



Jump into Math, Inc.

Independent Course of Study

Course Name: Small Group Intensive Mathematics Tutorial Model

Course Number: 4 Units

Dates: September 1, 2009 – September 1, 2010

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COURSE DESCRIPTION

Based on theoretical principals of observation and strategic teaching, this course utilizes a mathematic intervention instructional model for working with students in small groups over the course of 60 hours. This course will focus on balancing instructional math concepts in a small group tutoring model, on-going assessments, and specialized procedures for working with below-grade level students in grades K – 8. Teachers will gain knowledge and experience in differentiating instruction to meet individual needs based on observation and assessment of mathematical proficiency. Special attention will be placed on the content strands of number sense, algebra and functions, measurement and geometry, statistics and probability, and mathematical reasoning.

REQUIRED COURSE MATERIALS

- Training Binder provided by Jump into Math, Inc.
- Lawrence Erlbaum Associates; Ma, Liping (1999): *Knowing and Teaching Elementary Mathematics*

OBJECTIVES

1. The teacher will demonstrate understanding of acceleration as applied to the group setting by selecting appropriate teaching points, which change over time and remain congruent with student needs, and will demonstrate the ability to appropriately select leveled math materials, in which teachers will demonstrate how to scaffold and support low-achieving students to become proficient in math.
2. The teacher will demonstrate an ability to provide balance in the daily lessons of math instruction. The teacher will give attention to math strands to include; number sense, algebra and functions, measurement and geometry, problem solving and mathematical reasoning.
3. The teacher will demonstrate an ability to manage logistics of providing small group instruction while differentiating instruction to meet the needs of each child. Written records will provide a clear picture of the procedures used for discontinuing students from the group as well as guiding movement from JIM intervention lessons to the classroom.
4. The teacher will become skilled at working with flexible groupings. Meeting the above objectives regarding appropriate instruction for each child, when the range of achievement within the group changes, provides challenges for the teacher that stretch understanding of the mathematical processes and the need to meet each child where he/she is while in a group setting.
5. The teacher will demonstrate an ever-increasing knowledge of content about teaching children to compute and problem solve through the incorporation of successful teaching procedures while working with *one small group* during the training year.

Jump in & join us!

COURSE REQUIREMENTS

1. Attend training to learn procedures and curriculum. (4 hours)
2. Teach a small group for the duration of 38 lessons. (38 hours)
3. Active weekly participation in training discussions with Jump Into Math course instructor through email chats. (3 hours)
4. Weekly lesson logs that outline student/teacher behaviors during the lessons and how the student's behaviors shift over the course of all lessons. (6 hours)
5. Maintain daily attendance records, parent phone logs, and entrance/exit math assessments, individualized progress report on each student. (5 hours)
6. Maintenance of a portfolio (tutor binder provided at training to record) of artifacts from lessons taught. (4 hours)

GRADING

Participants receive a Credit/No Credit at the end of the course based upon the following:

1. Maintenance of required records: daily lesson plans, attendance sheet for student, daily records for the lesson, and other appropriate assessments at the beginning and end of service time, selection sheets.
2. Instructor will evaluate participant's understanding of course objectives through evaluation of required records as outlined above. Records will be turned in at the end of the 25 sessions in a binder format as a culminating project.
3. Each assignment will equal 25% of the final grade: lesson logs, attendance logs, student assessments, and progress reports. A score of 79% to 100% will equal a final grade of Credit. A score below 79% will result in a final grade of No Credit.

*A grade of "Pass" indicates all requirements have been fully and competently met.

*A grade of "No Pass" indicates that performance has not met the minimum level of expected competence.

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