



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Getting Started with Math Workshop

Credits: 3 credits

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

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.

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

ADA POLICY

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. Please see your respective course syllabi for information on how to complete this process. If you are registered for PDPs or CEUs, please contact The Learning Tree PDN at learningtreepdn@gmail.com. Instructors will then be notified directly from the Accessibility Services Office of any approved academic accommodations including extended time eligibility.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy*.

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 Learning Tree PDN prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and The Learning Tree PDN. 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 Learning Tree PDN.

By taking this course, students agree that all required assignments may be subject to submission for "similarity review" to Turnitin.com, a tool intended to not just detect instances of plagiarism, but to prevent it as well. The tool is intended to help students identify passages that are unoriginal, incorrectly cited, or lacking appropriate source information. Submitted assignments may also be archived in the Turnitin.com database for the purpose of checking for possible future instances of plagiarism, additional similarity searches, and other educational purposes at the discretion of the instructor. For more information, please review the Privacy and Security guide at Turnitin.com.

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
<p><u>Week One</u></p> <ul style="list-style-type: none">● Review Syllabus● Topics Covered:<ul style="list-style-type: none">○ What is Math Workshop & What's All the Fuss About? <p>Required Readings 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>Other Assignments One Page Written Response.</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><u>Week Two</u></p> <ul style="list-style-type: none">● Topics Covered:<ul style="list-style-type: none">○ Designing Math Workshop & Math Workshop in the Classroom<ul style="list-style-type: none">▪ Format▪ Schedule <p>Required Readings 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>Other Assignments One Page Written Response.</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><u>Week Three</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Centers & Stations <p>Other Assignments Discussion Post.</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><u>Week Four</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Planning <ul style="list-style-type: none"> ▪ Whole Class Lessons ▪ Mini-Lessons for Small Groups <p>Other Assignments Discussion Post.</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><u>Week Five</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Assessment <p>Required Readings 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>Other Assignments One Page Written Response.</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><u>Week Six</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Differentiation <ul style="list-style-type: none"> ▪ Special Education Students ▪ English Language Learner Students <p>Other Assignments 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>