

**Saint Mary's University of Minnesota**  
Schools of Graduate and Professional Programs  
Winona Campus

**Fall 2016**  
**Professional Book Study: Number Talks-Math Strategies**  
**GPDI XXXX**  
**1 Semester Credit**  
Traditional

**Course Meeting Dates & Location**

November 21, 2016 - December 19, 2016, Neillsville Elementary School, Neillsville, WI

**Instructor(s)**

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**Course Description**

The most effective way to improve classroom practice is through work located within schools, conducted among colleagues, and integrated with teachers' day-to-day practice. Participants in a professional book study read and discuss a book related to theoretical and pedagogical frameworks to expand their understanding of best practices, enhance their teaching, and make connections to their own classroom. By collaboratively sharing and building knowledge, participants develop and implement an inquiry plan that focuses on enhancing their teaching and improving student achievement.

**Student Learning Objectives**

Upon completion of this class, students are expected to be able to do the following:

- a) Examine existing classroom instructional practices to identify strengths and gaps for professional growth.
- b) Share and/or analyze diverse perspectives on the text content in order to build knowledge on the topic.
- c) Apply the book's theoretical and pedagogical approaches to the teaching and learning practice.
- d) Develop professional inquiry skills as a tool for sustained professional development.
- e) Employ reflection and self-assessment through individual and collaborative efforts.
- f) Participate in professional dialogue.

**Textbook**

*Number Talks: Helping Children Build Mental Math & Computation Strategies*, Sherry Parish

**Additional Resources**

Students in collaboratively delivered graduate courses can access additional resources through the GPDI website at [gpd.smumn.edu](http://gpd.smumn.edu). Instructors will provide the required username and passwords. Resources include access to ProQuest, an extensive database of practitioner-oriented and research-based articles. The ProQuest link is accessible once students log in to the website that is available through your school's collaboration with Saint Mary's University. Guides for using ProQuest are posted on that website. Additional library resources and assistance are available upon request, especially for students in degree-seeking programs at Saint Mary's University. Contact the PDI Program Office via email at [pdi@smumn.edu](mailto:pdi@smumn.edu) for further assistance.

## Topical Course Outline

### Class Session 1

Introductions and review of course

- Engage in activities and self-assessment/reflective writing and dialogue to develop baseline understanding.
- Review Course Syllabus
- Discuss expectations for course
- Discuss expectations for Implementation Plan

### Class Session 2

- Discuss chapters 1 - 2
- Engage in activities to reflect on current practice related to the reading

### Class Session 3

- Discuss chapters 3 - 4
- Engage in activities to reflect on current practice related to the reading

### Class Session 4

- Discuss chapters 5 - 6
- Engage in activities to reflect on current practice related to the reading

### Class Session 5

- Discuss chapters 7 - 8
- Engage in activities to reflect on current practice related to the reading
- Share final projects and implementation plans

## Teaching Methods

The GPDI program works collaboratively with teacher leaders, administrators, and schools to design and facilitate job-embedded and application-based professional learning. Course instructors design instructional and reflective strategies and activities that require the application and analysis of job-embedded learning, where teachers engage in additional inquiry-based professional learning related to the student learning objectives.

\*One traditional graduate credit requires a minimum of 15 contact hours. In addition, it is suggested that students invest a minimum of two hours per contact hour in outside study.

## Synopsis of Assignments

Participate in professional dialogue (b, d, e, f)

Assigned readings (a, b, d, e)

Reader responses (a, b, c, e)

Plan of Action (c, d, e)

## Synopsis of Assignments

Educational Activities	Student Engaged Hours	Explanatory Comments
Course attendance & participation (a,b,d, e, f)	15	Lecture and Group activities
Assigned Readings (a, b, d, e)	3	Outside of course attendance
Writing Assignments (a b,c,e)	1	Reader Responses, Reflection
Plan of Action (a,b,c,d,e,f)	1	Implementation strategies paper
TOTAL	20	

## Assessment of Student Performance

Throughout the course, students will be assessed and evaluated on the completion of the following assessments:

### For one (1) graduate credit

1. Read the selected text and engage in professional dialogue with others based on the reading. (b, d, e, f)
2. Complete regular “Reader Response” reflections. (a, b, c, e)
3. Create a short “Plan of Action” that highlights how you anticipate incorporating your new learning into your classroom or work world. (a, b, c, d)

Criteria for each assessment will be explained more thoroughly, in conjunction with the instructional activities.

## Grading Policies

Grading policies are consistent with university policy as stated in the current Catalog and Student Handbook. Grading is based solely on the assessment of the student learning objectives. The grade of “I” (Incomplete) may or may not be given by the instructor at the student’s request when the required work is not completed. The student must submit a written request to the instructor prior to the final class session, indicating when the work will be completed.

## Graduate Grading Scale

A	90-100%
B	80-89%
C	70-79%
NC	below 70%

## University Conduct and Academic Policies

### [Schools of Graduate and Professional Programs Student Handbook](#)

Included in the Handbook are details regarding SGPP Academic Policies, Registration & Tuition Policies, and University Conduct policy.

Transcripts may be requested, free of charge, by submitting a [Transcript Request](#) form, which is found on the [pdi.smumn.edu](http://pdi.smumn.edu) website. Requests are processed in the order received and will be mailed to you. If you prefer, you can order transcripts online through the [National Student Clearinghouse](#), a secure and confidential website. Transcripts can be sent directly to you or a third party by US mail or electronically through a secure PDF. Each transcript is \$3.00, payable by credit or debit card. Additional features of online ordering include order tracking, updates, and transcript request history. Follow this link to order your transcripts: <http://www.studentclearinghouse.org/>