Goal: This course is designed to provide monitored tutoring experience in mathematics, K-6. You will be called upon to be a decision maker and reflective practitioner as described in the Watson School of Education framework. Upon successful completion of the course, the student should be able to:

1. Generate a synthesis of diagnostic data relevant to math instruction of a child.
2. Demonstrate ability to make appropriate decision regarding math lesson planning.
3. Design activities to help a child develop concepts, learn number facts, and other math skills.
4. Generate instructional sequences for those of the following which are appropriate:
   - Classification
   - Numeral formation
   - Whole number algorithms
   - Seriation
   - Place Value
   - Basic fact mastery
   - Patterning
   - Basic Operations
   - Money and time
   - Concept of number
   - Fractions/decimals
   - Graphing
   - Rote counting
   - Intuitive Geometry
   - Probability and Statistics
   - Estimation
   - Measurement
   - Problem solving
5. Generate effective oral and written communication with parents and professional educators.
6. Generate an analysis of strengths and areas for further development toward one's own professional growth.

Course Packet: Guide to Tutoring for Elementary Mathematics
Onslow Extension Course

Class Activities
1. Tutor a child for 10 hours.
2. Generate written plans for each session including at least 2-3 objectives, lesson activities (at least 3) to meet the objectives, and reflections on effectiveness of your instruction.
3. Lessons are to be submitted via the internet for pre-approval at least 24 hours in advance of each tutoring session.
4. Participate in all lab class meetings.
5. Design two assessments to use with your child:
   a) A diagnostic assessment to use during your first session. Attach the written description for the assessment and/or the child's written product to your first plan.
   b) An assessment of the child's reasoning or problem solving abilities.
6. Incorporate a Piagetian assessment or a number facts assessment into your tutoring sessions.
7. Incorporate your connections project into your tutoring.
8. Preview and use math software during at least one session.
9. Write a reflection paper on your current professional status as a learner and teacher at the end of the course.
Grading

Grading will be based upon 100 points.

A   = 93-100   A- = 90-92
B+  = 87-89    B  = 83-86   B- = 80-82
C+  = 77-79    C  = 73-76   C- = 70-72
D   = 60-69    F = Below 60

Quality of written plans/instruction  25 points
Professional Behavior/Parental Connections  25 points
Lab Class Attendance  20 points
1 absence = 15 pts.  2 absences = 10 pts.  3 absences = 5 pts.
4 or more absences = 0 pts    2 tardies = 1 absence
Assessment Tasks (2)  10 points
Completion of 10 hours - plans and letter submitted  10 points
Reflection Paper  10 points
Papers turned in late will have a penalty of one grade lower for each day the paper is late.

CLASS DATES
Monday January 10 – 5:30-6:20
Monday, January 24– 5:30-6:20
Monday January 31 – 5:30-6:20
Monday, February 21 – 5:30-6:20
Monday, March 28 – 5:30-6:20

Final Reflection Paper (1.5-2 typed pages)  Due: April 25, 2005

Reflect upon your tutoring experience:

1. Describe your most rewarding lesson and why you found this to be rewarding.
2. As you think about your future classroom with a large group of children rather than just one child, what have you learned from your tutoring experience that will be beneficial when teaching mathematics to a large class?
3. What do you feel that you have yet to learn to be an effective teacher with a class of students in math?