

San José State University
Connie L. Lurie College of Education
EDEL 108D Curriculum: Mathematics Section 04 - 3 Units

Course and Contact Information

Instructor: Gabrielle (Gaby) Bernal
Email: gabrielle.bernal@sjsu.edu
Office Hours: By appointment
Class Day: Tuesdays & Thursdays / 4:00 pm - 8:15 pm
Classroom: synchronous online
Class Sessions: June 04
June 06
June 11
June 13
June 18
June 20
June 25
June 27
July 02

Course Format: Synchronous Online

TPE 3: Understanding and Organizing subject Matter for Student Learning-Content Specific Pedagogy

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

Collaboration:

HLP1: Collaboration with professionals to increase student success.

ECSE 1.7. Implement, monitor, and adapt instruction and intervention activities to facilitate young children's learning and progress in an ongoing, iterative manner in order to maximize young children's learning and outcomes. [Introduce]

HLP 3: Collaborate with families to support student learning and secure needed services.

ECSE 3.4. Identify key content appropriate for young children as identified in the California Infant/Toddler and *Preschool Learning Foundations* for planning developmentally appropriate curriculum and learning activities for young children in the special education setting.

M/M 2.11 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function. [Practice]

Assessment:

HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.

M/M 3.2/ESN 3.4 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction. [Introduce]

M/M 3.3 Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g., orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g., attachment, temperament), and their implications for learning. [Introduce]

HLP5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs. [Introduce]

ECSE. 5.1. Demonstrate knowledge of age and developmentally appropriate purposes, characteristics, and uses of different types of assessment (e.g., authentic, play-based, dynamic, functional behavior assessment, family interviews, diagnostic, progress-monitoring, observational, and performance).

Social/emotional/behavioral:

HLP7: Establish a consistent, organized, and respectful learning environment.

U 1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. [Practice]

HLP8: Provide positive and constructive feedback to guide students' learning and behavior.

Attendance and participation are vital to your success in this course, since many of the activities and discussions completed during class cannot be found in the book. Not only will your regular attendance allow you to remain current on topics and assignments, it will enable you to enjoy the rich experience of investigating mathematics with your peers. If, for some reason, you are unable to attend a class, or you are not able to meet a due date, please alert me as soon as possible so we can agree on other arrangements.

Core Assignments

- c. Take a break from social media during class. Reduce time on non-class related apps/websites.
- d. Show respect for persons in class, consider how you might want to be treated.
- e. Make the most of your time in class. Engage in class discussions, complete readings, and participate.

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit the listed pages to review and be aware of these university policies and resources.

Writing Support

Please make use of the writing support available through the university. Resources available on campus include:

- 1) [LCOE Writing Tutor](#)
- 2) [SJSU Writing Center](#)
- 3) [Peer Connections](#)
- 4) [Student Success Center](#)

Accessible Education Center

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of the student's disability. For more information, contact the AEC at (415) 939-1100 or visit [www.sjsu.edu/aec](#).

EDEL 108D Course Schedule

Note: The professor reserves the right to alter, add to, and/or delete the contents of this course calendar. Changes

6 **June 20**

- Communicating with families & colleagues
- Relationships with the community
- Connecting with students
- Multiple representations

In-Class Resource Padlet:

Questions, Concerns, & Finding Resources

Readings:

Lambert, Chapter 12: Supporting Relationships and Community in Math Class

Lambert, Chapter 13: Connecting Multiple Representations

Martinez, Ricardo. Rhyme and reason - why a university professor uses poetry to teach math.