



level.

Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

### **In a Democratic Society**

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

### **School of Education Conceptual Framework Principles**

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education's goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

Candidates possess the necessary content knowledge to support and enhance student development and learning.

1. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
2. Candidates possess the necessary knowledge and skills to conduct and interpret

	<p>appropriate assessments.</p> <ol style="list-style-type: none"> <li>3. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.</li> </ol> <p><b>SOE Conceptual Framework Dispositions</b></p> <p>Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.</p> <ol style="list-style-type: none"> <li>1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.</li> <li>2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.</li> </ol>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Students will effectively select, adapt, and use instructional strategies and materials according to characteristics of the learner.</li> <li>2. Students will effectively write, implement, and evaluate individual learning objectives.</li> <li>3. Students will effectively use strategies for facilitating maintenance and generalization of skills across learning environments.</li> <li>4. Students will demonstrate understanding of methods for planning, organizing, and implementing instruction for students with learning disabilities and behavior disorders.</li> <li>5. Students will apply what they have learned from readings, discussions, and activities to assist students with disabilities.</li> </ol>
<b>Course Standards (Addressed):</b>	<p><i>UNC-CH School of Education Principles and Dispositions:</i></p> <ul style="list-style-type: none"> <li>• NC-CH-P1 Candidates possess the necessary content knowledge to support and enhance student development and learning.</li> <li>• NC-CH-P3 Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.</li> <li>• NC-CH-D1 Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.</li> </ul> <p><i>North Carolina Standards for Master’s Degree Licensure:</i></p> <ul style="list-style-type: none"> <li>• Standard 1: Instructional Expertise – The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice for P-12 settings to improve student learning.</li> <li>• Standard 4: Content Knowledge – The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.</li> </ul> <p><i>North Carolina Licensure Standards (Special Education General Curriculum):</i></p> <ul style="list-style-type: none"> <li>• Standard 1: Teachers have a knowledge base for each of the basic skills in language arts and mathematics.</li> <li>• Standard 2: Teachers have a broad working knowledge of research-based</li> </ul>

	<p>learning strategies and their relationship to the learning of individual students.</p> <ul style="list-style-type: none"> <li>• Standard 4: Teachers organize effective student learning environments.</li> <li>• Standard 5: Teachers use a variety of assessment techniques to determine individual content, instructional procedures, and documentation of student learning and progress.</li> <li>• Standard 6: Teachers explicitly teach research-validated instructional and behavior strategies to facilitate learning across the curriculum.</li> <li>• Standard 7: Teachers use systematic, explicit, multi-sensory methods to teach reading, written expression, and mathematics.</li> </ul>
<p><b>Course Standards (Assessed):</b></p>	<p><i>UNC-CH School of Education Principles and Dispositions:</i></p> <ul style="list-style-type: none"> <li>• NC-CH-P1 Candidates possess the necessary content knowledge to support and enhance student development and learning.</li> <li>• NC-CH-D1 Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.</li> </ul> <p><i>North Carolina Standards for Master’s Degree Licensure:</i></p> <ul style="list-style-type: none"> <li>• Standard 1: Instructional Expertise – The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice for P-12 settings to improve student learning.</li> <li>• Standard 4: Content Knowledge – The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.</li> </ul> <p><i>North Carolina Licensure Standards (Special Education General Curriculum):</i></p> <ul style="list-style-type: none"> <li>• Standard 1: Teachers have a knowledge base for each of the basic skills in language arts and mathematics.</li> <li>• Standard 2: Teachers have a broad working knowledge of research-based learning strategies and their relationship to the learning of individual students.</li> <li>• Standard 4: Teachers organize effective student learning environments.</li> <li>• Standard 5: Teachers use a variety of assessment techniques to determine individual content, instructional procedures, and documentation of student learning and progress.</li> <li>• Standard 6: Teachers explicitly teach research-validated instructional and behavior strategies to facilitate learning across the curriculum.</li> <li>• Standard 7: Teachers use systematic, explicit, multi-sensory methods to teach reading, written expression, and mathematics.</li> </ul>
<p><b>Activities &amp; Assignments:</b></p>	<ol style="list-style-type: none"> <li>1. Personal Math History – Recount your personal interactions in the world of mathematics prior to starting school, in elementary, middle, and high school, in college, and now that you are a teacher. Reflect on what you found simple, difficult, unnecessary, unreasonable, etc. Examine how you felt at these different points in your life.</li> <li>2. Attendance and Participation: All students will be expected to attend all classes, read all articles, and be prepared to discuss what was read in class. <b>THIS WILL INCLUDE A GROUP EVALUATION OF PARTICIPATION IN THE PORTFOLIO DEVELOPMENT.</b></li> <li>3. Instructional Portfolio: In groups of three or four, students will develop a portfolio of 21/28 lesson plans across the five mathematics content strands and the two content area strands. Lesson plans will represent each of the seven areas and all mathematics content strand areas will include an assessment piece. <b><u>Each student will be responsible for implementing one lesson plan and writing a reflection on the efficacy of the lesson</u></b> (hereto known as strategy/lesson implementation). On the last day of class (April 23), each group will present</li> </ol>

	<p>their portfolios (15 minutes), reviewing exemplary lesson plans and describing one implementation, with reflection.</p> <p>** Each group is responsible for meeting with the instructor at least a week prior to review progress **</p> <p>4. Journal Article Critiques: Student will select and critique one article from a professional journal. Chosen articles will be chosen by the course instructor two weeks prior to class discussion. Student will write a critique of the selected article and discuss their critique in class. (April 16)</p> <p>5. Exam: Students will complete a final essay exam based on class assignments.</p>
<b>Grading</b>	<p>A. Personal Math History (2-4 pages), due Jan. 29; 5%</p> <p>B. Instructional Portfolio, due April 23; 50%</p> <ol style="list-style-type: none"> <li>a. Development of 21/28 lesson plans across the five math content strands and the two content area strands (At least one lesson plan in each area and no more than five/six in any one area)</li> <li>b. Each math content strand must include an assessment component</li> <li>c. Each portfolio must include an strategy/lesson implementation (independently, 10% of the final grade)</li> <li>d. Each group is responsible to meet with the instructor at least a week prior to the presentation to review progress</li> <li>e. Group presentations will review the collected works of the portfolio and the results of the applied interventions.</li> </ol> <p>C. Journal Article Critique, due April 16; 10%</p> <p>D. Exam, due April 30; 15%</p> <p>E. Class participation, demonstrated understanding, and completion of assignments; 20%</p> <p><i>Total 100%</i></p>
<b>Attendance Policy</b>	<p>The following attendance policy has been adopted for all courses in the School of Education.</p> <ol style="list-style-type: none"> <li>1. Attendance and punctuality are required. The Bulletin of the University describes regular class attendance as “a student obligation” and reminds us that “no right or privilege exists that permits a student to be absent from a given number of class meetings.”</li> <li>2. On rare occasions, it may be necessary to request that an absence be excused, e.g., for illness, death of an immediate family member or other emergencies. It is the student's obligation to give prior notification of such absences if at all possible. Lastly, although the University calendar does not recognize religious holidays, we will make accommodations for students requesting to miss class due to the observance of religious holidays.</li> </ol> <p><i>Students should make every effort to attend class. Students who do not attend class should call the instructor immediately to explain the absence and discuss the ways to make up missed work.</i></p> <ol style="list-style-type: none"> <li>3. Instructors have the right to lower course grades because of absences or tardiness, provided in both cases that advance notice of the policy is</li> </ol>

	<p>given.</p> <p>In the event of <u>inclement weather</u>, we do not want you to risk your well being due to unsafe weather conditions.</p> <p>- If class is cancelled due to weather, we will send an email message out to the class by 1 p.m. on the day of class.</p> <p>-If UNC-Chapel Hill departments and schools are cancelled due to weather, we will not hold class.</p> <p>-If a class cancellation or change of venue occurs, you will be notified.</p> <p>-If class is NOT cancelled BUT your personal situation makes coming to class unsafe, you should follow the guidelines above.</p>
<p><b>Requirements:</b></p>	<ol style="list-style-type: none"> <li>1. All assignments must be turned in at or before the assigned due date. Students may receive early feedback on any task or the Classroom Research Project if it is delivered to the instructor <b>at least 48 hours</b> prior to the due date. This practice is strongly encouraged.</li> <li>2. All written assignments must be prepared in a "professional" manner. It is <b>STRONGLY ENCOURAGED</b> that FINAL PRODUCTS BE TYPED; however, "professional" is defined as being appropriate for classroom, community, and administrative uses. Products that, in the judgment of the instructor, are unreadable or prepared in an unprofessional manner will be returned ungraded or assigned a lower evaluation. For assistance with writing assignments, please visit the UNC Writing Center at <a href="http://www.unc.edu/depts/wcweb">http://www.unc.edu/depts/wcweb</a></li> <li>3. <b>DO NOT PLAGIARIZE!!!</b> To plagiarize is "to steal and pass off as one's own the ideas or words of another" (Webster, 1967, p. 646). If plagiarism is evident, the student will receive a "0" on that activity AND may be given an "F" grade for the course AND may be suspended or expelled from the university. See the University of North Carolina's "Instrument of Student Governance" (<a href="http://instrument.unc.edu/">http://instrument.unc.edu/</a>) for further explanations.</li> <li>4. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation provides that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation (e.g., hearing loss, learning disability) please notify the instructor immediately. You should also register with the Office of Disabilities at <a href="http://disabilityservices.unc.edu/welcome/index.html">http://disabilityservices.unc.edu/welcome/index.html</a> or the Learning Disabilities Service Office <a href="http://www.unc.edu/depts/lds/">http://www.unc.edu/depts/lds/</a></li> </ol>
<p><b>References &amp; Resources:</b></p>	<p>Garganus, S.P. (2007). <i>Math instruction for students with learning problems</i>. Boston, MA: Pearson/Allyn &amp; Bacon. (Required text.)</p> <p>Mercer, C.D. &amp; Mercer, A.R. (2005). <i>Teaching students with learning problems</i> (7<sup>th</sup> ed.). Columbus, OH: Merrill/Prentice Hall. (Optional text)</p> <p>Van de Walle, J.A. (1998). <i>Elementary and Middle School Mathematics: Teaching Developmentally</i> (3<sup>rd</sup> Edition). New York: Longman. (Optional text)</p>

<b>Topics/schedule:</b>	<b>Date</b>	<b>Topic</b>	<b>Reading</b>
	01/15/09	Course Introduction	
	01/22/09 **C103**	Foundations of Mathematics Learning	<i>Gurganus</i> Chapter 1, 2
	01/29/09	Assessment in Mathematics	<i>Gurganus</i> , Chapter 3 <i>Mercer</i> , Chapter 11 * <i>van de Walle</i> , Chapter 5, 23*
	02/05/09	Foundations of Math Instruction	<i>Gurganus</i> Chapter 4, 5 <i>Mercer</i> Chapter 12* <i>van de Walle</i> , Chapter 4 *
	02/12/09	Mathematics Content Strand #1 -Number Sense and Place Value	<i>Gurganus</i> , 246-265 <i>van de Walle</i> , Chapter 6, 9 *
	02/19/09 **C103**	Mathematics Content Strand #2 -Whole Number Relationships	<i>Gurganus</i> , 266-288 <i>van de Walle</i> , Chapter 11 *
	02/26/08	Class cancelled	
	03/05/09	Mathematics Content Strand #3 -Spatial Sense Content Area Strand -Social Studies Education (pt. 1)	<i>Gurganus</i> , 289-309 <i>van de Walle</i> , Chapter 17 * Readings on "Blackboard"
	03/12/09	Spring Break	
	03/19/09 **C103**	Content Area Strand -Science Education	Readings on "Blackboard"
	03/26/09	Content Strand #4 -Rational Numbers Content Area Strand -Social Studies Education (pt. 2)	<i>Gurganus</i> , 310-328 <i>van de Walle</i> , Chapter 12-15 *
	04/02/09	Portfolio Development	
	04/09/09	Content Strand #5 -Functions	<i>Gurganus</i> , 329-347 <i>van de Walle</i> , Chapter 20-21 *
	04/16/09 **C103**	Study and Organizational Skills  -Final Exam distributed (due 4/30)	<i>Mercer</i> Chapter 13 Readings on "Blackboard"
	04/23/09	Project Presentations	