (course objectives 1, 2, 3, & 4):

- Clinic Attendance: Students are expected to attend math clinic each week and arrive on time to begin the session with the client. If an emergency arises, the tutor must adhere to the following policies:
 - Notify the CCC via phone (678-839-6145).
 - Email the session plan to Dr. Edelman and the CCC Coordinator (janetb@westga.edu) at least one hour before clinic.
 - Provide appropriate documentation to the CCC Coordinator regarding the reason for the absence/tardy.
- Session Preparation: Students are expected to write a weekly session plan based on the assessment data and observed student needs. Session plans must be printed out and turned in to the LP box when you sign in to clinic. All materials must be prepared and ready to implement *prior to the start* of the clinic session.

- Client/Tutor Engagement: Students are expected to actively engage the client in appropriate instructional experiences during the one-hour session.
- Client Absences: In the event that a tutor's client is absent, the tutor is expected to either
 - Teach a session for an absent peer (e.g. if another UWG student is absent, you would get their session plan and teach it to their client). OR
 - Observe a peer via the Landro Live viewing software and complete the Math Tutoring Observation Form recording thorough and thoughtful observations. This form is submitted as documentation of attendance and participation for the session. The form is available in the clinic and must be turned in to Dr. Edelman on the same day you observed (before you leave).
- Tutors who are assigned a partner are expected to collaborate during planning and equally share responsibility for the implementation of the math session. Tutors will alternate weekly the planning, typing of session plans, gathering materials and implementing the lesson. Concerns about tutor partners should be expressed to your clinic supervisor in a timely manner. A partner survey will be completed at the end of the semester evaluating partner collaboration.

Practice (course objectives 1, 2, 3, & 4):

- Assessment: You will administer, score, and analyze a pre- and post-test to diagnose your client's areas of strength and areas of need in mathematics. Each tutoring session must include a formative assessment.
- Session plans: Each week you will prepare a lesson plan for the clinic session based on your client's mathematical errors and misconceptions. These plans will be printed out and turned in as you sign in for your clinic session.
- Clinic session reflections: For 5 of the 10 clinic teaching sessions, you will complete a detailed reflection on what happened in the session and the next steps.
- Client file: At the end of the semester you will be responsible for maintaining the client file in the CCC. A checklist of items that must be included will be provided.
- Parent Conference and Mathematics Tutoring Summary Report: You will plan and implement a conference with the parent/guardian of the case study client.

EVALUATION PROCEDURES

Assignment	Weight	Assessment Tools
Professionalism and Participation	10%	Rubric
Assessment	20%	Rubric
Session Plans	20%	Rubric
Reflections	20%	Rubric
Client File	15%	Checklist
Parent Conference/Summary Report	15%	Rubric

Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS/CLINIC, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these

statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course. The following link will take you to the University Policies: http://www.westga.edu/assets/Dept/vpaa/Common_Language_for_Course_Syllabi.pdf.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*. Please note that turnitin.com is used in all drop boxes and calculates the percentage of an assignment that is taken from other sources. You are expected to do your own work.

Attendance: Please refer to specific policies as outlined in this syllabus. You are responsible for all information and changes in the course content that may occur in your absence. No make-up assignments will be allowed. It is the student's responsibility to ensure that all requirements are completed in a timely manner.

Americans with Disabilities Act: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Extra Credit: Extra credit will not be available in this course. Please do your best work on the assigned activities.

Late Work: Assignments in this course are time-sensitive. Without adequate preparation, you will not be able to assist your client in his or her mathematical learning. *Late work is not accepted and will earn a score of 0 in the grade book.*

Professional Conduct: Students are expected to adhere to the professional behaviors outlined in the ECED 251L syllabus, the College of Education's (2014) Comprehensive Community Clinic Handbook as well as the professional behaviors outlined in Georgia Professional Standard Commission's (2009) *Code of Ethics* at all times while serving as tutors in College of Education Clinics. Additionally, professional behaviors are expected when interacting with faculty members and other professionals, in both verbal and written forms.

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. *Please use the email function in CourseDen to contact your instructor. It is the student's responsibility to check CourseDen email in a timely manner; failure to check those messages does not excuse late assignments or "not knowing" about important information.*

UWG Cares: If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/> The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict

**Mathematics Clinic Schedule
Spring 2016
Tuesdays 4:45 – 5:55pm**

Dates	Clinic Session	Plans
January 19	0	<i>Mandatory Orientation to CCC/ECED 4251L, Landro Software, login/password, client assignment, and review client file.</i>
January 26	1	Establish rapport with client (share children’s math literature, math card trick, math game, interest inventory, etc.) Begin Diagnosing assessment.
February 2	2	Continue Diagnosing and Analyzing to determine focus for intervention. Using assessment data, write Session Plan for next week.
February 9	3	Continue Diagnosing and Analyzing (if needed) to determine focus for intervention. Follow session plan for intervention/correction.
February 16	4	Follow session plan for correction/intervention.
February 23	5	Follow session plan for correction/intervention.
March 1	6	Follow session plan for correction. Include application/problem solving.
March 8	7	Follow session plan for correction. Include application/problem solving.
March 15	NA	UWG Spring Break-No Clinic
March 22	8	Follow session plan for correction. Include application/problem solving.
March 29	9	Begin post assessment. Begin Math Tutoring Summary Report for Parent(s).
April 5	NA	County and City Schools-Spring Break (No Clinic)
April 12	10	Complete post assessments. Complete Math Tutoring Summary Report for Parent and seek supervisor approval
April 19	PC	Parent Conferences—share Math Tutoring Summary Report with parent. Complete required documentation for Client file.
April 22		<i>Client file must be complete by Friday, April 22.</i>