

Geometry for Middle School Educators™ Online

Geometry for Middle School Educators Online leads middle school educators to an expanded knowledge and understanding of geometry. Educators will apply research-based teaching strategies designed to develop increased mathematical literacy and foster improved logical thinking.

To the right are the key areas of focus for the eight-week online asynchronous course. For more information, refer to the syllabus, which provides a detailed outline of the course material as well as a bibliography of research on which the course is based.

In this course, participants will

- ▶ Explore how lateral thinking, vocabulary, learning styles, and technology enhance student learning.
- ▶ Connect NCTM standards to their state curriculum.
- ▶ Create anticipation guides and essential questions.
- ▶ Examine the van Hiele Model of Geometric Thinking as a means to evaluate student performance.
- ▶ Create and share ideas for implementing webquests in the classroom.

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Course Description

This course provides middle school teachers with ongoing professional development that will build on and expand current knowledge and understanding of geometry. Throughout this course participants will link the National Council of Teachers of Mathematics (NCTM) Principles and Standards for teaching Geometry to middle school students to their individual state standards so that they can delve more intentionally into geometric content and processes. Investigating strategies for developing mathematical literacy and fostering logical thinking will set the stage for future learning. In addition, participants will explore, discuss, and apply research-based teaching strategies for teaching geometry and mathematics in all modules.

Course Outcomes

Upon completion of this class, the learner is expected to be able to:

1. Identify his or her individual learning style and reflect on how that style influences classroom teaching and learning.
2. Research NCTM standards and connect them to their state curriculum.
3. Analyze strategies for developing vocabulary and apply them in the classroom.
4. Promote logical thinking by offering students opportunities to “think laterally.”
5. Evaluate student performance using the van Hiele Model.
6. Use precise terminology when discussing mathematics.
7. Synthesize topics from other content areas with those in geometry.
8. Encourage students to compare and contrast attributes of two- and three-dimensional figures.
9. Provide real-world examples for geometric topics.
10. Analyze research articles and discuss best practices.
11. Develop higher-level thinking questions to promote students’ learning of fundamental geometry concepts.
12. Use WebQuest techniques to enhance student learning and discovery of geometry topics.

Required Text

Pugalee, D. K., & Frykhol, J. (2008). *Navigating through geometry in grades 6-8*. Reston, VA: National Council of Teachers of Mathematics.

Students will need the use of MS PowerPoint application for this course.

Instructors and learners will also use instructor-generated materials, learner-generated materials, and Web-based resources to facilitate learning.

Topical Outline	List of Concepts
Overview: NCTM Standards and Curriculum Focal Points	Investigating overview of NCTM Standards and Curriculum Focal Points; exploring vertical alignment among grades 5–8; using the Frayer Model to incorporate content and process standards
Reading, Writing, and Vocabulary Development in Math and Geometry	Analyzing anticipation/prediction guide for reading; exploring techniques for journal writing in mathematics; examining strategies for vocabulary development, including List-Group-Label, Pre-Reading Predictions, and Word Sorts
Logic and Reasoning	Applying Bloom’s Taxonomy to writing essential questions in mathematics; investigating lateral-thinking puzzles; examining introduction to the van Hiele Model of Geometric Thinking
Two-Dimensional Figures	Demonstrating attributes of polygons, using paper folding, mathematical mosaics, and tessellations; participating in real-world applications (stitching quilts)
The Coordinate Plane	Creating and identifying transformations, such as reflection, rotation, dilation, and translation; exploring lines, midpoints, and triangles
Pythagorean Theorem	Analyzing development of Pythagorean Theorem, using square connections; recognizing and applying Pythagorean triples; examining examples of the theorem in real-world situations
Three-Dimensional Solids	Exploring attributes and symmetry of polyhedral, using nets of Platonic Solids to discover attributes; investigating discovery of Euler’s formula
Current Issues in Geometry	Creating and sharing ideas for geometry WebQuests that can be used with students

Course Assessments and Links to Course Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Learning activities include large- and small-group discussions and assessments for a total of 1135 points.

Modules	Topics of Modules	Points	Correlation With Course Outcomes
Module 1:	Investigating NCTM Standards and Curriculum Focal Points	144	1, 2
Module 2:	Reading, Writing, and Vocabulary Development in Math and Geometry	168	3, 5, 6
Module 3:	Logic and Reasoning	113	4, 9
Module 4:	Two-Dimensional Figures	190	6, 8
Module 5:	Transformational Geometry and the Coordinate Plane	114	6, 11
Module 6:	Pythagorean Theorem and Related Concepts	147	6, 7, 9, 11
Module 7:	Three-Dimensional Solids	102	6, 8, 9, 11
Module 8:	Current Issues in Geometry Education	157	9, 10
	Total	1135	

Criteria specific to each assessment will be explained in conjunction with the instructional activities.

Instructional Methodology

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include presentation of new content through online readings, active construction of knowledge through practice and problem solving, collaborative group work, personal reflection, structured small-group or whole-class discussion, analysis of assigned reading, and the application of course content and skills to participant's individual grade level, subject area(s), and classroom.

Grading Scale

The course facilitator will post the grading scale.

Performance Learning Systems' Late Policy

The grade for late work drops 10 percent each day the work is late. The following exceptions apply:

- If a participant is sick/hospitalized or has a death in the family, the timing of makeup work may be arranged with the course facilitator. No points will be deducted if the work is completed according to the agreement.
- If a participant is on vacation/traveling/etc., the participant must contact the course facilitator ahead of time to avoid a penalty. This type of absence may occur only once during a course. All posts should be submitted for the missed module before

- If a participant has difficulty completing everything in a week, an extension can be granted if the participant contacts the facilitator during the week (not at the last minute).

Performance Learning Systems' Participant Drop Policy

- Participants are eligible to receive a refund if they attend class for one week or less. This means participants must withdraw by the end of Module 1 to receive a refund.
- Refunds of the balance of tuition paid will be given, minus the \$50 deposit.

Performance Learning Systems' Academic Integrity Policy

Performance Learning Systems expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code policies of our partner colleges and universities are embraced and enforced by PLS instructors. The following are considered to be serious violations:

- **Plagiarism:** the use of another's ideas, data, or words without proper acknowledgment.
- **Fabrication:** the use of invented information or the falsification of research or other findings with the intent to deceive.
- **Collusion:** improper collaboration with another in preparing assignments or projects.
- **Cheating:** an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- **Academic Misconduct:** tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation(s) or suspected violation(s) will be investigated and pursued according to specific college/university procedures.

Course Evaluation

The evaluation of learner work will be based on the defined criteria for learner assessments. The criteria for learner assessments will be outlined for students prior to instructional activities and engagement with student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; and active participation in online interactions. It is expected that each participant will contribute to the academic quality of the course.

Summative assessment includes the completion of weekly learning activities and assignments for which the participant will need to synthesize class content, apply it to his or her own practice, and complete a plan for implementing the major components of content and skill acquired during the course.

Course Outcome Correlations With INTASC Standards for Teachers

	Course Outcomes
Standard 1: Subject Matter The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Standard 2: Student Learning The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Standard 3: Diverse Learners The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	1, 7, 9, 12
Standard 4: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	1, 2, 3, 5, 10, 11, 12
Standard 5: Learning Environment The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	1, 2, 5, 7, 9, 10
Standard 6: Communication The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	3, 4, 9
Standard 7: Planning Instruction The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	1, 2, 5, 10, 12
Standard 8: Assessment The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	2, 5
Standard 9: Reflection and Professional Development The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	9, 10, 11, 12
Standard 10: Collaboration, Ethics, and Relationships The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	10

The Interstate New Teacher Assessment and the Support for Consortium (INTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council's website at <http://www.ccsso.org>.

© Council of Chief State School Officers. (1992) Model standards for beginning teacher licensing, assessment, and development: A resource for state dialogue. Washington, DC: Author. <http://www.ccsso.org/content/pdfs/corestrd.pdf>.

Course Outcome Correlations With National Board for Professional Teaching (NBPTS) Propositions and Standards

Proposition 1: Teachers are Committed to Students and Their Learning.	Course Outcomes
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.	1, 5, 9
They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.	1, 5, 9
NBCTs understand how students develop and learn.	1, 2, 4, 5, 10, 11
They respect the cultural and family differences students bring to their classroom.	1
They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.	1, 2
NBCTs are also concerned with the development of character and civic responsibility.	NA
Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.	
NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.	2, 3, 4, 5, 6, 7, 10, 11, 12
They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.	1, 2, 5
They are able to use diverse instructional strategies to teach for understanding.	1, 2, 3, 7, 10, 11, 12
Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.	
NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.	1, 2, 3, 4, 5, 6, 7, 9, 11
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.	1, 2, 3, 6, 7, 9
NBCTs know how to assess the progress of individual students as well as the class as a whole.	5
They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.	2, 5
Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.	
NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.	1, 2, 10, 11, 12
They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.	2, 10, 12
They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.	2, 10, 12

Proposition 5: Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning.	NA
They are leaders and actively know how to seek and build partnerships with community groups and businesses.	NA
They work with other professionals on instructional policy, curriculum development and staff development.	NA
They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.	NA
They know how to work collaboratively with parents to engage them productively in the work of the school.	NA

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