SYLLABUS FOR ASSESSMENT OF LEARNING IN MATHEMATICS EDUCATION
EDSE 5330
(Updated Summer 2017)

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Office hours: Online, schedule an appointment.

Course Description
Emphasis is on alternative assessment strategies for assessing mathematical thinking. Attention is given to concept mapping and clinical interviewing from a constructivist perspective.

Books

Course Objectives
1. Students will develop and implement clinical interviews that include research, theory and practice to facilitate adolescent children’s learning of mathematical concepts.
   1.1 Develop clinical interview plans
      1.1.1 Formulate and analyze hinge questions
      1.1.2 Design student self-evaluation tool
      1.1.3 Create 5E activity plan outline for a particular mathematics concept
   1.2 Implement clinical interviews
      1.2.1 Record and summarize interview sessions
      1.2.2 Analyze interview sessions
   1.3 Create a video reflection report on clinical interviews
      1.3.1 Compare and contrast student’s thinking throughout interviews
      1.3.2 Evaluate growth of own thinking throughout interviews
      1.3.3 Document the implementation of questioning strategies
      1.3.4 Identify opportunities for change in interviews for future interviews
      1.3.5 Synthesize literature related to formative assessment and clinical interviews
   1.4 Review literature related to short-cycle formative assessment
      1.4.1 Use literature to support and justify instructional strategies and decisions
      1.4.2 Reflective Analysis of Clinical Interview Project as a video project

Course Requirements and Evaluation
Discussion Boards:
To be effectively engaged includes: Being prepared by reading and reflecting on assigned material for each module and participating in module discussions. For each reading assignment,
an assessment of a summary is required. The summary should be concise (between 200-250 words) and to summarize main ideas with references to the readings for the week, and when appropriate, earlier readings, opinions, observations, and/or past experiences that are thoughtfully related to the readings throughout the response.

Clinical Interview Plans:
The Clinical Interview Plans focus on anticipating student responses, formulating questions, and planning possible feedback to students. Components of the plans will be completed and submitted before conducting your first clinical interview to allow time for peer feedback. Refer to the Assignment Due Dates table for specific deadlines.

Before beginning the plans, you will need to find ONE student (depending on certification area) who will participate in your clinical interviews. Choose a mathematics concept based on the student’s grade level. Two (2) interviews will be completed during this course. Focus the plans for the clinical interviews on one concept within one of the five (5) NCTM (2000) content standards – which are numbers and operations, algebra, geometry, measurement, and probability.

Clinical Interviews:
Formative assessment is the evidence of student learning that is elicited, interpreted, and used by the teacher, learner, and their peers in order to determine the next steps in learning (Black & Wiliam, 2009). This class will focus on the short-cycle formative assessment that occurs in an instructional period. Course participants will incorporate short-cycle formative assessment as part of implementing and analyzing clinical interviews. Specifically, course participants will concentrate on building their capacity to formulate and ask questions to elicit student thinking as to provide appropriate feedback to students during clinical interviews.

By the end of week two (2) of the course each participant will spend approximately 30 minutes in a clinical interviewing session with ONE student (depending on certification area) in or out of a school environment. Two (2) interviews will be completed in this course. The interviews are to be focused on one concept from one of the five (5) NCTM (2000) content standards – which are numbers and operations, algebra, geometry, measurement, and probability.

Each interview should be recorded (sound or video), and you will type a summary for each interview that includes documentation of the implementation of short-cycle formative assessment and activities. You will partner with a classmate and observe each other’s interview at least one time and will provide each other a summary and feedback. Lastly, you will write a brief reflection on your questioning strategies.

Final Project – Reflective Analysis Video:
On completion of the two clinical interviews and at least one peer observation, you will create a reflective analysis video presentation about what was learned and how teaching strategies have changed as a result of the experiences during the clinical interview process. The video presentation will include student’s thinking and growth of own thinking as a result of focusing on short-cycle formative assessment and how the research literature supports the analysis. Student work from the participant’s clinical interviews should be incorporated into the presentation. Pictures of the activities are encouraged. Use of technology is required. The presentation should be created using any software or online platform.
This is a comprehensive assessment of course participants’ knowledge towards particular mathematical teaching strategies, lesson development, epistemological viewpoints, and pedagogical insights that emerged as a result of this course’s texts, class discussions, and clinical interviews.

**Grading Categories:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>20</td>
</tr>
<tr>
<td>Clinical Interview Plans</td>
<td>25</td>
</tr>
<tr>
<td>Clinical Interviews</td>
<td>30</td>
</tr>
<tr>
<td>Final Project: Reflective Analysis</td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

A=90-100; B=80-89; C=75-79; D=70-74; F=below 69

Refer to rubrics in the Assignments section of BlackBoard for detailed grading components, timelines, and requirements for each assignment.

All submission locations for assignments should also be linked in the corresponding module.

**Assignment Due Dates:**

<table>
<thead>
<tr>
<th>Week Start Date</th>
<th>Assignments</th>
<th>Points</th>
<th>Submission Location</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>July 10</strong></td>
<td><strong>Week One: Syllabus and Introduction: What does it mean to assess?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction Video and Choose Collaboration Partners</td>
<td>1</td>
<td>Discussions: Student Lounge</td>
<td>July 12, Wednesday 5:00 pm</td>
</tr>
<tr>
<td></td>
<td>Clinical Interview Plans: Draft</td>
<td>3</td>
<td>Discussions: Clinical Interview Plans - Draft</td>
<td>July 14, Friday 5:00 pm</td>
</tr>
<tr>
<td></td>
<td>Clinical Interview Plans: Peer Feedback</td>
<td>3</td>
<td>Discussions: Clinical Interview Plans</td>
<td>July 15, Saturday 5:00 pm</td>
</tr>
<tr>
<td></td>
<td>Discussion Boards: Reading Summary</td>
<td>4</td>
<td>Discussions: Week 1</td>
<td>July 17 Monday 5:00 pm</td>
</tr>
<tr>
<td></td>
<td>Clinical Interview Plans</td>
<td>22</td>
<td>Assignments</td>
<td>July 17, Monday 5:00 pm</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>July 17</strong></td>
<td><strong>Week Two: Planning Observations &amp; Interviews</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion Boards: Reading Summary</td>
<td>4</td>
<td>Discussions: Week 2</td>
<td>July 24, Monday 5:00 pm</td>
</tr>
<tr>
<td></td>
<td>Clinical Interview #1</td>
<td>10</td>
<td>Assignments</td>
<td>July 24, Monday 5:00 pm</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>14</td>
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<td></td>
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<tr>
<td><strong>July 24</strong></td>
<td><strong>Week Three: Directing Discussions</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Clinical Interview: Peer Observation</td>
<td>5</td>
<td>Group Discussion</td>
<td>July 26, Wednesday 5:00 pm</td>
</tr>
<tr>
<td></td>
<td>Clinical Interview: Self-evaluation</td>
<td>5</td>
<td>Assignments</td>
<td>July 31, Monday 5:00 pm</td>
</tr>
<tr>
<td></td>
<td>Discussion Boards: Reading Summary</td>
<td>4</td>
<td>Discussions: Week 3</td>
<td>July 31, Monday 5:00 pm</td>
</tr>
</tbody>
</table>
### Grading:
Each assignment will be evaluated holistically based on the following criteria:

- Correctness/accuracy and/or relevance of information.
- When appropriate, substantiation of main points with logic, explanations, details, and/or specific examples.
- When appropriate, integration of course content (research, assessment, brain-based learning, and technology).
- When appropriate, reflectiveness in connecting course content to your own classroom and teaching practices.
- Organization and clarity in the communication of ideas.
- Grammar, spelling, punctuation, and presentation/neatness.

For grade assignments, a grade of “A” will be assigned for “superior” work, and a grade of “B” will be assigned for “good” work. It is expected that all course assignments (graded and non-graded) will be completed at mastery (i.e. A-B) level. If (in the professional opinion of the instructor) an assignment is not satisfactorily completed, it will be returned to the student, and the student will be required to re-do the work until it is at mastery level. If any course assignment (graded or non-graded) is not completed at mastery level by the end of the course, the instructor reserves the right to assign the student an “I” or “F” for the course or to lower the student’s final course grade—at the instructor’s discretion. Each course assignment is due by the due date announced in class.

*Due dates:* Weekly modules begin on Mondays and refer to the assignment due dates in the table above for time and day.

*Late assignments* posted less than one week **AFTER** the due date are eligible for one-half of the assignment points indicated for the assignment.

Typically, assignments will be graded within one week of submission (if the assignment was submitted by due date).

The instructor reserves the right to make changes in course assignments and examinations throughout the duration of the course.
Attendance and Participation

This class is intended as a learning community in which everyone learns and shares. Participation in discussion boards, partner work and feedback, and other activities listed in modules are fundamental to the learning and assessment of the class. Therefore, participation in body, mind, and spirit is a fundamental requirement for the course. Instructors and students are expected to contribute to learning by setting and working toward the attainment of professional goals. Students are expected to participate in all scheduled activities and discussion boards. An absence of online presence should be reserved in case of illness or family distress. Additional time for posting assignments may be granted for these situations. If a student misses more than 1 module of activities, s/he is subject to a reduction of her/his grade by 1 letter. Missing more than 2 modules of activities is grounds for additional grade penalty or for the instructor to drop the student from class.

The Educator as Agent of Engaged Learning:

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT’s basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.
A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

**Teacher Education & Administration**

**Departmental Policy Statements**

*ADA Policy:* The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at [http://disability.unt.edu/](http://disability.unt.edu/). You may also contact them by phone at 940.565.4323.

*Observation of Religious Holidays:* If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

*Academic Integrity:* Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf) Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

*Acceptable Student Behavior:* Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [https://deanofstudents.unt.edu/conduct](https://deanofstudents.unt.edu/conduct)

*Attendance:* See the instructor’s attendance policy.

*Eagle Connect:* All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

*Cell Phones and Laptop:* Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

*SETE:* The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

*Collection of Student Work:* In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

*TK20:* Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: [http://www.coe.unt.edu/tk20-campus-tools](http://www.coe.unt.edu/tk20-campus-tools) Announcements regarding TK20 will also be posted on this website.

*Comprehensive Arts Program Policy:* The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

*Technology Integration Policy:* The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.
To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: http://www.coe.unt.edu/texes-advising-office/texes-exams If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texes. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texes.ets.org

“Ready to Test” Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Take control; (4) Be prepared; (5) Get involved; and (6) Be persistent. Students are encouraged to access the following website: https://success.unt.edu. The site contains multiple student resource links and short videos with student messages.

Technical Requirements And Assistance

The following information has been provided to assist you in preparation for the technological aspect of the course.

UIT Help Desk  http://www.unt.edu/helpdesk/index.htm
Hardware and software necessary to use Bb Learn http://www.unt.edu/helpdesk/bblearn/
Browser requirements http://kb.blackboard.com/pages/viewpage.action?pageId=84639794
Computer and Internet Literacy http://clt.odu.edu/oso/index.php?src=pe_comp_lit
Headset/Microphone (if required for synchronous chats)
Word Processor
[Other related hardware or software necessary for the course]

Minimum Technical Skills Needed

Examples include the following:
Navigating and using basic tools of Blackboard Learn
Using email and attaching documents
Creating and submitting files in commonly-used word processing program formats
Copying and pasting text between applications

Student Technical Support

The University of North Texas UIT Student Helpdesk provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:

Email  helpdesk@unt.edu
Phone  940.565-2324
In Person  Sage Hall, Room 130
Hours  Monday-Thursday  8am-midnight
       Friday  8am-8pm
       Saturday  9am-5p
       Sunday  8am-midnight

Access And Navigation

Access and Log In Information

This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. Access the course at https://learn.unt.edu
You will need your EUID and password to log in to the course. If you don’t know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

Student Resources

You have access to these resources:

- Locate the “UNT Helpdesk” tab at the top of the Blackboard Learn window, which provides links to student resources of technical information and instruction, and how to contact the Help Desk for assistance.

- If you're new to online courses or unfamiliar with the learning management tools, go to the Blackboard Learn Student Orientation. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you for participating in the course.
• See short how-to videos at Blackboard Learn’s On Demand Learning Center for Students.

Student Academic Support Services
Links to all of these services can be found on the Academic Support tab at the top of your course site.

• Academic Resource Center
Buy textbooks and supplies, access academic catalogs and programs, register for classes, and more.

• Center for Student Rights and Responsibilities
Provides Code of Student Conduct along with other useful links.

• Office of Disability Accommodation
ODA exists to prevent discrimination on the basis of disability and to help students reach a higher level of independence.

• Counseling and Testing Services
CTS provides counseling services to the UNT community, as well as testing services such as admissions testing, computer-based testing, and career and other testing.

• UNT Libraries
Online library services.

• Online Tutoring
Chat in real time, mark-up your paper using drawing tools, and edit the text of your paper with the tutor’s help.

• The Learning Center Support Programs
Various program links provided to enhance the student experience.

• Supplemental Instruction
Program for every student, not just for students who are struggling.

• UNT Writing Lab
Offers free writing tutoring to all UNT students, undergraduate and graduate.

• Math Tutor Lab
Located in GAB, room 440.

• Succeed at UNT
How to be a successful student information.

Student Resources
Links to Academic Support Services, such as Office of Disability Accommodation, Counseling and Testing Services, UNT Libraries, Online Tutoring, UNT Writing Lab and Math Tutor Lab can be located on Blackboard Learn on the “Academic Support” tab.

• UNT Portal: http://my.unt.edu
• UNT Blackboard Learn Student Resources: Technical Support: http://www.unt.edu/helpdesk/
• UNT Library Information for Off-Campus Users: http://www.library.unt.edu/services/facilities-and-systems/campus-access
• UNT Computing and Information Technology Center: http://citc.unt.edu/services-solutions/students
• UNT Academic Resources for Students: http://www.unt.edu/academics.htm
• Computer Labs: [provide information if departmental labs are available for use to students]. General access computer lab information (including locations and hours of operation) can be located at: http://www.gacl.unt.edu/

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation
The paragraph reads:

(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open
broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance
To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.
If such an on-campus activity is required, it is the student’s responsibility to do the following:
(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.
Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

NOTE: THIS COURSE SYLLABUS IS INTENDED TO BE A GUIDE AND MAY BE MODIFIED AT ANY TIME AT THE INSTRUCTOR'S DISCRETION.