



MAE 6362
Senior High Mathematics Methods
90821 001
Fall 2026

Instructor Name

Ruthmae Sears

University Course Description

The course is designed to prepare the student for a successful internship experience as well as an induction to teaching mathematics in the high schools of today. The experiences help bridge the perceived gap between theory and practice.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

This course is offered in a **hybrid format**, combining scheduled face-to-face class meetings with asynchronous online learning. The hybrid structure provides flexibility while maintaining rigorous academic expectations and regular interaction between students and the instructor.

Face-to-face class sessions focus on mathematics content, instructional planning, classroom management, assessment practices, lesson demonstrations, and discussion of research-based instructional strategies. Students will participate in collaborative problem-solving, analyze instructional practices, present lesson demonstrations, and engage in professional discussions that connect educational theory with classroom practice.

The online portion of the course is organized into weekly modules that include assigned readings, recorded lectures, instructional resources, reflective activities, discussion forums, and technology-based assignments. Students are expected to complete online coursework prior to class meetings to support active participation during in-person instruction.

Course activities emphasize the application of mathematics education research, effective instructional decision-making, curriculum planning, assessment design, and the appropriate use of instructional technology. Students will develop long-range, unit, and lesson plans; evaluate instructional materials; examine classroom practices; and build a professional portfolio demonstrating readiness to teach secondary mathematics.

Student learning will be assessed through a variety of performance-based and traditional measures, including lesson and unit plans, written assignments, classroom observations, presentations, quizzes, participation, and a professional portfolio. Assessments are designed to evaluate mastery of course objectives, mathematical content knowledge, pedagogical skills, and the ability to apply evidence-based instructional practices in secondary mathematics classrooms.

The instructional design of this course promotes active engagement, critical thinking, professional communication, and the practical application of mathematics education research. All students are held to the same academic standards and are expected to demonstrate professionalism, personal responsibility, and ethical conduct throughout the course. The course is designed to prepare future mathematics teachers to meet state professional standards and effectively teach all students assigned to their classrooms in accordance with applicable Florida statutes, State Board of Education rules, and district policies.

Student Learning Outcomes

By the end of this course, students will be able to:

- a. Design standards-aligned lesson plans and instructional units appropriate for secondary mathematics classrooms.
- b. Develop a professional teaching portfolio that demonstrates proficiency in the mathematical content knowledge and pedagogical skills required for effective secondary mathematics instruction.
- c. Apply findings from mathematics education research to instructional planning, classroom practice, and student assessment.
- d. Integrate appropriate instructional technologies to enhance mathematics teaching, learning, and assessment.
- e. Demonstrate proficiency in the mathematical content and practices required for teaching secondary mathematics.
- f. Evaluate and implement evidence-based instructional strategies that promote student learning, mathematical reasoning, and problem-solving.
- g. Design and use valid assessment methods to monitor student progress and inform instructional decision-making.
- h. Demonstrate professional responsibilities consistent with Florida's Educator Accomplished Practices, state and national standard documents including ethical conduct, reflective practice, and effective communication with students, families, colleagues, and school personnel.

Course Objectives

Course Objectives

The objectives of this course are to prepare prospective secondary mathematics teachers to develop the knowledge, skills, and professional practices necessary for effective mathematics instruction in grades 6–12. Upon successful completion of this course, students will be able to:

- Examine the organization and implementation of secondary mathematics curricula in relation to Florida's academic standards and district curriculum requirements.
- Develop long-range, unit, and daily lesson plans that incorporate clear learning objectives, appropriate instructional strategies, and meaningful assessments.
- Apply evidence-based instructional practices that support mathematical understanding, reasoning, communication, and problem-solving.
- Design and implement classroom assessments that accurately measure student learning and inform instructional decisions.
- Integrate appropriate instructional technologies and mathematical tools to enhance teaching, learning, and assessment.
- Demonstrate proficiency in secondary mathematics content and its effective presentation in classroom instruction.

- Analyze mathematics education research and apply relevant findings to instructional planning and classroom practice.
- Develop instructional approaches that address varied levels of student readiness while maintaining high academic expectations for all students.
- Demonstrate professional responsibilities expected of secondary mathematics educators, including ethical conduct, collaboration, effective communication, and continuous professional growth.
- Compile a professional teaching portfolio that documents competency in mathematics content, instructional planning, assessment, technology integration, and reflective practice.

Course Topics

This course prepares mathematics intern teachers to develop the knowledge, instructional skills, and professional responsibilities necessary for effective secondary mathematics instruction. Through active participation in course activities, field experiences, and reflective practice, students will:

1. Explain how a school's mathematics curriculum is organized and aligned with applicable national, state, district, and school standards and curriculum frameworks.
2. Develop long-range (year), unit, and daily lesson plans that align learning objectives, instructional strategies, assessments, and state standards.
3. Design and implement appropriate assessment methods to evaluate student learning, monitor progress, and assign grades using fair, consistent, and standards-based practices.
4. Select and implement evidence-based instructional strategies that support mathematical understanding, reasoning, communication, and problem-solving.
5. Incorporate mathematical problem-solving, technology, and appropriate instructional resources to enhance teaching, learning, and student engagement.
6. Plan and deliver instruction that supports students with varied levels of mathematical readiness while maintaining high academic expectations and promoting student achievement.
7. Describe the professional roles and responsibilities of teachers in working effectively with students, families, administrators, colleagues, and the broader school community.
8. Demonstrate a commitment to continuous professional growth through reflective practice, collaboration, and engagement with current research and professional learning opportunities.
9. Identify, evaluate, and organize instructional resources that support mathematics learning, promote mathematical reasoning and problem-solving, incorporate appropriate instructional technologies (including graphing calculators and computer-based tools), and accurately represent the historical development and applications of mathematics.
10. Analyze classroom observations and field experiences to connect educational theory, instructional practice, and effective classroom decision-making.
11. Critically evaluate mathematics education research and apply research findings to instructional planning, assessment, and professional practice.

Required Texts and/or Readings and Course Materials

Sultan, A., & Artzt, A. F. (2010). *The mathematics that every secondary school math teacher needs to know*. New York: Routledge

How to Succeed in this Course

How to Succeed in this Course

This course will move at a rapid pace to keep up with the stated outcomes. **It is your responsibility to use good time management skills and not wait until the last minute to do assignments.** You can work ahead as much as you want. It is your responsibility to ask questions during class, after class and via email.

Factors that will help you succeed in this course are listed below. Be sure to take control of your own learning!

1. Schedule time to study. Be sure to allow time to work through the sections so that you meet the schedule in the syllabus.
1. Do not fall behind. It is harder to catch up than to stay on top of things.
1. If possible, choose a quiet area where you will not be interrupted for studying. Multi-tasking or technology used during mathematics study is not a good study plan.
1. Self-motivate. Remind yourself of why you are taking this course.

What personal goals require you to complete this course?

1. Work hard. Complete all course activities.
2. Seek help if needed. Be proactive.

Professional Disposition, Responsibilities and Standards

Professional Dispositions Framework

The University of South Florida's College of Education (USF COEDU) is committed to helping students build upon and successfully learn professional dispositions and ethical practices as they prepare to become future educators or enhance their knowledge and abilities.

Teaching requires not only specific content and pedagogical knowledge and skills but also positive attitudes regarding multiple dimensions of the profession. USF COEDU's Dispositions Framework is based on literature from the field and aligned with the Florida Educator Accomplished Practices (FEAPs). We expect candidates who enter our programs to display and continue to develop and demonstrate these dispositions.

USF COEDU has identified dispositions we will highlight, celebrate, learn, and monitor starting at admissions and throughout the initial teacher certification programs.

- The candidate demonstrates collaboration.
- The candidate demonstrates a growth orientation.
- The candidate demonstrates reflective thinking.
- The candidate demonstrates care for students.
- The candidate demonstrates ethical responsibility and professionalism.

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Dispositional Descriptions and Indicators

Collaborative

Education professionals must work together with their professional colleagues in schools and agencies, as well as with students, families, and communities, to achieve common goals and solve problems. Collaboration is founded upon the intentional seeking out of the opinions, expertise, and knowledge of others, consideration of all points of view, and a willingness to compromise to reach common goals.

Collaborative

Indicators for Collaboration

- Establishes and maintains respectful and professional relationships and positive interpersonal connections with PK-12 students, peers, mentor teachers, school personnel, caregivers/families, and professors.
- Demonstrates initiative, interest in, and enthusiasm for teaching and learning when working in coursework and clinical experience classrooms with their mentor teacher and other school personnel.
- Interacts and communicates effectively and respectfully with people with characteristics and perspectives different from oneself.

Growth-Oriented

Education professionals strive for high standards of instruction and service and to assist those served to achieve their full potential through increasing their knowledge and skills. They continuously improve their practice through self-assessment, progress monitoring, consultation, and collaboration with colleagues. They remain current with theory and practice in their field and with technological innovations.

Growth Oriented

Indicators for Professional Learning and Growth orientation

- Demonstrates a commitment to lifelong learning and continuous improvement through inquiry, professional endeavors, dialogue, and reflection.
- Demonstrates receptivity to constructive feedback by actively applying ideas and adjusting performance accordingly to improve professionalism, learning, and instruction.
- Seeks and processes appropriate support, resources, feedback, and professional growth opportunities to enhance teaching and learning.

Reflective

Education professionals actively analyze information and data acquired through inquiry and practice. Reflective thinking results in careful deliberation and reasoning in making decisions and choosing courses of action in instruction and service. Educators also critically examine the dynamics and social contexts in which they practice.

Reflective

Indicators for Reflective Thinking

- Exhibits a growth mindset through an open-mind and willingness to learn from experience.
- Analyzes, synthesizes, and evaluates information and data acquired through ongoing inquiry and practice.
- Engages in careful deliberation and reasoning when making pedagogical decisions.
- Demonstrates careful consideration of the consequences of one's actions as they affect others (e.g. students, families/caregivers, peers, school faculty, etc.).

Caring

Education professionals take an active interest in the physical, emotional, and intellectual health, well-being and growth of students served. They take appropriate steps to intervene when student health or well-being is in jeopardy, and support and encourage students to reach their full potential.

Dates

Indicators for Caring

- Exemplifies the belief that all students can learn and reach their full potential.
- Promotes the physical, emotional, mental, and intellectual health, well-being, and growth of students.
- Serves as an advocate for students when necessary.

Professional

Education professionals are guided by a commitment to adhere to professional codes of behavior. They hold themselves to high standards of conduct in their interactions with students, colleagues, families, and the community.

Caring

Indicators for Professionalism

- Exhibits professional demeanor (attitude), communication, dress, and behavior appropriate to the school setting, including sound professional judgment.
- Demonstrates discretion when discussing students, peers, faculty, and schools by not participating in disparaging conversations and/or working to diffuse such language.
- Prepares for class/seminar and clinical experiences and completes work in a timely manner.
- Demonstrates punctuality and regular attendance to university coursework clinical experience.
- Takes initiative by engaging professionally in university coursework and clinical experience classroom.
- Communicates in a timely matter with university supervisor, mentor teacher, and other colleagues.
- Adheres to and upholds the university's commitment to academic honesty and personal integrity. (Student Code of Conduct, social media policy, USF Academy Honesty/Personal integrity)
- Understands and maintains confidentiality related to student records, personal family information, and student variability in educational programming in order to protect the individual, child's, and family's privacy, unless such disclosure serves a professionally compelling purpose or is required by law (i.e., FERPA).

Productive Disposition

“...*Productive disposition*, described as a tendency to see mathematics as sensible, to perceive mathematics as useful and worthwhile, to believe that mathematics can be learned with steady effort, and, perhaps most important, to see oneself as an effective learner and doer of mathematics (NRC [2001](#)).” (Philipp & Siegfried, 2015, p. 490)

[Philipp, R. A., & Siegfried, J. M. (2015). Studying productive disposition: The early development of a construct. *Journal of Mathematics Teacher Education*, 18(5), 489-499.]

Professional Dispositions and Behavior Policy for Teacher Candidates

Professional Dispositions and Conduct

Teacher candidates are preparing to enter a profession that requires sound judgment, professionalism, ethical conduct, and effective communication. As future educators, candidates are expected to demonstrate behaviors consistent with the expectations of Florida educators, school districts, and the teaching profession.

Throughout this course, teacher candidates are expected to:

- Demonstrate self-control, professionalism, and emotional maturity in all classroom, online, field, and school-based settings.
- Communicate clearly, respectfully, and professionally in verbal, written, and electronic communications with faculty, peers, school personnel, students, and community members.
- Participate constructively in class discussions, collaborative activities, and field experiences.
- Accept constructive feedback professionally and demonstrate a willingness to improve instructional practice.
- Arrive prepared, engaged, and ready to contribute to a productive learning environment.
- Exercise sound professional judgment, maintain appropriate boundaries, and comply with all university policies and applicable school district expectations.
- Demonstrate honesty, integrity, and ethical behavior in accordance with university academic integrity policies and the expectations of the teaching profession.

Teacher candidates are expected to conduct themselves in a manner consistent with the standards of professional practice reflected in Florida law governing educator conduct, including the ethical obligations established by the Florida Education Practices Commission and applicable provisions of Chapters 1001 and 1012, Florida Statutes.

Classroom Expectations

Professional learning environments depend upon mutual respect and orderly conduct. The following behaviors are considered disruptive and inconsistent with professional expectations:

- Repeated interruptions of instruction or class activities.
- Disrespectful, discourteous, or unprofessional communication.
- Use of electronic devices in a manner that interferes with instruction.
- Failure to follow reasonable directions provided by the instructor.
- Conduct that substantially interferes with the learning environment or the educational opportunities of others.
- Any behavior that violates university policies governing student conduct.

Professional Communication Regarding Faculty and Colleagues

Teacher candidates are expected to demonstrate professionalism in all communications concerning faculty members, school personnel, peers, and other education professionals. Constructive questions, disagreements, and feedback are appropriate when expressed respectfully and through appropriate channels.

The following behaviors are inconsistent with professional expectations:

- Making disrespectful, disparaging, or unprofessional comments about faculty members, classmates, school personnel, or other education professionals during class or in course-related activities.
- Engaging in gossip, personal attacks, or conversations that undermine a professional learning environment.
- Publicly evaluating, criticizing, or discussing the performance of faculty members in a disrespectful or disruptive manner during instructional time or course activities.
- Using inflammatory, insulting, or inappropriate language toward any member of the university or school community.

Teacher candidates who have concerns regarding instruction, grading, field experiences, or other academic matters are encouraged to address those concerns directly with the appropriate faculty member or through established university procedures. Maintaining professional, respectful communication is an essential disposition expected of future educators and reflects the standards of the teaching profession.

Professional Conduct Penalty

Because professional behavior is an essential component of teacher preparation, any documented incident of disruptive or unprofessional conduct may result in a **10% deduction from the student's final course grade**. The instructor will determine whether the conduct rises to the level of a documented disruption based on the facts and circumstances of the incident.

This deduction is separate from academic performance and reflects the professional disposition component of teacher preparation.

Professional Improvement Plan

Candidates who demonstrate concerns related to professional dispositions or conduct may be placed on a **Professional Improvement Plan (PIP)**. The purpose of the plan is to provide clear expectations, measurable goals, and

opportunities for improvement to ensure candidates meet the minimum professional standards expected of future educators.

The Professional Improvement Plan may include:

- Identification of the specific behaviors requiring improvement.
- Clearly defined performance expectations.
- Required meetings with the instructor or program personnel.
- Progress monitoring and documentation.
- Timelines for demonstrating satisfactory improvement.

Failure to demonstrate sufficient improvement may result in additional academic or programmatic action consistent with university policies and educator preparation program requirements.

Commitment to Professional Excellence

Successful completion of a teacher preparation program requires more than academic achievement. Teacher candidates are expected to consistently demonstrate the professional dispositions, communication skills, ethical conduct, and self-regulation necessary to foster safe, orderly, and effective learning environments. These expectations apply throughout coursework, clinical experiences, internships, and all activities associated with the educator preparation program.

Responsibilities of teachers of mathematics

The items listed below represents a small fraction of the things mathematics teachers must do in the course of their work:

1. Design mathematically accurate explanations that are comprehensive and useful to students;
2. Use mathematically appropriate and comprehensible definitions;
3. Represent ideas carefully, mapping between a physical or graphical model, and symbolic notation, and the operation or process.
4. Interpret and make mathematical and pedagogical judgments about students' questions, solutions, problems and insights (both predictable and unusual);
5. Be able to respond productively to students' mathematical questions and curiosities;
6. Make judgments about the mathematical quality of instructional materials and modify as necessary;
7. Be able to pose good mathematical questions and problems that are productive for student's learning;
8. Assess students' mathematics learning and take next steps.

[Source: Ball (2003) Mathematics in the 21st Century: What mathematical knowledge is needed for teaching mathematics.

<http://www.ed.gov/inits/mathscience/ball.html>]

Students are expected to demonstrate behavior consistent with a professional career. An individual's temperament, aptitudes, beliefs, values, etc. should be exemplary for teacher candidates who are pursuing a teacher education program. Failure to demonstrate such conduct will impact a student's grade as noted in the course syllabus. In particular, students must:

- Attend all class meeting. You are expected to be present at the beginning and conclusion of this class. Individuals' attendance, punctuality and engagement should be consistently eminent.
- Prepare carefully for class. Your ability to contribute to your own and your peers' understanding is dependent on your level of preparation. Therefore, you must be thoroughly prepared for each class.
- Complete and submit all assignments on time. You should demonstrate an ability to complete work autonomously, effectively utilize feedback, and follow directions. All assignment should be completed on time (before the specified due date and time). See assignment policy above. Students should maintain a file of all graded assignments until after receiving an official grade notification from the registrar.
- Collaborate responsibly with colleagues in coursework. Thoughtful participation, capacity to objectively reflect on one's disposition and behaviors, and demonstration of civility, diplomacy and sensitivity towards others should be evident.
- Engage in all course activities and discussions.
- Individuals should exhibit a positive response to feedback.
- Exhibit an aptitude to objectively consider new ideas.
- Interact professionally with classmates. Be respectful in conversation, behavior, and written correspondence to all parties. Students must demonstrate respectful standards of behavior during class discussion. *Please turn off all cellular phones, or place them in a non-ringing mode.*
- Students are expected to conduct themselves as professionals by positively influencing the classroom environment. Students who come late, leave early, or are absent, rarely contribute ideas, appear to be participating in discussions extraneous to the class, are observed to be doing work not related to the class, are disruptive, or inattentive, or passive are not behaving professionally.
- Students are expected to support all claims made in written and oral communications by relevant mathematics education literature.

NCTM (2014) Effective Mathematics Teaching Practices

As teachers of mathematics you are expected to exhibit the professional standards of the discipline. During your mathematical instruction, you are encouraged to exhibit the NCTM (2014) effective mathematics teaching practices. The practices are as follow:

- **Establish mathematics goals to focus learning.** Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.
- **Implement tasks that promote reasoning and problem solving.** Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.
- **Use and connect mathematical representations.** Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.
- **Facilitate meaningful mathematical discourse.** Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.
- **Pose purposeful questions.** Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.
- **Build procedural fluency from conceptual understanding.** Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems
- **Support productive struggle in learning mathematics.** Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.
- **Elicit and use evidence of student thinking.** Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

<http://www.nctm.org/Conferences-and-Professional-Development/Principles-to-Actions-Toolkit/Resources/7-EffectiveMathematicsTeachingPractices/>

AMTE Standards (2017) for well-prepared beginning teachers of mathematics

Label	Topic	Description
C.1	MATHEMATICS CONCEPTS, PRACTICES, AND CURRICULUM	Well-prepared beginning teachers of mathematics possess robust knowledge of mathematical and statistical concepts that underlie what they encounter in teaching. They engage in appropriate mathematical and statistical practices and support their students in doing the same. They can read, analyze, and discuss curriculum, assessment, and standards documents as well as students' mathematical productions.
C.2	PEDAGOGICAL KNOWLEDGE AND PRACTICES FOR TEACHING MATHEMATICS	Well-prepared beginning teachers of mathematics have foundations of pedagogical knowledge, effective and equitable mathematics teaching practices, and positive and productive dispositions toward teaching mathematics to support students' sense making, understanding, and reasoning
C.3	STUDENTS AS LEARNERS OF MATHEMATICS	Well-prepared beginning teachers of mathematics have foundational understandings of students' mathematical knowledge, skills, and dispositions. They know how these understandings can contribute to effective teaching and are committed to expanding and deepening their knowledge of students as learners of mathematics.

Label	Topic	Description
C.4	SOCIAL CONTEXTS OF MATHEMATICS TEACHING AND LEARNING	Well-prepared beginning teachers of mathematics realize that the social, historical, and institutional contexts of mathematics affect teaching and learning and know about and are committed to their critical roles as advocates for each and every student.

AMTE Standards (2017) for effective programs for preparing beginning teachers

T	Topic	Description
P.1	ESTABLISH PARTNERSHIPS	An effective mathematics teacher preparation program has significant input and participation from all appropriate stakeholders
P.2	OPPORTUNITIES TO LEARN MATHEMATICS	An effective mathematics teacher preparation program provides candidates with opportunities to learn mathematics and statistics that are purposefully focused on essential big ideas across content and processes that foster a coherent understanding of mathematics for teaching.

T	Topic	Description
P.3	OPPORTUNITIES TO LEARN TO TEACH MATHEMATICS	An effective mathematics teacher preparation program provides candidates with multiple opportunities to learn how to teach through mathematics-specific methods courses (or equivalent professional learning experiences) in which mathematics, practices for teaching mathematics, knowledge of students as learners, and the social contexts of mathematics teaching and learning are integrated
P.4	OPPORTUNITIES TO LEARN IN CLINICAL SETTINGS	An effective mathematics teacher preparation program includes clinical experiences that are guided on the basis of a shared vision of high-quality mathematics instruction and have sufficient support structures and personnel to provide coherent, developmentally appropriate opportunities for candidates to teach and to learn from their own teaching and the teaching of others.
P.5	RECRUITMENT AND RETENTION OF TEACHER CANDIDATES	An effective mathematics teacher preparation program attracts, nurtures, and graduates high-quality teachers of mathematics who are representative of diverse communities.

Attendance

Candidates are expected to attend all classes. Each candidate should arrive prior to class and remain until the conclusion of the class. Prompt attendance is expected. A tardy may count as an absence. In the event of an unavoidable absence (e.g. serious illness, accident, hospitalization, or significant

immediate family tragedy) the candidate may provide the instructor with documentation verifying the absence within 48 hours for any consideration. If a candidate anticipates the necessity of being absent from class due to the observation of a major religious observance please provide the instructor a notice of the date(s), in writing, by the second class meeting. With the exception of major religious observances, candidates who come to class late, leave early, and/or miss class are not entitled to the same professional disposition points (and/or other forms of evaluation) as candidates who attend more or all classes. Regarding engagement, each candidate must be actively engaged in class work at all times to be considered present. Candidates will be considered absent if they disengage from class activities and professional disposition points will be deducted. Absences, coming late, leaving early and disengaging in class significantly affect each candidate's ability overall grade in the course. **More than two unexcused absences will result in a lower letter grade in the course. Hence, an A+ will go to a A-, an A will go to a B+, an A- will go to be a B, etc.**

Grading Scale

The university's plus/minus system of grading will be used. The Grading Scale is as follows:

A + : 97%-100%

A : 94%- 96%

A- 90%- 93%

B+ : 87%-89%

B: 84% - 86%

B- : 80%- 83%

C+ 77-79%

C: 74-76%

C - : 70-73%

D+: 67-69%

D: 64- 66%

D- : 60%- 63%

F : below 60%

Grade Categories and Weights

Course Assessment and Grading Categories

I know that in addition to your responsibilities for this class, you are all incredibly busy and productive in a multitude of other life roles. It is my sincere hope that you will read this syllabus carefully and ensure that you are willing to devote the time and energy needed to have a successful and enjoyable experience in this course. Most people who do not succeed in this course are unwilling and/or unable to devote the necessary time to this course. The “necessary time” depends on prior knowledge, the grade you would like to earn, and the effort taken to complete the assigned tasks.

Students’ achievement of course goals and objectives are based on the following assessments.

Assessment	Points	Percentage	Dates
Assessment	Points allocated	Percentage of Final Grade**	Tentative Due / Scheduled Date
Unit Plan	100	20%	September 21, 2026
Using co-planning and co-teaching to facilitate learning opportunities in mathematics using high impact instructional practices (CLASSROOM OBSERVATIONS- minimum of 25 hours)	100	20%	October 26, 2026
Portfolio	100	20%	November 30, 2026
Curriculum & Assessment Project pertaining to Full Proof	150	30%	November 16, 2026

Assessment	Points	Percentage	Dates
Peer Teaching of High School Mathematics Content	50	10%	Ongoing throughout the semester – Individuals must be prepared to facilitate class discussions on their assigned date. No alternative time will be allocated ***

I. Description of Assignments

• Unit Plan

Students will develop a comprehensive instructional unit for a secondary mathematics course designed to promote students' mathematical reasoning, conceptual understanding, problem-solving, and procedural fluency. The unit may focus on one of the following mathematical strands: **Algebra, Functions, Financial Literacy, Geometry, Data Analysis and Probability, Trigonometry, Logic and Theory, or Calculus.**

The unit should demonstrate coherent instructional planning and include the purposeful integration of appropriate instructional technologies to support mathematics teaching, learning, and assessment.

The completed unit must include the following components:

- Cover page
- Unit overview and rationale
- Unit learning objectives aligned with the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Mathematics Standards
- Outline showing the progression of mathematical concepts and skills throughout the unit
- Instructional strategies that support students with varied levels of mathematical readiness while maintaining high academic expectations
- Description of instructional technologies and mathematical tools incorporated throughout the unit
- Assessment plan, including formative and summative assessment instruments
- References and instructional resources, as appropriate

Lesson Plan Requirements

Each lesson within the unit must include:

- Florida B.E.S.T. Mathematics Standards addressed by the lesson
- Clear and measurable learning objectives
- Instructional tasks and learning activities
- Materials and instructional resources
- Technology and mathematical tools used to support instruction
- Assessment methods used to monitor student learning
- A detailed description of instructional procedures and lesson implementation

Lesson plans should demonstrate coherent instructional design by aligning standards, learning objectives, instructional activities, technology, and assessments. Students are expected to apply mathematical content knowledge, evidence-based instructional practices, appropriate assessment strategies, and effective technology integration to support student learning. The completed unit should reflect sound instructional decision-making, logical progression of mathematical concepts, and professional planning consistent with effective secondary mathematics instruction.

- **Co-Planning, Co-Teaching, and Classroom Observation Assignment .**

Co Planning and co-teaching and classroom observations

Students are required to complete online training modules on co-planning and co-teaching prior to beginning their classroom observations. Students will complete a minimum of 25 hours of classroom observations in a secondary mathematics setting and participate in professional learning related to co-planning and co-teaching. The purpose of this assignment is to connect educational theory with classroom practice by analyzing effective mathematics instruction, instructional planning, technology integration, and collaborative teaching practices.

The completed assignment must include the following components:

a. Co-Planning and Co-Teaching Training Reflection

Submit a reflective summary of the online training modules. The reflection should describe key concepts, effective co-planning and co-teaching practices, and how these approaches can support high-quality mathematics instruction.

a. Classroom Observation Reflection and Log

Complete a minimum of **25 observation hours** and submit a signed observation log.

Prepare a reflective summary that analyzes:

- Mathematics content and instructional practices observed
- Student engagement and mathematical thinking
- Instructional strategies used to support students with varied levels of mathematical readiness
- Classroom management and learning environment
- Assessment practices used to monitor student learning
- Integration of instructional technology, when applicable

a. Co-Taught Mathematics Lesson Plan

Develop one standards-aligned mathematics lesson plan that incorporates instructional technology and includes the purposeful use of **two co-teaching strategies**. The lesson should demonstrate alignment among learning objectives, instructional activities, technology, and assessment.

a. Teaching Demonstration

Record a video of yourself teaching all or part of the mathematics lesson developed for this assignment during your clinical experience or an approved instructional setting. The lesson should demonstrate effective mathematics instruction, appropriate technology integration, and implementation of the selected co-teaching strategies, where applicable.

a. Reflective Analysis of Teaching Practice

Submit a written reflection analyzing the lesson planning and teaching experience. The reflection should evaluate the effectiveness of the instructional strategies, technology integration, assessment methods, classroom interactions, and student learning. Students should identify strengths of the lesson, areas for improvement, and describe how the experience will inform future instructional planning and professional growth.

- **Portfolio**

The Professional Portfolio documents your development as a prospective secondary mathematics teacher and demonstrates your growth in mathematics content knowledge, instructional planning, assessment, technology integration, professional practice, and reflective teaching. The portfolio should provide evidence of your readiness to teach secondary mathematics and serve as a professional resource beyond this course. Students may complete this assignment individually or in groups of **no more than four (4)**. Collaborative work is permitted on selected portfolio components; however, each

student must demonstrate individual competency. The following artifacts **must be completed individually** by each group member:

- Introduction of the Author
- Statement of Beliefs/Philosophy of Education
- Reflection on Teaching Mathematics
- Professional Portfolio Self-Assessment

Students are encouraged to include additional artifacts that demonstrate professional growth, instructional effectiveness, and preparation for teaching secondary mathematics.

Required Portfolio Components

- 1. Introduction of the Author (*Individual*)**
Introduce yourself as a future mathematics educator. Include your academic background, reasons for pursuing mathematics education, professional strengths, areas for continued growth, significant experiences that have influenced your career goals, plans for professional development, and a current résumé.
- 2. Florida B.E.S.T. Mathematics Standards**
Describe the structure and purpose of the Florida B.E.S.T. Mathematics Standards, with particular attention to the Mathematical Thinking and Reasoning Standards.
- 3. Algebra Standards and Instruction**
Examine the Florida B.E.S.T. Algebra 1 and Algebraic Reasoning Standards. Identify evidence-based instructional strategies that support effective algebra instruction using current mathematics education research.
- 4. Geometry Standards and Instruction**
Examine the Florida B.E.S.T. Geometry Standards (Grades 9 -12). Identify evidence-based instructional strategies that support students' geometric reasoning and conceptual understanding.
- 5. Data Analysis and Probability Standards and Instruction**
Examine the Florida B.E.S.T. Data Analysis and Probability Standards (Grades 9 -12). Identify evidence-based instructional strategies that support effective teaching of statistics and probability.
- 6. Lesson Plans**
Include at least:
 - One Algebra lesson plan
 - One Geometry lesson plan
 - One Data Analysis and Probability lesson plan
- 7. Assessment in Secondary Mathematics**
Discuss the role of formative and summative assessment in mathematics instruction and explain how assessment data can be used to monitor student learning and inform instructional decisions.
- 8. Sample Assessments**
Develop sample assessments for Algebra, Geometry, and Data Analysis and Probability, including scoring guides or rubrics.
- 9. Technology Integration**
Describe an instructional technology appropriate for secondary mathematics. Include a lesson plan demonstrating meaningful integration of the technology to enhance mathematics teaching, learning, and assessment.
- 10. Student Engagement and Classroom Management**
Describe evidence-based strategies that promote student engagement, establish positive learning environments, and support effective classroom management.

11. **Statement of Beliefs/Philosophy of Education** *(Individual)*
Describe your philosophy of teaching and learning mathematics, including your beliefs about effective instruction, assessment, and student learning.
12. **Reflection on Teaching Mathematics** *(Individual)*
Reflect on your development as a mathematics educator, including instructional strengths, areas for continued growth, and goals for future professional practice.
13. **Standards-Aligned Mathematics Lesson Plan**
Develop a standards-aligned mathematics lesson that demonstrates mathematical reasoning, problem-solving, technology integration where appropriate, and evidence-based instructional practices.
14. **Commitment to High Academic Expectations**
Describe your commitment to maintaining high academic expectations, using evidence-based instructional practices, and providing rigorous mathematics instruction that supports student success.
15. **Video Analysis of Effective Mathematics Teaching**
Include a video recording or link to a high-quality secondary mathematics lesson. Provide a written analysis describing the instructional practices, classroom interactions, mathematical content, and teaching strategies that contribute to effective instruction.
16. **Mathematics Learning Activities**
Design at least two mathematics games or learning-center activities that reinforce mathematical concepts and promote student engagement.
17. **Professional Portfolio Self-Assessment** *(Individual)*
Complete a reflective self-assessment evaluating your professional growth, portfolio artifacts, instructional competencies, and goals for continued professional development.

- **Peer Teaching of High School Mathematics Content**

Each student will plan and teach a lesson on an assigned secondary mathematics topic from the course textbook. The lesson should accurately present the assigned mathematical content and include at least one learning activity that enables classmates to demonstrate conceptual understanding, mathematical reasoning, and problem-solving.

Students are expected to design and deliver a well-organized lesson that models effective secondary mathematics instruction using evidence-based instructional practices. Lessons should incorporate appropriate instructional technologies, purposeful questioning techniques, and mathematical tasks that actively engage students in learning. Instruction should demonstrate clear alignment among learning objectives, instructional activities, and assessment.

A lesson outline, instructional materials, and any technology resources must be submitted to the instructor before the scheduled presentation.

Evaluation Criteria

Peer teaching presentations will be evaluated using the following criteria:

- Accuracy and depth of the mathematical content presented.
- Alignment of the lesson with the assigned textbook section, Florida B.E.S.T. Mathematics Standards (when applicable), and stated learning objectives.
- Organization, clarity, and logical progression of the lesson.
- Effective use of evidence-based instructional strategies, mathematical tasks, and questioning techniques.
- Appropriate integration of instructional technology and mathematical tools.
- Alignment of instructional activities with methods used to assess student learning.
- Professionalism, preparedness, communication, and instructional delivery.
- Ability to engage classmates in mathematical reasoning, problem-solving, and meaningful mathematical discourse.

• Curriculum & Assessment Project

The purpose of this project is to demonstrate your ability to evaluate and implement a standards-aligned mathematics curriculum while integrating technology, instructional planning, and assessment to support geometry instruction. Using the **FullProof** curriculum, students will design a **Canvas module** that promotes mathematical reasoning and proof through coherent, technology-enhanced instruction.

The completed Canvas module must include the following components:

1. Overview of the FullProof Curriculum

- Provide a concise description of the FullProof curriculum and explain how it supports the development of mathematical reasoning and proof in secondary geometry.
- Evaluate key curriculum features, including:
 - Types of mathematical tasks
 - Level of cognitive demand
 - Instructional supports provided
 - Coherence and progression of concepts
 - Alignment with the Florida B.E.S.T. Mathematics Standards
 - Opportunities for formative and summative assessment
 - Strategies that support students with varied levels of mathematical readiness

2. Instructional Video

- Create an instructional video teaching a geometry lesson using the FullProof curriculum.
- The lesson should demonstrate accurate mathematical content, promote reasoning and proof, integrate appropriate instructional technology, and reflect evidence-based instructional practices.

3. Assessment Plan

- Develop formative and/or summative assessments aligned with the instructional video and lesson objectives.
- Include a scoring rubric or other evaluation tool that clearly defines expectations for student mastery.

4. Standards Alignment

- Identify the Florida B.E.S.T. Mathematics Standards addressed in the module and explain how the instructional activities support the identified standards.

5. Instructional Planning

- Describe the instructional strategies used to promote mathematical reasoning, student engagement, and conceptual understanding.
- Explain how the lesson supports students with varied levels of mathematical readiness while maintaining high academic expectations.

6. Reflective Analysis

- Submit a personal reflection discussing what you learned from using the FullProof curriculum and developing the Canvas module.
- Reflect on the strengths of the curriculum, challenges encountered during planning and implementation, and how this experience will influence your future mathematics teaching.

Instructor Feedback Policy & Grade Dissemination

Communication and Response Time:

The instructor will respond to course-related email communications within 48 hours of receipt on business days. Emails should be clear, concise, and pertain directly to course content or requirements.

Feedback on Assignments:

Feedback on major assessments, including final projects, will be provided within two weeks of the posted deadline, when applicable.

Access to Grades:

Students may access their scores and overall course progress at any time through the Canvas “Grades” feature. It is the student’s responsibility to regularly review posted grades and promptly address any questions or concerns with the instructor. **For guidance on how to do this, please visit the** Canvas Guide on How to View Grades.

Major Topics and Course Schedule

This syllabus reflects the planned course content, schedule, and instructional activities at the beginning of the semester. While every effort will be made to follow this plan, adjustments may be made as needed to enhance student learning, address instructional priorities, or accommodate unforeseen circumstances. Any substantive changes will be communicated to students in a timely manner.

The course schedule identifies the required readings and planned learning activities for each instructional module.

Note: The course schedule is tentative and may be revised at the instructor's discretion. Students are responsible for remaining informed of any updates announced in class or posted on Canvas.

Dates	Topics	Supplementary readings	Assignment due
Dates	Topics	Supplementary Readings	Assignment Due
August 24, 2026	Supporting all students within the class setting The quadratic formula (p.90-93)	Frank, K. (2021). The structure of the quadratic formula. <i>Mathematics Teacher: Learning and Teaching PK-12</i> , 114(5), 395-398. Lambert, R. (2021). The Magic Is in the Margins: UDL Math. <i>Mathematics Teacher: Learning and Teaching PK-12</i> , 114(9), 660-669. Meagher, M. S., Edwards, M. T., & Özgün-Koca, S. A. (2021). A Quadratic to a Quadratic? This Is New!. <i>Mathematics Teacher: Learning and Teaching PK-12</i> , 114(11), 860-868.	

Dates	Topics	Supplementary readings	Assignment due
August 31, 2026	Short Range Planning Area of triangles and quadrilaterals (p.113-125)	Bostic, J. D., Vostal, B., & Folger, T. (2021). Growing TTULPs through your lessons. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 114(7), 498-507. Eskelson, S. L., Townsend, B. E., & Hughes, E. K. (2021). Maximizing Area and Perimeter Problems. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 114(1), 41-46. Livers, S. D., & Bennett, V. M. (2021). Planning Pitfalls: Considerations for Decision-Making. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 114(4), 306-311. Peterson, B. (2022). Area of a Changing Triangle: Piecing It Together. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 115(3), 211-219.	
September 7, 2026	NO Class – Labor Day		

Dates	Topics	Supplementary readings	Assignment due
September 14, 2026	Long Range Planning and Unit Plans The circle - Area of the circle (p.125-123)	Baker, K., Morrison, S. A., & Perez, M. F. C. (2022). Five Core Routines for Teaching Mathematics Outside. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 115(7), 476-482. Coleman, L. K. (2020). Build a bridge: Provide access to grade-level content for all students. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 113(7), 590-593. Hallman-Thrasher, A., & Spangler, D. A. (2020). Purposeful questioning with high cognitive-demand tasks. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 113(6), 446-459. Wasserman, N. H., Weber, K., Fukawa-Connelly, T., & Mejía-Ramos, J. P. (2020). Area-preserving transformations: Cavalieri in 2D. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 113(1), 53-60.	

Dates	Topics	Supplementary readings	Assignment due
September 21, 2026	Reasoning and Proof Chapter 1-Intuition and Proof (p. 1-15)	Anderson, N. (2021). Keep calm and press for reasoning. <i>Mathematics Teacher: Learning and Teaching PK-12</i> , 114(8), 591-597. Derrick, J., & Cavey, L. (2021). High School Students' Understanding of Proof. <i>Mathematics Teacher: Learning and Teaching PK-12</i> , 114(3), 212-218. Vinsonhaler, R., & Lynch, A. G. (2020). Students' Understanding of Counterexamples. <i>Mathematics Teacher: Learning and Teaching PK-12</i> , 113(3), 223-228.	Unit Plan Due

Dates	Topics	Supplementary readings	Assignment due
September 28, 2026 (Virtual)	Classroom Management and Strategies for Teaching more Effectively Geometric Transformation (Chapter 10, p. 451-481)	Lo, J. J., & Cox, D. C. (2020). Reasoning about Composite Shapes with Transformations. <i>Mathematics Teacher: Learning and Teaching PK-12</i> , 113(12), e85-e90. Teuscher, D., Dingman, S., Olson, T. A., & Kasmer, L. A. (2021). Geometric Reflections: Why Should They Not Be Just a Flip?. <i>Mathematics Teacher: Learning and Teaching PK-12</i> , 114(1), 27-32. Zbiek, R. M., & Larson, M. R. (2015). Teaching strategies to improve algebra learning. <i>Mathematics Teacher</i> , 108(9), 696-699	

Dates	Topics	Supplementary readings	Assignment due
5 October, 2026 (Virtual)	Assessment Data Analysis (p. 658-675)	Bargagliotti, A., Arnold, P., & Franklin, C. (2021). GAISE II: Bringing data into classrooms. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 114(6), 424-435. Hicks, T., & Bostic, J. D. (2021). Formative assessment through think alouds. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 114(8), 598-606. Star, J. R., Jeon, S., Comeford, R., Clark, P., Rittle-Johnson, B., & Durkin, K. (2021). Compare and discuss multiple strategies. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 114(11), 853-859.	

Dates	Topics	Supplementary readings	Assignment due
October 12, 2026 NO Class (PME-NA)-Independent exploration	Review Desmos and GeoGebra Videos	Introduction to Desmos Graphing Calculator - https://www.youtube.com/watch?v=7JFLE5Jbt-Q Video link Explore 3D Calculator (Part 1) https://www.youtube.com/watch?v=uw-Seln32qw Explore Graphing Calculator and Geometry Apps (Part 2) https://www.youtube.com/watch?v=u8IEzFTu5fA	

Dates	Topics	Supplementary readings	Assignment due
October 19, 2026	Using technology to enhance mathematics instruction Functions and modeling (Chapter 9- p. 397- 450)	Barlow, A. T., Edwards, C. M., Robichaux-Davis, R., & Sears, R. (2020). Enhancing and transforming virtual instruction. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 113(12), 972-982. Baldinger, E. E., Campbell, M. P., & Graif, F. (2020). Sorting out definitions. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 113(3), 209-215 Coleman, T. D., & Walkoe, J. D. (2020). Productive Technology Use in Mathematics Explorations. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 113(11), 925-930. Davis, J. D. (2021). Constructing and adapting technology-infused lessons. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 114(4), 290-297. Erickson, T. (2020). Modeling a Bouncing Ball with Exponential Functions and Infinite Series. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 113(3), 233-236.	

Dates	Topics	Supplementary readings	Assignment due
October 26, 2026	Introduction to <i>FullProof</i>		Classroom Observation Report Due
November 2, 2026 VIRTUAL	Classroom Questioning The law of cosine and the law of sine (p.159-175)	Harrow, C., & Merchant, N. (2020). Envelope curves unify sinusoidal graphing. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 113(4), 301-308. Just, A., & Cribbs, J. D. (2020). Focusing on Visual Representations in Mathematics. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 113(12), e100-e106. Snider, R. B. (2021). Guiding questions for selecting mathematical examples. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 114(1), 63-68.	

Dates	Topics	Supplementary readings	Assignment due
November 9, 2026	The Role of Problem Solving Trigonometry (Chapter 11, p.513-581)	Lischka, A. E., Prince, K. M., & Reed, S. D. (2020). Implementing extended tasks: Developing perseverance. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 113(1), 47-52. Mateas, V. (2022). Perspectives from Physics: Constraints on Our Curriculum. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 115(12), 882-890. Nieman, H. J., Kochmanski, N. M., Jackson, K. J., Cobb, P. A., & Henrick, E. C. (2020). Student Surveys Inform and Improve Classroom Discussion. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 113(12), e91-e99. Vanoli, L., & Luebeck, J. (2021). Examining errors and framing feedback. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 114(8), 616-623.	
November 16, 2026		PRESENTATION OF CURRICULUM & ASSESSMENT PROJECT	Curriculum and Assessment Project Due

Dates	Topics	Supplementary readings	Assignment due
November 23, 2026	Financial Literacy	Blue, L. E., & Grootenboer, P. (2019). A praxis approach to financial literacy education. <i>Journal of Curriculum Studies</i>, 51(5), 755-770. Sole, M. A. (2017). Financial education: Increase your purchasing power. <i>The Mathematics Teacher</i>, 111(1), 60-64. Stephan, M. L., Reinke, L. T., & Cline, J. K. (2020). Beyond hooks: Real-world contexts as anchors for instruction. <i>Mathematics Teacher: Learning and Teaching PK-12</i>, 113(10), 821-827. Florida B.E.S.T. Standards (2020) Financial Literacy Strand (p. 137-140)	
November 30, 2026	Using mathematics to solve real world issues & Reflection		All teaching Portfolio

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Assignments

All assignments (graded and ungraded (e.g. assigned readings)) must be completed by the start of class on the due date. Many of the activities in which we will engage will depend on your preparedness for class. Therefore, it is strongly recommended that students arrange to meet with the instructor in advance to receive feedback and additional guidance regarding progress on submissions, if needed. Submitted assignments will be graded according to a scoring rubric that will be distributed. There are no extra credit assignments.

If a student misses a class, it is the student's responsibility to secure from other students the information missed or material distributed. The student at the next class must retrieve scored assignments/papers distributed to

the class or it will be discarded. Students should retain all graded papers until final grades are issued.

If a student is absent on a day when an assignment is due, the assignment must be submitted via CANVAS and or their university email account to the instructor. A hardcopy of the same document should also be submitted.

The due dates for assignments are clearly specified in the "Course Assessment" section of this document. Generally, permission to submit late work is only granted in extreme family or personal circumstances, and not because the student failed to submit the work in a timely fashion.

Unless the instructor of the course has granted the student a formal extension, the following penalties will be applied for assignments submitted late:
up to two days late, loss of 15% of the total available marks for the assignment;
two to five days late, loss of 25% of the total available marks for the assignment;
five to seven days late, loss of 35% of the total available marks for the assignment;
seven to nine days late, loss of 45% of the total available marks for the assignment;
over nine days late, no mark will be given for the assignment.
Hence, the student would obtain a 0% as a grade for the assignment.

****Note: Expect to complete at least 3 hours of work outside of class for each hour you spend in class.**

Attendance, Participation, and Professional Conduct

Attendance

Regular attendance is an essential component of this teacher preparation course. Candidates are expected to attend every class session, arrive on time, remain for the entire class period, and actively participate in all instructional activities. Because many course activities involve collaborative learning, instructional demonstrations, discussion, and performance-based assessments, attendance is necessary to achieve the course learning outcomes.

Prompt attendance is expected. Tardiness or leaving class early may be recorded as a partial or full absence at the instructor's discretion. To be considered present, candidates must be actively engaged in course activities throughout the class session. Candidates who disengage from instructional activities (e.g., failing to participate in assigned tasks or discussions or engaging in activities unrelated to the course) may be considered absent for that class meeting. If an unavoidable absence occurs due to serious illness, accident, hospitalization, or the death or serious illness of an immediate family member, candidates may submit appropriate documentation to the instructor within **48 hours** of the absence for consideration. Absences for university-approved activities or religious observances will be accommodated in accordance with university policy. Candidates who anticipate missing class due to the observance of a major religious holiday must notify the instructor in writing no later than the **second class meeting**.

Candidates are responsible for obtaining any missed course materials and completing assignments according to course requirements. Attendance does not relieve candidates of responsibility for meeting all course expectations.

More than **two (2) unexcused absences** will result in a reduction of **one letter grade** in the final course grade.

Professional Participation

Teacher candidates are expected to conduct themselves in a manner consistent with the ethical and professional standards of the education profession.

Professional expectations include respectful communication, preparedness, punctuality, appropriate participation, collaboration, and conduct that supports an effective learning environment.

Candidates who arrive late, leave early, miss class without an approved excuse, or fail to participate fully in class activities may receive reduced credit on participation- or performance-based evaluations, when applicable. These behaviors may also affect the candidate's overall performance in the course.

Professional Conduct

Professional conduct is a required component of teacher preparation. Any **documented incident of disruptive or unprofessional conduct** that materially

interferes with instruction, disrupts the learning environment, or fails to meet established professional expectations may result in a deduction of **up to 10% of the student's final course grade**. The instructor will determine whether the conduct constitutes a documented disruption based on the specific facts and circumstances of the incident.

This deduction is separate from academic performance and reflects the professional expectations associated with educator preparation. Nothing in this policy limits the university's authority to address violations of the Student Code of Conduct or other applicable university policies.

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Canvas (Learning Management System)

This course is delivered through the University of South Florida's learning management system, Canvas. Students are expected to access Canvas regularly (at minimum several times per week) to review course materials, announcements, assignments, and grades.

Course activities, including individual and any assigned group work, will be organized and communicated through Canvas. Specific instructions, deadlines, and submission requirements will be clearly posted. Students are responsible for monitoring due dates and complying with all submission requirements.

Late submissions may be subject to penalties as outlined in the course syllabus, unless prior approval has been granted or documented circumstances apply. Students are expected to plan accordingly and manage their time to meet all deadlines.

For technical assistance with Canvas, students should consult the Canvas Student Guides or contact USF Information Technology at (813) 974-1222 or help@usf.edu

Laptop and Device Usage

Laptops and similar electronic devices may be used during class for course-related purposes, including note-taking, accessing assigned materials, and participating in instructional activities. Use of devices must not disrupt the learning environment.

Instructors may provide additional guidance regarding appropriate device use, including restrictions or designated seating arrangements when necessary to maintain focus and minimize distractions.

Students may record class sessions for personal academic use, provided such recording does not interfere with instruction or classroom conduct. Recordings may not be shared, distributed, or used outside the course without prior authorization.

Mobile Phone Usage

Mobile phones should be silenced and not used during class except for course-related purposes or urgent situations. Non-academic use (e.g., texting, social media, browsing) is discouraged, as it may disrupt both individual learning and the classroom environment.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your

message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.

- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional

information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)