



**The Learning Tree Professional Development Network, LLC**  
Course Syllabus

**Course Title:** Getting Started with Math Workshop

**Credits:** 3 credits

**Class Type:** Accelerated Fully Online

**CATALOG DESCRIPTION:**

Getting Started with Math Workshop is designed to introduce participants to a structure for teaching math that supports each child's development in order to maximize math proficiency in **grades K through 8**. Participants will gain strategies for engaging students in standards-based, rigorous, and meaningful learning opportunities where the teacher focuses on a particular concept, strategy or skill. Course participants will learn to implement and facilitate math workshop in the classroom, including scheduling, designing stations or centers, lesson planning, differentiation, and assessment. Various models of math workshop will be studied.

**COURSE PREREQUISITES:** None

**LEARNING GOALS:**

GLOBAL GOALS OF THE COURSE:

1. Examine and apply theories of Math Workshop.
2. Implement techniques and strategies for designing Math Workshop.

INSTRUCTIONAL OBJECTIVES:

1. Critique current issues in Math Workshop.
2. Examine, define, and be able to implement the components of Math Workshop.
3. Devise and be able to implement mini-lessons for Math Workshop groups and whole class groups.
4. Select appropriate techniques for differentiation in Math Workshop.
5. Critique the role of assessment in Math Workshop.

**TEACHING/LEARNING ACTIVITIES:**

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table.

Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

### **REQUIRED READINGS:**

Sammons, L. (2010). Guided math: A framework for mathematics instruction. Shell Education: Huntington Beach, CA.

-Chapter One: Guided Math - A Framework for Mathematics Instruction

-Chapter Six: Supporting Guided Math with Math Workshop

-Chapter Eight: Assessment in Guided Math

### **EVALUATION METHODS:**

1. One Page Response Journals: Some week participants will be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it?

#### **One Page Response Journals Rubric (Online Response Journal Rubric)**

**Article Content** has been incorporated: journal response is mindful of article's content (25 pts)

**Reflection:** journal response demonstrates participant's reaction to the article's content (25 pts)

**Course Concepts** have been integrated: journal response is reflective of course content (25 pts)

**Journal Requirements** have been met: journal response is a minimum of one page (25 pts)

2. Online Discussions: Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.

#### **Online Discussions Rubric (Discussion Board Rubric)**

**Discussion Content:** discussion post is reflective of assignment week's topic AND discussion post contributes meaningfully to the discussion and participant learning (50 pts)

**Journal Requirements:** discussion post is a response, question, story, or reflection to assigned week's topic AND participant posted at least one post to assigned week's discussion board (50 pts)

3. Final Assignment: Using a Math Workshop template that will be provided, participants are to design a Math Workshop lesson that will target a strategy or skill. The participant is expected to include strategies and research discussed in class. This assignment is due at the close of the course/end of week 6. Participant lesson plans will include the following:

#### **Required Elements**

- Common Core State Standard being addressed (2 points)

- Target goal and/or objective of math lesson in Math Workshop (3 points)
- List 3 centers, stations, or independent work activities that match Common Core State Standard (23 points)
- Whole class mini-lesson (23 points)
- One small group lesson to include:
  - Groups' math abilities (i.e. lacking number sense, above grade level, etc.) (3 points)
  - Small group mini-lesson (mini-lesson should be designed for 10 to 15 minutes) (23 points)
- Assessment (can be for whole class or small group) (13 points)
- Summary activity (10 points)

### **Recommended Elements**

- Follow-up procedures
- Reflections
- Inclusion of any worksheets, texts, graphic organizers, etc.

### **TESTING AND GRADING:**

- 40% Written assignments (one page response journals)
- 20% Online discussions
- 40% Final Assignment

### Final Grading:

A = 4.0 (93-100)	C = 2.0 (73-76)
A- = 3.7 (90-92)	C- = 1.7 (70-72)
B+ = 3.3 (87-89)	D+ = 1.3 (67-69)
B = 3.0 (83-86)	D = 1.0 (63-66)
B- = 2.7 (80-82)	D- = 0.7 (60-62)
C+ = 2.3 (77-79)	F = 0.0 (Below 60)
	IN = Incomplete

This course will follow CSU-Pueblo's policy for incomplete grades.

The Learning Tree PDN will process and evaluate your work within 2 business days of receipt. Once evaluated, grades will be sent to CSU-Pueblo for processing. Grades may be posted sooner than 7 days depending on the time in the term and the volume of work being submitted to the instructor. After the grades have been entered into the system by the CSU-Pueblo, you can check your grades through your PAWS account. You may also request an official transcript to be sent from your PAWS account. If taking more than one course, it is recommended to wait until all grade reports are received from CSU-Pueblo before requesting transcripts. CSU-Pueblo transcript information can be found at <https://www.csupueblo.edu/registrar/transcripts.html>

### **Accommodations**

Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

### **Academic Dishonesty**

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the

Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

### **Mandatory Reporting**

Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website ([www.csupueblo.edu/institutional-equity](http://www.csupueblo.edu/institutional-equity)).

Please familiarize yourself with the reporting requirements of this policy. Because faculty and staff at CSU-Pueblo are "Responsible Employees," we have to report to the Director of the Office of Institutional Equity if you tell us that you were subjected to, or engaged in, any of the following acts: discrimination, protected class harassment, sexual misconduct, intimate partner violence, stalking, and retaliation.

### **Course Credit Guidelines**

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

### **TOPICAL TIMELINE**

#### **Week One**

- Review Syllabus
- Topics Covered:
  - What is Math Workshop & What's All the Fuss About?

#### **Required Readings**

Sammons, L. (2010). Guided math: A framework for mathematics instruction. Shell Education: Huntington Beach, CA.

-Chapter One: Guided Math - A Framework for Mathematics Instruction

#### **Other Assignments**

One Page Written Response.

#### **Week Two**

- Topics Covered:
  - Designing Math Workshop & Math Workshop in the Classroom
    - Format
    - Schedule

#### **Required Readings**

Sammons, L. (2010). Guided math: A framework for mathematics instruction. Shell Education: Huntington Beach, CA.

-Chapter Six: Supporting Guided Math with Math Workshop

**Other Assignments**

One Page Written Response.

**Week Three**

- Topics Covered:
  - Centers & Stations

**Other Assignments**

Discussion Post.

**Week Four**

- Topics Covered:
  - Planning
    - Whole Class Lessons
    - Mini-Lessons for Small Groups

**Other Assignments**

Discussion Post.

**Week Five**

- Topics Covered:
  - Assessment

**Required Readings**

Sammons, L. (2010). Guided math: A framework for mathematics instruction. Shell Education: Huntington Beach, CA.

-Chapter Eight: Assessment in Guided Math

**Other Assignments**

One Page Written Response.

**Week Six**

- Topics Covered:
  - Differentiation
    - Special Education Students
    - English Language Learner Students

**Other Assignments**

Discussion Post.

Final Assignment.

\* *Syllabus is subject to change.*

**TOPICAL OUTLINE**

Instructional Activity	Description of Activity	Time Spent
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<p><b><u>Week One</u></b></p> <ul style="list-style-type: none"> <li>● Review Syllabus</li> <li>● Topics Covered: <ul style="list-style-type: none"> <li>○ What is Math Workshop &amp; What's All the Fuss About?</li> </ul> </li> </ul> <p><b>Required Readings</b>  Sammons, L. (2010). Guided math: A framework for mathematics instruction. Shell Education: Huntington Beach, CA.  <u>-Chapter One: Guided Math - A Framework for Mathematics Instruction</u></p> <p><b>Other Assignments</b>  One Page Written Response.</p>	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5
<p><b><u>Week Two</u></b></p> <ul style="list-style-type: none"> <li>● Topics Covered: <ul style="list-style-type: none"> <li>○ Designing Math Workshop &amp; Math Workshop in the Classroom <ul style="list-style-type: none"> <li>▪ Format</li> <li>▪ Schedule</li> </ul> </li> </ul> </li> </ul> <p><b>Required Readings</b>  Sammons, L. (2010). Guided math: A framework for mathematics instruction. Shell Education: Huntington Beach, CA.  <u>-Chapter Six: Supporting Guided Math with Math Workshop</u></p> <p><b>Other Assignments</b>  One Page Written Response.</p>	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5
<p><b><u>Week Three</u></b></p> <ul style="list-style-type: none"> <li>● Topics Covered: <ul style="list-style-type: none"> <li>○ Centers &amp; Stations</li> </ul> </li> </ul> <p><b>Other Assignments</b>  Discussion Post.</p>	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5
<p><b><u>Week Four</u></b></p> <ul style="list-style-type: none"> <li>● Topics Covered: <ul style="list-style-type: none"> <li>○ Planning <ul style="list-style-type: none"> <li>▪ Whole Class Lessons</li> <li>▪ Mini-Lessons for Small Groups</li> </ul> </li> </ul> </li> </ul> <p><b>Other Assignments</b>  Discussion Post.</p>	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5
<p><b><u>Week Five</u></b></p> <ul style="list-style-type: none"> <li>● Topics Covered: <ul style="list-style-type: none"> <li>○ Assessment</li> </ul> </li> </ul> <p><b>Required Readings</b></p>	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5

<p>Sammons, L. (2010). Guided math: A framework for mathematics instruction. Shell Education: Huntington Beach, CA.  <u>-Chapter Eight: Assessment in Guided Math</u></p> <p><b>Other Assignments</b>  One Page Written Response.</p>		
<p><b><u>Week Six</u></b></p> <ul style="list-style-type: none"> <li>• Topics Covered: <ul style="list-style-type: none"> <li>o Differentiation <ul style="list-style-type: none"> <li>▪ Special Education Students</li> <li>▪ English Language Learner Students</li> </ul> </li> </ul> </li> </ul> <p><b>Other Assignments</b>  Discussion Post.  Final Assignment.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>
	<p>*hrs are estimates</p>	<p>Total  135 hours</p>