MATH 140, MATH 141, MATH 220, MATH 230, MATH 311W; certification program; C I 295; a grade of C or better in CMPSC101, classroom culture. Students are evaluated through written assignments, increase insight into creating a thriving, supportive mathematics subject matter and the current understandings of the students. To their strengths and weaknesses. To increase ability to choose among them. To improve understanding of various teaching strategies and involved in a specific mathematics topic and make distinctions among thinking and understanding. To increase ability to specify subject matter an inquiry approach to and an ability to reflect on these domains. To improve understanding of secondary school students’ mathematical thinking and understanding. To increase understanding of secondary school students’ mathematical subject matter and the current understandings of the students. To increase insight into creating a thriving, supportive mathematics classroom culture. Students are evaluated through written assignments, examinations, classroom performance, presentations, and lesson plans.

Prerequisite: acceptance into Secondary Education/Mathematics Option certification program; C I 295; a grade of C or better in CMPSC101, MATH 140, MATH 141, MATH 220, MATH 230, MATH 311W; Concurrent: MTHED427

MTHED 412: Teaching Secondary Mathematics II
3 Credits
Assessing learning and instruction; methods of evaluation and grading; long-term planning; accommodating needs of diverse learners; connecting theory and practice. MTHED 412 Teaching Secondary Mathematics II (3) MTHED 412 is an inherently cumulative experience. This course builds upon ideas developed in MTHED 411 and MTHED 427. In particular, students continue to consider types of subject matter, problem solving, lesson planning, technology use, questioning, history and nature of mathematics, and curriculum and standards. MTHED 412 then links understanding of mathematics education with other education courses and with field experiences as well as with understanding of K-16 mathematics. Students focus on lesson and unit development and implementation, assessment and evaluation, classroom management and organization within school communities, and continued professional growth as reflective practitioners. Students are encouraged to draw whenever possible on education psychology, adolescent psychology, educational theory and policy, mathematics, and other bodies of knowledge. In other words, course participants live as teachers with a wealth of knowledge and responsibility to draw on that knowledge in the service of their students. Student goals are to: * Develop an expanded view of the process of teaching mathematics; * Develop a deeper understanding of what it means to learn mathematics and the processes by which mathematics is learned; * Be able to reflect on the instruction and one’s learning in MTHED 412 and to relate it to students’ learning of secondary mathematics; * Be able to plan and teach appropriate mathematics lessons and reflect on one’s teaching; * Be familiar with and be able to draw on a variety of teaching resources; * Investigate current issues influencing evaluation in the secondary mathematics curriculum; * Choose goals and content for middle school and high school mathematics courses; * Develop strategies for assessing and evaluating what students have learned * Create and implement assessment instruments for middle school and high school mathematics courses; * Develop insights into student understanding, especially in relationship to exceptional students as well as to mathematically talented and challenged students; * Identify the needs of diverse learners and to develop strategies to address these needs; * Create classroom environments that are conducive to learning; and * Incorporate appropriate technology in the teaching and learning of mathematics. Students are evaluated through written assignments, examinations, classroom performance, unit lesson and evaluation plans. Throughout the course writing is a process to help students learn course content as well as to help students learn ways of writing needed in the work of the secondary mathematics teacher. The course is offered each Fall and Spring semester with typical enrollment of 20-25 students in each of 1 or 2 sections. Through co-requisite course, CI 495C, students spend approximately five full weeks in secondary school classrooms.

Prerequisite: a grade of C or better in MTHED411; Concurrent: CI 412W, CI 495C

Writing Across the Curriculum

MTHED 420: Teaching Mathematics In The Elementary Schools
3 Credits
STRATEGIES FOR TEACHING MATHEMATICS AT THE ELEMENTARY SCHOOL LEVEL; ANALYSIS OF THE PHILOSOPHY AND CONTENT OF CONTEMPORARY PROGRAMS OF INSTRUCTION. MTHED 420 Teaching Mathematics in the Elementary Schools (3) MTHED 420 is designed to help teacher candidates: 1) to come to see mathematics, mathematics
learning, and mathematics teaching as complex and to develop an inquiry approach to these domains; 2) to improve their understanding of the mathematical concepts and procedures they will teach, and to improve their understanding of children's mathematical learning and thinking about these concepts and procedures; 3) to increase their ability to choose among tasks, lessons, and curriculum materials from a variety of print and electronic sources based on intended mathematical understandings; 4) to develop a productive mathematics culture in the classroom; and 5) to explore key educational issues, such as equity, assessment, and technology, with respect to mathematics teaching and learning. In the course, teacher candidates explore important mathematical ideas and their development. They will become familiar with important pedagogical principles and questions. To help candidates develop an inquiry approach toward teaching mathematics, course assignments engage them in reflecting on readings and class discussions, their previous experiences as a learner of mathematics, and their ongoing experiences observing and teaching in classroom settings. MTHED 420 is a part of a block of courses in a PSU teacher education program that is unified by a basic set of principles and a field experience component.

**Prerequisite:** LL ED400 , LL ED401 , LL ED402 ; a grade of C or better in MATH 200; Concurrent: C I 495A or C I 495B ; SCIED458 , SS ED430W

MTHED 427: Teaching Mathematics in Technology-Intensive Environments

3 Credits

Interaction among pedagogy, content, and technology in mathematics teaching and learning in technology-intensive environments; secondary, early college curricula; laboratory experience. MTHED 427 Teaching Mathematics in Technology-Intensive Environments (3) Students should expect to learn something about each of several common types of mathematics software, new things about secondary school mathematics, and a lot about how to make decisions about how to use technology as an effective mathematics teacher. Students will also use communication software (e.g., word processors, e-mail, PowerPoint) not as objects of our discussion but in simple ways to generate and share products, assignments, and ideas. The course has a significant lab component. Students will be assessed based on written assignments, lesson plans, oral presentations, class participation, and examinations. The course is offered each fall and spring semester with an approximate enrollment of 20 students per semester. Students must enroll concurrently in MTHED 411.

**Prerequisite:** acceptance into Secondary Education/Mathematics Option certification program; C I 295 ; a grade of C or better in CMPSCI101 , MATH 140 , MATH 141 , MATH 220 , MATH 230 , MATH 311W; Concurrent: MTHED411

MTHED 428: Fundamentals of Middle Grades Mathematics 1

3 Credits

This course develops essential understanding of number and algebra for teaching middle grades mathematics and builds on earlier mathematics courses. MTHED 428 Fundamentals of Middle Grades Mathematics 1 (3) MTHED 428 builds upon experiences in early undergraduate courses to enhance prospective and/or practicing teachers’ understanding of number, ratio, proportion, variable, expressions, and equations and be able to call upon those understandings in order to interpret grades 4-8 students’ mathematical understandings. In particular, students in this course will learn that rational number arise as an extension of whole numbers and can be represented in many forms and interpreted as ratios, measures, quotients, operators, and part-whole relationships. Students will also build understandings of equivalence and the mathematical concepts and relationships that underlie previously learned computational algorithms. Students will understand that ratios involve coordinating two quantities and multiplicative relationships, and that a proportion is a statement of equality between two ratios. Students will learn how number concepts in prekindergarten and grade 4 connect to algebra topics in grades 4-8. Topics in this area include different views and uses of variable, the nature of and use of algebraic expressions and how expressions and equations differ, multiple strategies for manipulating and representing algebraic expressions and equations, and how expressions and equations can be used to represent real-world situations. Students will also learn what research has documented about how the concepts of rational number, ratio, proportion, variable, expressions, and equations develop in grades 4-8; the challenges that grades 4-8 learners face in learning this content; connections to previously-learned mathematical content from grades PreK-3; and how grades 4-8 students’ understandings of the targeted concepts form essential foundational understandings for mathematical learning in grades 9-12. Students will engage in mathematical reasoning and justification and utilize technological tools appropriate for use in grades 4-8 mathematics.

**Prerequisite:** formal admission to CEAE major or permission of program

MTHED 429: Fundamentals of Middle Grades Mathematics 2

3 Credits

This course develops essential understanding of geometry and probability for teaching middle grades mathematics and builds on earlier mathematics courses.

**Prerequisite:** formal admission to CEAE major or permission of program

MTHED 430: Students’ Mathematical Thinking

3-6 Credits

Develop abilities in planning, conducting, and interpreting mathematics interviews to gain an understanding of students’ thinking processes and current knowledge.

**Prerequisite:** C I 495D , C I 495E , or experience teaching mathematics

MTHED 431: Data Analysis in Secondary School Mathematics

3 Credits

Intense development of foundations of data analysis for secondary mathematics as a process using statistical concepts for predictions and inferences. MTHED 431 Data Analysis in Secondary School Mathematics (3) As prospective secondary mathematics teachers, students will develop broad and deep understanding of measures of central tendency and distributions, and representations for center, measures of spread, distribution, and correlation. They will become fluent in using dynamic statistics programs, with various physical models, and representations to convey the essence of these statistical concepts to secondary school students. They will compare various statistical methods and measures and make and defend claims both in terms of the discipline and in terms of how these ideas unfold for learners in school mathematics. They will connect these statistical concepts to the broader study of secondary school mathematics.
function of students. In particular, students will see data analysis as a process. It involves the systematic application of statistical techniques, as well as logical techniques, to summarize, interpret, and compare data. Although the emphasis of the course will be on statistical concepts, one of the main themes of the course will involve understanding the mathematical structure of these statistical concepts. For example, students should be able to answer, from a mathematical perspective, why some data analysis techniques are more useful than other techniques. Intended as an elective for students in Secondary Education/Mathematics Education, the course helps students both to enrich and apply the pedagogical ideas and technology uses from their methods courses and to connect their collegiate mathematics experiences to school curricula. In particular, it helps to build prospective teachers' understanding of statistics as a vital part of secondary mathematics. Class activities involve use of physical manipulatives and mathematics technology (e.g., spreadsheets, dynamic statistics environments, and graphing calculators), as appropriate. Students in this course would be expected to complete weekly assignments and exams and to participate in classroom investigations of statistical concepts. Course grades depend on students' performance on all of these measures.

**Prerequisite:** CMPSC101 or equivalent; at least 18 credits of mathematics at or above the calculus level; acceptance into secondary mathematics certification program or permission of program

MTHED 432: Mathematical Modeling in Secondary School Mathematics

3 Credits

Students work from teaching and curricular perspective to explore and apply school and undergraduate mathematics to model real-world phenomena. MTHED 432 Mathematical Modeling in Secondary School Mathematics (3) Given the attention to mathematical modeling and applications in secondary school mathematics, prospective teachers need to be able to recognize situations that allow secondary school students to use relevant mathematics to apply mathematics and to model real-world phenomena as a means to learn about various mathematical topics. This course provides experiences in generating, interpreting, and evaluating geometric, discrete, stochastic, and function models. The course also helps prospective teachers develop an understanding of how mathematical modeling arises in school mathematics and how students learn mathematics through modeling. Intended as an elective for students in Secondary Education/Mathematics Education, the course helps students both to enrich and apply the pedagogical ideas and technology uses from their methods courses and to connect their collegiate mathematics experiences to school curricula. Class activities involve use of physical manipulatives and mathematics technology (e.g., spreadsheets, geometry construction environments, and graphing calculators), as appropriate. Students in this course would be expected to complete a major project and paper in addition to weekly assignments, exams, quizzes, and written reflections of classroom participation. Course grades depend on students' performance on all of these measures.

**Prerequisite:** CMPSC101 or equivalent; at least 18 credits of mathematics at or above the calculus level; acceptance into secondary mathematics certification program or permission of program

MTHED 460: Trends and Issues in Science, Technology, Engineering, and Mathematics (STEM) Education

3 Credits/Maximum of 3

Develops understandings of Science, Technology, Engineering, and Mathematics (STEM) education research and practices for PreK-12 teaching and learning

**Prerequisite:** 7th Semester Standing

Cross-listed with: SCIED 460

MTHED 496: Independent Studies

1-18 Credits/Maximum of 18

Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.

MTHED 496H: Independent Studies (Honors)

1 Credits/Maximum of 1

Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses. Honors

MTHED 497: Special Topics

1-9 Credits/Maximum of 9

Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.
MTHED 498: Special Topics

1-9 Credits/Maximum of 9

Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.