



Southern Oregon University * Mathematics

Oregon Math Leaders Conference Follow-Up Course Fall 2016

MTH 505 – 1 Credit

CRN 1404

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Course Format and Philosophy:

This course is designed to allow participants attending the Oregon Math Leaders Conference August 5-7, 2016 to earn one graduate credit for reflecting on the instructional practices discussed, identifying those applicable to their classroom, and incorporating effective practices into their own repertoire.

Registration and Cost:

The total cost for this course is \$75. You must decide to take this course while attending the Oregon Math Leaders Conference. Registration and payment procedures will be available at check in.

Course Objectives:

Participants will:

- Be exposed to a broad array of instructional approaches that emphasize the Common Core State Standards - Mathematical Practices.
- Reflect on the applicability of new instructional approaches
- Implement applicable new instructional approaches
- Make a lasting impact on their classroom instruction

Activities and Materials to Submit:

Responses may be submitted by email (MS Word preferred) or by US mail. Email responses should be submitted on or before October 31st. Postal responses should be postmarked no later than October 31st. All responses should be double-spaced with 1" margins and use a standard 12-point size.

Complete the following three activities:

1. Attend the opening, closing, and each of the 4 sessions at the Oregon Math Leaders Conference. Write a 2-3 page narrative description of the sessions attended. Your narrative should focus on the applicability of the content to your current teaching practice and/or role leading teachers.
2. Choose an idea presented at the conference that is applicable to your practice. Write a 1-2 page narrative description of how you plan to incorporate that idea into your classroom practice.
3. Create and implement a lesson plan that incorporates that idea. Reflect on the effectiveness of your lesson. What was your learning target? What evidence did you collect that shows student learning? How did your lesson accomplish what you intended? Are there any changes you'd make prior to using it again? Submit a detailed lesson plan (that is, one with enough detail that any of your colleagues could easily implement it) and a 1-2 page reflection on the effectiveness of your lesson. Note: You are welcome to request an example lesson plan format by emailing bostwickf@sou.edu.

Grading:

All graduate courses are graded A-F. As with all graduate work, submissions are expected to be at the A or B level. Work at the C or D level is considered unacceptable at the graduate level.

Each of the three required activities will be scored using the following holistic rubric. The three items will be progressively weighted, as each requires a deeper investigation of the ideas presented and has a greater potential impact on your practice.

Description	Points
The write-up satisfies all the characteristics for a 5 and adds one of the following enhancements: A. Shows exceptional insight into and mastery of the information under consideration. B. Elegant – not only thorough, concise, and informative, but also stylistically engaging and thoughtful or provocative	6 Outstanding
<i>The write-up satisfies all the following characteristics:</i> A. Clearly and directly responds to the prompt. B. Demonstrates a thoughtful and professional approach to the activity. C. Thorough, concise, and informative. D. Grammar, spelling and punctuation are used effectively.	5 Excellent A
<i>The write-up has one or more of the following characteristics:</i> A. Clearly addresses the prompt, but response may wander slightly off topic, yet not to the extent of compromising the clarity of the narrative, lesson, or reflection. B. Demonstrates an adequate and professional approach to the activity, but may exhibit a lack of careful attention to detail. C. Complete, but not thorough or somewhat verbose. D. While still highly readable, includes several errors in grammar, spelling or punctuation.	4 Good B
<i>The write-up has one or more of the following characteristics:</i> A. The writer partly misread the prompt, making the response reasonable but less germane. B. Demonstrates a limited or casual approach to the activity, showing a lack of serious thought and attention to this professional development opportunity. C. Incomplete – too short or underdeveloped. D. Composition errors are frequent enough to affect readability.	3 Weak C
<i>The write-up has one or more of the following characteristics:</i> A. Appears to be a beginning of a reasonable response, but it is incomplete or wanders significantly off topic. B. Demonstrates a cursory approach to the activity, clearly not meeting the minimal expectations for a practicing teacher seeking professional development. C. Significantly under-developed or rambles excessively. D. Composition errors compromise clarity of content.	2 Poor D