

# NEW COURSE FORM

<b>1. General Information.</b>				
a.	Submitted by the College of: Education	Today's Date: April 9, 2012		
b.	Department/Division: STEM Education			
c.	Contact person name: Margaret Mohr-Schroeder	Email: m.mohr@uky.edu	Phone: 257-3073	
d.	Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____	
<b>2. Designation and Description of Proposed Course.</b>				
a.	Prefix and Number: SEM 575			
b.	Full Title: See Blue Mathematics Clinic			
c.	Transcript Title (if full title is more than 40 characters): See Blue Math Clinic			
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number): _____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.			
	2 Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion
	2 Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits:	3		
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours:	_____		
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	This course focuses on clinical techniques for working with K-12 students who are struggling and/or have disabilities in learning mathematics. It is a course designed to develop both theoretical understandings and operational skills in working with students who struggle in mathematics. Classroom applications of the techniques are discussed. This course is a combination of lecture and application with a student client.		
j.	Prerequisites, if any:	_____		
k.	Will this course also be offered through Distance Learning?	YES <sup>4</sup> <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input checked="" type="checkbox"/> Both
<b>3.</b>	<b>Will this course be taught off campus?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## NEW COURSE FORM

<b>4.</b>	<b>Frequency of Course Offering.</b>			
<b>a.</b>	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input checked="" type="checkbox"/> Summer
<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>			YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If NO, explain:	_____		
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	20		
<b>7.</b>	<b>Anticipated Student Demand.</b>			
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, explain:	This course gives hands-on experience with K-12 struggling mathematics students. This course would be of interest to those needing out of area electives.		
<b>8.</b>	<b>Check the category most applicable to this course:</b>			
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input checked="" type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
<b>9.</b>	<b>Course Relationship to Program(s).</b>			
<b>a.</b>	Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, name the proposed new program:	_____		
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES <sup>5</sup> , list affected programs:	_____		
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>			
<b>a.</b>	Is the course 400G or 500?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b.</b> You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i> )			
<b>b.</b>	<input checked="" type="checkbox"/>	The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.		

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

### General Information:

Course Prefix and Number: SEM 575

Proposal Contact Person Name: Margaret Mohr-Schroeder Phone: 257-3073 Email: m.mohr@uky.edu

### INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

### Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
STEM Education	04/9/2012	Jennifer Wilhelm / 257-1291 / jennifer.wilhelm@uky.edu	
		/ /	
		/ /	
		/ /	
		/ /	

### External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

**SEM 575: See Blue Mathematics Clinic**  
**Syllabus**  
**Wednesday 3 – 5:30pm – first 5 weeks on campus – DH 331**

***“Research and Reflection for Learning and Leading”***

Instructors:	Dr. Christa Jackson or Dr. Margaret Mohr-Schroeder
Office Location	105E TEB or 105C TEB
Phone Number	257.8974 or 257.3073
Email	<a href="mailto:christa.jackson@uky.edu">christa.jackson@uky.edu</a> or <a href="mailto:m.mohr@uky.edu">m.mohr@uky.edu</a>
Virtual/Office Hours	Arranged individually through email; Telesupervision and Skype access also available
Preferred method for contacting instructor	Email
Anticipated Response Time	2 days
Course Website	<a href="https://sites.google.com/site/ukmathematicsclinic/">https://sites.google.com/site/ukmathematicsclinic/</a>

**Required Texts**

Allsopp, D. H., Kyger, M. M., & Lovin, L. H. (2007). *Teaching mathematics meaningfully: Solutions for reaching struggling learners*. Baltimore: Paul H. Brookes Publishing Co.

Articles posted on website

Common Core Standards ([www.corestandards.org](http://www.corestandards.org))

**Course Description**

This course focuses on clinical techniques for working with K-12 students who are struggling and/or have disabilities in learning mathematics. It is a course designed to develop both theoretical understandings and operational skills in working with students who struggle in mathematics. Classroom applications of the techniques are discussed. This course is a combination of lecture and application with a student client.

In addition, this course will address the four themes of the conceptual framework for the UK professional education unit: **research**, **reflection**, **learning**, and **leading**. Students will be given the opportunity to review, analyze, discuss, and apply **research** from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. **Reflection** will also be integrated into students’ learning opportunities through the production of written essays and analyses of observation and teaching experiences to help

students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long **learning** as educators who will be active in **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

### **Learning Outcomes/Targets:**

This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience, and practice teaching in their preferred content area(s). These learning targets are aligned with Unbridled Learning expectations including, Kentucky Core Academic Standards, Assessment Literacy, College & Career Readiness, and Characteristics of Highly Effective Teaching and Learning.

Students enrolled in this course will:

- 1) Demonstrate appropriate knowledge of a constructivist, interactive view of the mathematics problem solving and reasoning process with an instructional focus that emphasizes the ways diverse groups of students reason and understand mathematically.
  - a. Assessed through – Weekly reflections, overall reflection, tutoring plans
- 2) Selectively utilize an ongoing professional repertoire of instructional strategies for building mathematics knowledge, skills, reasoning, problem solving, etc. In addition, students will seek to promote interest in and motivation towards mathematics through the implementation of the strategies introduced in class discussions/lectures, handouts, readings, etc.
  - a. Assessed through – weekly reflections, tutoring plans
- 3) Demonstrate the ability to design, implement, and evaluate an instructional program which is suited to the needs of an elementary, middle school, or high school individual and which exhibits a reflective understanding of the interactive nature of the mathematics processes and mathematical practices, and which utilizes the instructional strategies/activities introduced in this course and other courses.
  - a. Assessed through – case report, weekly reflections, tutoring plans, overall reflection
- 4) Demonstrate effective professional setting use of interpersonal/intrapersonal skills in completing tasks, searching and organizing research information and its implementation, making presentations and creating appropriate lessons with an awareness/sensitivity of the need for diversity in instructional decision-making and intervention in mathematics.
  - a. Assessed through – case report, weekly reflections, tutoring plans, overall reflection

### **Course Delivery**

This course is based on a clinical model. Students will meet face-to-face on campus for the first 5 weeks of class. The following 10 class meetings will be held off campus at a local middle school and high school. Students will be working with a group of students who struggle in mathematics. Students will be expected to get themselves to the site. If transportation is an issue, please let the instructors know immediately so we can work with you to help resolve the issue.

### **Unbridled Learning Initiatives**

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

### **Addressing Themes of Diversity, Assessment, and Technology**

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

### **Course Expectations**

All students are expected to:

1. Be prompt and present. In case of absence or emergency, the student **MUST** inform his/her teacher, Dr. Jackson.
2. Dress professionally and perform duties in a professional manner, meeting or exceeding the norms of professional conduct and behavior for a teacher.
3. Provide performance and other tangible evidence of regular and thorough planning for clinic sessions.
4. Take steps to provide, as much as possible, a safe and supportive environment for students to learn in.
5. Be professional in all interactions with students, parents, and colleagues.

### **Participation and Professionalism**

All students are expected to demonstrate the ethical and professional values associated with Education. It is critical students adopt and exhibit a professional demeanor at each point in their preparation. Evidence of professional dedication will be expected through all work during classes and clinic experiences. Credit for participation and professionalism will be part of the evaluation. This means, in part, that I expect your regular, on-time attendance and participation. If you miss a class for any reason, it is **your** responsibility to contact the instructor and to make up all work that was missed.

### **Completeness and Promptness**

Only assignments submitted complete and on time will be considered for full credit. **All assignments must be typed unless otherwise instructed.**

### **Assignment Format**

All assignments will be submitted via NING unless otherwise indicated or stated. It is highly recommended you save all your work electronically and also a hardcopy for your records before turning it in. The following format is required for every assignment submitted. Deviating from the format may result in reduced points, returned paper, or rejection of the assignment completely. All submissions must be typed, in 12-point readable font, with 1" margins all the way around. A **cover page** specifying the assignment, due date, instructor's name, and student's name must be included. Please name your files as follows: **lastname.assignment name** (example: jackson.article2). Assignments are **due by 11pm the day they are due** unless otherwise noted by the instructor. In some cases, APA (6th ed.) guidelines should be followed.

Substance is the primary criterion for evaluating and grading your written products in this course. In other words, *what* you say (its clarity, depth, insight, etc.) is the most important factor in determining your grades on written work. However, *how* you express yourself in writing (i.e., the form of the written work) will also be used to evaluate your products. Therefore, correct grammar, proper punctuation, correct spelling, neatness, and adherence to assignment guidelines will also be part of the grading process. Practicing and prospective teachers must be able to express themselves in writing clearly and cogently, so both substance and style will factor into grading your work.

### **Late Assignments**

Only assignments submitted complete and on time will be considered for full credit. Any assignments turned more than one week late will receive zero points.

### **Attendance**

Attendance of individuals in the course is required, and university rules regarding absences will be followed. Exchange of ideas is essential for the learning that occurs in this class. If you are absent, it is each student's responsibility to make up the work and provide evidence that the absence was excused. Without this evidence, the absence will be considered unexcused. Two tardies, whether arriving late or leaving early, equals one unexcused absence. **I reserve the right to lower your grade one letter grade for each unexcused absence.**

### **Excused Absences**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later

than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

### **Excessive Absences**

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:

*If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a “W,” and the faculty member may require the student to petition for a “W” or take an “I” in the course. (US: 2/9/87; RC: 11/20/87)*

***Special note: If an absence occurs on a day which you are meeting a student, it is your responsibility to contact the student’s home contact person (e.g., parent, guardian) to let them know you will not be at that day’s session. It is also your responsibility to make up that session with the student at the student’s family’s convenience. These absences that are made-up with the student will not be counted in your absence total; however, a session not made-up with the student will be considered an absence and counted toward your absence total. Every effort should be made to be present at the regularly schedule sessions, and repeated rescheduling of sessions with your student client may be reflected in your Professionalism requirement grade.***

### **Students with Special Needs**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.



The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

### **Classroom Behavior, Decorum, and Civility**

This course and its participants will not tolerate discrimination, violence, or vandalism. STEM Education is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

### **Ethics Statement**

This course and its participants will not tolerate discrimination, violence, or vandalism. The Department of STEM Education is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the XXX program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult XXXX if you have questions regarding this requirement.

### **Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of

Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Grades**

***\*Please note if this course is taken for teacher certification, a student must earn a C or above for it to count towards completion of degree requirements.***

Grades will be assigned as follows for **undergraduate students**:

90%-100% A; 80%-89% B; 70%-79% C; 60%-69% D; Below 60% E

Grades will be assigned as follows for **graduate students**:

93%-100% A; 85%-82% B; 75%-81% C; Below 75% E

### **Final Exam Information**

There is no face-to-face final exam for this course. The final reflection paper and case report is due the day and time the final would be scheduled.

**Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

**Course Components**

Course readings and assessments have been selected and arranged in compliance with policies set forth by *Unbridled Learning*, the Kentucky Teacher Standards, SPA Standards, Kentucky Core Academic Standards, University of Kentucky Teacher Leader Standards, University of Kentucky Functional Skills and Dispositions, University of Kentucky Technology Standards, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, and the National Council for the Accreditation of Teacher Education Standards.

Assessment	Points
Case Report	100
Journal Entries	50
Reflective Essay	25
Instructional Strategy Activity	25
Tutoring Plans	P/F
<b>TOTAL POINTS</b>	<b>200</b>

**Instructional Strategy Activity (25 points)** – A variety of instructional strategies is essential for classroom instruction in today’s society. In the course readings you will encounter a variety of instructional strategies especially aimed at helping struggling mathematics students grapple with mathematics content that result in positive outcomes. You will lead your classmates in an instructional strategy activity during weeks 3-5 of class on-campus. The activity should last 15-20 minutes and actively engage your classmates 90% of the time.

**Case Report (100 points - Final) Due December 9** – Part of the assessment & instructional path is to report results to the stakeholders in the educational situation. In this working with the reader, the stakeholders are a home representative, the child’s teacher(s), your instructor, and you. These people are your audience for this report, although not all audience members will be equally interested in all sections. You will write a report of the assessments, instruction, results, summary, and recommendations for the future. You also will provide a “refrigerator sheet” that will assist people at home who want to continue to support the reader.

### Case Report Rubric

Trait/Score	4	3	2	1
Background information on student ( <i>a matter of completeness</i> )	Section is complete with the student's age, grade level, school, content area(s) for session instruction, pertinent ethnic, cultural, racial information, gender, and other important information.	Section includes all components but contains inaccurate information, lacks detail, or lacks clarity.	Section has one or two missing components.	Section has three or more missing components.
Assessment results, Instruction, & mathematics performance ( <i>a matter of effectiveness</i> )	Section is highly effective in making connections across assessment results, instruction, and mathematics performance.	Section is effective in making connections across assessment results, instruction, and mathematics performance.	Section is moderately effective in making connections across assessment results, instruction, and mathematics performance.	Section is ineffective in making connections across assessment results, instruction, and mathematics performance or section contains inaccurate information.
Summary ( <i>a matter of clarity</i> )	Section is exceptionally clear in providing the most important summative information regarding the student.	Section is generally clear in providing the most important summative information regarding the student.	Section lacks clarity in providing the most important summative information regarding the student.	Section is unclear in providing the most important summative information regarding the student.
Recommendations for future instruction and home involvement ( <i>a matter of clarity</i> )	Section is exceptionally clear in providing precise recommendations for instruction and home involvement.	Section is generally clear in providing precise recommendations for instruction and home involvement.	Section lacks clarity in providing precise recommendations for instruction and home involvement.	Section is unclear in providing precise recommendations for instruction and home involvement or is incomplete.

Trait/Score	4	3	2	1
One-sided refrigerator sheet <i>(a matter of effectiveness)</i>	Refrigerator sheet is highly effective in communicating and encouraging home mathematics involvement.	Refrigerator sheet is effective in communicating and encouraging home mathematics involvement.	Refrigerator sheet is moderately effective in communicating and encouraging home mathematics involvement.	Refrigerator sheet is ineffective in communicating and encouraging home mathematics involvement.

**Journal (25 pts. each; graded randomly 2 times this semester; 50 points total)**

You need to keep a journal of your experiences. Each week you need to reflect on your experiences, set down ideas for what you wish to do with your student, engage in self-evaluation, and consider underlying assumptions you are making about your content area, teaching, schools, and students. Journals should help you formulate and refine your philosophy of education.

In order to keep up with the increasing technology demands of our society, we will be utilizing a blog setting for journals this year. We will be using the NING website. Be sure to practice professionalism and use pseudonyms when writing about your students, their teachers and their parents/caregivers. The instructors will read and comment on the blog. In order to create a conversation, you are highly encouraged to comment back. You also need to comment on at least one other blog each week. We will really be using the blogging to create a dialogue about the clinic experience and to help learn, encourage, and support one another in this very important and exciting adventure.

**Reflective Essay (25 points; due December 7)**

This essay is a chance to step back from daily activities and integrate what occurred during the semester thus far. The purpose of this product is to synthesize your learning/growth/progress in this course. The reflective field notes/blogs you wrote each week may serve as a good starting place for your thinking. This essay can take many forms, but you may want to start by thinking of some assessment or instructional tools, ideas, or authors that were particularly helpful in your understandings. The essay will be no longer than 5 pages (double-spaced, one-inch margin, 12-point New Times Roman font).

**Reflective Essay Rubric**

Trait/Score	4	3	2	1
Support from class, sessions with reader or interactions with reader's family <i>(a matter of effectiveness)</i>	Essay contains highly relevant course-related examples to support statements.	Essay contains relevant course-related examples to support statements.	Essay contains moderately relevant course-related examples to support statements.	Essay contains irrelevant course-related examples to support statements.
Support from the	Essay contains	Essay contains	Essay contains	Essay contains

literature ( <i>a matter of effectiveness</i> )	highly appropriate citations or quotes from literature to support statements.	appropriate citations or quotes from literature to support statements.	moderately appropriate citations or quotes from literature to support statements.	inappropriate citations or quotes from literature to support statements.
Extension from this course ( <i>a matter of understanding</i> )	Essay contains thorough connections from course to society, teaching, or life outside the course.	Essay contains substantial connections from course to society, teaching, or life outside the course.	Essay contains partial connections from course to society, teaching, or life outside the course.	Essay contains misunderstandings of connections from course to society, teaching, or life outside the course.
Cohesive structure ( <i>a matter of clarity</i> )	Essay was exceptionally focused in content and organizational structure.	Essay was generally focused in content and organizational structure.	Essay lacked focus in content and organizational structure.	Essay was unfocused in content and organizational structure.
Presentation style ( <i>a matter of effectiveness</i> )	Essay was highly polished in regard to APA formatting, grammar, and written expression.	Essay was polished in regard to APA formatting, grammar, and written expression.	Essay was moderately polished in regard to APA formatting, grammar, and written expression.	Essay was unpolished in regard to APA formatting, grammar, and written expression.

**Tutoring Plans (Pass/Fail – 1 letter grade)**

It is expected that each group have a tutor plan(s) for their students each week. The plans should contain goals for the session(s), targets for the students to meet, and “if-time” strategies. Tutoring plans can take on many different forms, but a written plan at each class meeting is required. The instructors will check to ensure each group has a plan each week.

**THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER.**

**See Blue Mathematics Clinic Course Schedule  
FALL 2011**

\*\*This calendar is subject to change with adequate student notification and consultation\*\*

Course Meeting Date	Topic/Agenda	Readings and Assignments Due
August 24, 2011	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Expectations</li> <li>• Syllabus</li> <li>• Course Structure</li> <li>• NCTM and Kentucky Core Academic Standards for Mathematics (KCAS-M)</li> <li>• Teacher Self-Reflection Inventory</li> </ul>	<p>Browse course website and download readings.</p> <p>Read articles and be prepared for discussion for next class.</p>
August 31, 2011	<p>Understanding the importance of Mathematics:</p> <ul style="list-style-type: none"> <li>• Chapter 5: Mathematical understanding: An Introduction (pp. 217 – 256)</li> <li>• Chapter 4: Importance of valuing mathematics... (pp. 35-42)</li> </ul>	<p>Read articles and be prepared for discussion for next class.</p>
September 7, 2011	<p>Characteristics of struggling mathematics students: Can they even learn?</p> <ul style="list-style-type: none"> <li>• Chapter 5: Common learning characteristics (pp. 45-66)</li> <li>• Chapter 7: How struggling learners learn mathematics (pp. 67-80)</li> </ul>	<p>Read articles and be prepared for discussion for next class.</p>
September 14, 2011	<p>Developing strategies for struggling mathematics students</p> <ul style="list-style-type: none"> <li>• Chapter 1: Developing Algebraic Habits of Mind (pp. 1-19)</li> <li>• When a student perpetually struggles (pp. 125 – 128)</li> </ul>	

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September 21, 2011	Instructional Strategies to help students who struggle <ul style="list-style-type: none"> <li>• Instructional Strategies</li> <li>• Chapter 5: Self-Regulation strategies for better mathematics performance (pp. 89 – 107)</li> </ul>	Prepare session #1 tutoring plan
September 28, 2011	Session #1 4:00 – 4:30pm Homework help 4:30 – 5:30pm Specified tutoring/Student Interest Inventory 5:30 – 6:00pm Reflections	Tutoring Plan #1 Due  Reflect via blog and comment on one other blog by next class. Student Interest Inventory results  Initiate contact with parents/caregiver and teacher
October 5, 2011	Session #2 4:00 – 4:30pm Homework help 4:30 – 5:30pm Specified tutoring 5:30 – 6:00pm Reflections	Tutoring Plan #2 Due  Reflect via blog and comment on one other blog by next class.  Continue contact with parents/caregiver and teacher
October 12, 2011	Session #3 4:00 – 4:30pm Homework help 4:30 – 5:30pm Specified tutoring 5:30 – 6:00pm Reflections	Tutoring Plan #3 Due  Reflect via blog and comment on one other blog by next class.  Continue contact with parents/caregiver and teacher
October 19, 2011	Session #4 4:00 – 4:30pm Homework help 4:30 – 5:30pm Specified tutoring 5:30 – 6:00pm Reflections	Tutoring Plan #4 Due  Reflect via blog and comment on one other blog by next class.  Continue contact with parents/caregiver and teacher



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October 26, 2011	Session #5 4:00 – 4:30pm Homework help 4:30 – 5:30pm Specified tutoring 5:30 – 6:00pm Reflections	Tutoring Plan #5 Due  Reflect via blog and comment on one other blog by next class.  Continue contact with parents/caregiver and teacher
November 2, 2011	Session #6 4:00 – 4:30pm Homework help 4:30 – 5:30pm Specified tutoring 5:30 – 6:00pm Reflections	Tutoring Plan #6 Due  Reflect via blog and comment on one other blog by next class.  Continue contact with parents/caregiver and teacher
November 9, 2011	Session #7 4:00 – 4:30pm Homework help 4:30 – 5:30pm Specified tutoring 5:30 – 6:00pm Reflections	Tutoring Plan #7 Due  Reflect via blog and comment on one other blog by next class.  Continue contact with parents/caregiver and teacher
November 16, 2011	Session #8 4:00 – 4:30pm Homework help 4:30 – 5:30pm Specified tutoring 5:30 – 6:00pm Reflections	Tutoring Plan #8 Due  Reflect via blog and comment on one other blog by next class.  Continue contact with parents/caregiver and teacher
November 23, 2011 November 30, 2011	Thanksgiving Break-No Class Session #9 4:00 – 4:30pm Homework help 4:30 – 5:30pm Specified tutoring 5:30 – 6:00pm Reflections	Tutoring Plan #9 Due  Reflect via blog and comment on one other blog by next class.  Continue contact with parents/caregiver and teacher

Course Meeting Date	Topic/Agenda	Readings and Assignments Due
December 7, 2011	Session #10 4:00 – 4:30pm Homework help 4:30 – 5:30pm Specified tutoring 5:30 – 6:00pm Reflections and Debriefing for Semester	Tutoring Plan #10 Due  Reflective Essays Due  Case Report Due by 11pm December 9. Case Report should be mailed to parents/caregiver and teacher.