

School of Education
University of Puget Sound
Fall 2016

Monday, Wednesday 1:00-2:50 p.m.
Howarth 212

Education 616
Elementary Learning and Teaching
Mathematics and Science

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Abandon the notion of subject-matter as something fixed and readymade in itself, outside the child's experience; cease thinking of the child's experience as also something hard and fast; see it as something fluent, embryonic, vital; and we realize that the child and the curriculum are simply two limits which define a single process. John Dewey

COURSE DESCRIPTION

This course is one module in the 3-unit elementary curriculum and instruction course. We will examine issues related to math and science instruction in the K-8 curriculum. We will consider the tensions between giving full attention to each subject area, integrating across subject areas, and meeting students' developmental needs.

The daily life in a classroom is the result of dynamic and complex interactions amongst students, teacher, and subject matter. Throughout the semester we will explore our assumptions and beliefs regarding teaching and learning and the ways in which teaching methodologies, classroom management, and curriculum issues interface. The course emphasizes how these dynamics limit and expand opportunities for student learning. Below are questions that will be explored:

- What approaches to instruction and assessment promote mathematics and science learning?
- What types of learning opportunities foster student inquiry and collaboration?
- How do multiple forms of representation enhance understanding of mathematics and science?

Learning to be a great elementary teacher is the work of a lifetime; this seminar aims to help you build a foundation from which to continually learn and grow. Throughout this course you will examine teaching as an ongoing active intellectual process.

YOUTH DEVELOPMENT FRAMEWORK

This course is organized to emphasize a youth development perspective. This perspective spotlights the trajectory of the learner and suggests that opportunities for skill building, relationship building, youth engagement, and community involvement are resources necessary to support the development of the learner. Each of these resources highlight questions for teachers to consider:

Skill Building—What skills and knowledge do students have access to? What tools and concepts are important in science and math? What is the role of local, state, and national standards in defining required skills and knowledge?

Relationship Building—How are relationships amongst students and between students and teacher built and maintained? Do students view adults and classmates as resources for learning? Do students and teachers feel a sense of belonging? What does it mean to know students as learners and people?

Youth Engagement—What does active participation mean? Does learning relate to problems and questions that have meaning to students? How can student perspectives inform classroom planning and evaluation? Do students have input in decision-making?

Community Involvement—Are students engaged in a variety of contexts? How do different contexts bring value and meaning to the skills and knowledge learned in another context? How are linkages between different contexts maintained and organized?

COURSE OBJECTIVES

The two main objectives of this course are:

- You will practice teaching, consider the assumptions behind methods used, and articulate your personal pedagogy by teaching a math lesson and a science lesson, leading a reading discussion, preparing an unit plan, and providing feedback on lessons presented by your colleagues.
- You will analyze and critique elements of the youth development framework and develop multiple lenses for understanding the relationships between teacher, student and math/science subject matter, by participating in class discussions, writing reading reflections, analyzing artifacts of student learning, and developing and teaching lessons.

MAT PROGRAM GOALS

To prepare teachers who: (bold indicates goals emphasized in this course)

- 1) **Have deep understanding of subject matter and pedagogies that teach for understanding**
- 2) **Have ability to manage the complexities of teaching**
- 3) **Promote student learning of challenging content**
- 4) **Have ability to reflect on their own practice, to look for principles underlying what “works” or “does not work” and to persist in determining their own appropriate practice**
- 5) **Have commitment to serving everyone’s children, particularly those who historically have not been well-served by traditional schooling**
- 6) **Have ability to learn and work in a collaborative fashion, and to create settings in which others can learn and work**
- 7) Have capacity to engage in the remaking of the profession and the renewal of schools with understanding of the social and cultural context in which students live and learn

STUDENT REQUIREMENTS AND EVALUATION

Assignment expectations and deadlines for rotating assignments will be discussed in class. Assignments must be submitted at the beginning of class on the date they are due. You will make an appointment with the professor in the event that you must submit late work. Late work will not be credited at full value.

Math Lesson—You and your team members will teach a math lesson on an assigned topic. One week after presenting the lesson you will turn in a double-spaced typed lesson plan (5-7 pages) and lesson reflection (4 pages). A detailed handout of requirements will be distributed in class. (20% of final grade)

Science Reflection— You will write a 4-page reflection sharing what you have learned about teaching science, and how to create meaningful assessments that are aligned with the Next Generation Science Standards (NGSS) and focused on systems and constructing explanations. A detailed handout of requirements will be distributed in class. (10% of final grade)

Reading Discussion—You and a partner will lead a discussion of assigned readings. You will prepare a 1-2 page handout that summarizes the main points presented in the reading (to be distributed to your colleagues). You will bring a related curriculum or student work artifact from your school-based placement for analysis during the discussion. A detailed handout of requirements will be distributed in class. (15 % of final grade)

Reading Reflection—In preparation for class discussions you will write brief notes/questions on assigned readings each week. You will write four reflections: 1) initial impressions about mathematics teaching, 2) assessing student learning, 3) a visual and artist's statement, and 4) exploration of a compelling issue. The purpose of the reflections is to help you summarize the main ideas in the readings, integrate school-based experiences with classroom readings, and articulate your developing personal pedagogy. A detailed handout of requirements will be distributed in class. (20% of final grade)

Class Attendance, Punctuality and Participation—You will take multiple roles in the class, by teaching lessons, analyzing the teaching of others, completing in-class writing assignments, sharing insights from school-based placement experiences, and participating as a productive and positive community member. Interpersonal skills (e.g., actively working to build relationship with others, considering other points of view, and considering the time and needs of others), problem solving (e.g., considering multiple perspectives, responding positively to feedback, and asking questions), and work ethic (e.g., consistent attendance, completing work by deadlines, and flexibility) are critical to your development as a professional. You will self assess your participation and the professor will assess your participation. (20% of final grade)

Unit Designed from Math or Reading Curriculum—You will develop a math or literacy unit working with district-adopted curriculum materials. You will identify content and process enduring understandings, consider the skills and interests your students bring to the learning process, and design assessments and a 3-5 day learning sequence. You will share your findings with colleagues. A detailed handout of requirements will be distributed in class. (15% of final grade)

OUTLINE OF CONTENT AND SCHEDULE OF COURSEWORK

Monday	Wednesday
<h3>Skill Building</h3> <p>What is the nature of science and math? What skills and knowledge do students have access to? What tools and concepts are important in science and math? What is the role of local, state, and national standards in defining required skills and knowledge?</p>	
8/29 --Math Explorations	8/31 --Math Teaching: Engagement --Course Overview Reading: Wood, C. (2007). <i>Yardsticks: Children in the classroom ages 4-14, 3rd edition</i> . Turners Fall, MA: Northeast Foundation for Children, Inc. Read the chapter about your school-based placement grade level, as well as one grade level below and one grade level above.
--Holiday-Labor Day 9/5	--No Classes-Full Day School-Based Placement 9/7
9/12 --Math Teaching: Problem Solving Reading: --Kazemi, E. (1998). Discourse that promotes conceptual understanding. <i>Teaching Children Mathematics</i> , 7 (7), 410-414. --Barnes, M.K. (2006). How many days 'til my birthday?: Helping kindergarten students understand calendar connections and concepts. <i>Teaching Children Mathematics</i> , 12(6), 290-295.	9/14 --Math Teaching: State Standards --Reading Discussion Reading: --Kazemi, E., & Hintz, A. (2014). Targeted discussion: Why? Let's justify. In <i>Intentional talk: How to structure and lead productive mathematical discussions</i> . (pp. 55-75). Portland, ME: Stenhouse Publishers. --Woodward, J., Beckmann, S., Driscoll, M., Franke, M., Herzig, P., Jitendra, A., Koedinger, K. R., & Ogbuehi, P. (2012). Recommendation 1: Prepare problems and use them in whole class instruction. In <i>Improving mathematical problem solving in grades 4 through 8: A practice guide</i> (NCEE 2012-4055). (pp 10-16). Washington, DC: National Center for Educational Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/mps_pg_052212.pdf .
9/19 --Reading Discussion --Math Teaching: Problem Solving Reading: --Woodward, J. et al. (2012). Recommendation 2: Assist students in monitoring and reflecting on the problem solving process. In <i>Improving mathematical problem solving in grades 4 through 8: A practice guide</i> . (pp. 17-22). Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/mps_pg_052212.pdf .	9/21 Reflection 1 Due: Initial Impressions Moodle Post --Assessment/Rubric Development --Reading Discussion Reading: --Van De Walle, J. A., Karp, K. S., & Bay-Williams, J. M. Ch. 5, Building assessment into instruction. (pp. 78-93). --Ball, D.L. (1997). From the general to the particular: Knowing our own students as learners of mathematics. <i>The Mathematics Teacher</i> , 90, 732-737.
9/26 --No Outsiders Learning and Gender Reading: --Katch, H. & Katch, J. (2010). When boys won't be boys: Discussing gender with young children. <i>Harvard Educational Review</i> , 80 (3), 379-390. --Bollow Tempel, M. (2011). It's okay to be neither: Teaching that supports gender-variant children. <i>Rethinking Schools</i> , 26 (1), 51-54. --Weiss, D. (2016). Believe me the first time. In <i>Rethinking sexism, gender, and sexuality</i> . (pp. 72-81). Milwaukee, WI: Rethinking Schools. --SAMHSA. (2014). Definitions. In <i>Helping Families to support their LGBT children</i> . (p. 3) Rockville, MD: Substance Abuse and Mental Health Services Administration. Retrieved from http://store.samhsa.gov/shin/content//PEP14-LGBTKIDS/PEP14-LGBTKIDS.pdf	9/28 --Lesson Brainstorming --Reading Discussion Reading: --Woodward, J. et al. (2012). Recommendation 3: Teach students how to use visual representations. In <i>Improving mathematical problem solving in grades 4 through 8: A practice guide</i> . (pp. 10-31). Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/mps_pg_052212.pdf .

OUTLINE OF CONTENT AND SCHEDULE OF COURSEWORK

Monday	Wednesday	
<h3>Relationship Building</h3> <p>How are relationships amongst students and between students and teacher built and maintained? Do students view adults and classmates as resources to learning? Do students and teachers feel a sense of belonging? What does it mean to know students as learners and people?</p>		
<p>Reflection 2 Due: Assessing Student Learning 10/3</p> <p>--Reading Discussion --Whole-Number Place-Value Lesson</p> <p>Reading: --Kazemi, E., & Hintz, A. (2014). Open strategy sharing. In <i>Intentional talk: How to structure and lead productive mathematical discussions</i>. (pp. 17-38). Portland, ME: Stenhouse Publishers.</p>	<p style="text-align: right;">10/5</p> <p>--Reading Discussion --Lesson Planning Workshop</p> <p>Reading: --Gibbs, J. (2000). Ch. 4, What tribes are and how they work & Ch. 5, Creating the learning community. In <i>Tribes: A new way of learning and being together</i>. (pp. 71-86, 87-103). Sausalito, California: Center Source Systems.</p>	<p style="text-align: right;">THURSDAY 10/6</p> <p>--No Outsiders Learning and Gender/Sexuality</p> <p>Reading: --Jennings, A. J. (2016). 4-year-olds discuss love and marriage. In <i>Rethinking sexism, gender, and sexuality</i>. (pp. 50-55). Milwaukee, WI: Rethinking Schools. --Epstein, D. (2000). Reading gender, reading sexualities: Children and the negotiation of meaning in "alternative texts." In Spurlin, William J (Ed.) <i>Lesbian and Gay Studies and the Teaching of English</i>. (pp. 213-233). Washington, D.C.: NCTE.</p>
<p style="text-align: right;">10/10</p> <p>--Lesson Planning Workshop</p> <p>Reading: --Van De Walle, J. A., Karp, K. S., & Bay-Williams, J. M. Ch. 3, Teaching through problem solving. (pp. 32-58).</p>	<p style="text-align: right;">10/12</p> <p>--Multiplication Lesson --Reading Discussion</p> <p>Reading: --Wood, C. (2007). Introduction, Developmental considerations, Yardsticks: Broad categories. In <i>Yardsticks: Children in the classroom ages 4-14, 3rd edition</i>. (pp. 1-44). Turners Fall, MA: Northeast Foundation for Children, Inc.</p>	
<p style="text-align: right;">10/17</p> <p>--Holiday-Fall Break</p>	<p style="text-align: right;">10/19</p> <p>--Geometry Lesson --Data Analysis Lesson</p> <p>Reading: --Wood, C. (2007). <i>Yardsticks: Children in the classroom ages 4-14, 3rd edition</i>. Turners Fall, MA: Northeast Foundation for Children, Inc. Read the chapter about your school-based placement grade level, as well as one grade level below and one grade level above.</p>	<p style="text-align: right;">THURSDAY 10/20</p> <p>--No Outsiders Learning and Gender/Race</p> <p>Reading: --Chang, K., & Conrad, R. (2008). Ch. 7, Following children's leads in conversations about race. In <i>Everyday antiracism: Getting real about race in school</i>. (pp. 34-38). New York: The New Press. --Tenorio, R. (2010). 'Brown kids can't be in our club: Raising issues of race with young children. In <i>The new teacher book, 2nd edition</i>. (pp. 83-93). Milwaukee, WI: Rethinking Schools. --Milner, H. R. (2015). Ch. 3, Case studies of practice: Life in schools and classrooms. In <i>Rac(e)ing to class: Confronting poverty and race in schools and classrooms</i>. (113-117). Boston, MA: Harvard Education Press.</p>

OUTLINE OF CONTENT AND SCHEDULE OF COURSEWORK

Monday	Wednesday	
<p>Youth Engagement</p> <p>What does active participation mean? Does learning relate to problems and questions that have meaning to students? How can student perspectives inform classroom planning and evaluation? Do students have input in decision-making?</p>		
<p style="text-align: right;">10/24</p> <p>--Fraction Concepts Lesson --Reading Discussion</p> <p>Reading: --Van de Walle, J. A., Lovin, L. H., Karp, K. S., & Bay-Williams, J. M. (2014). Ch. 4, Differentiating instruction. In <i>Teaching student-centered mathematics: Grades 3-5</i>. (pp. 41-54). Boston, MA: Pearson.</p>	<p style="text-align: right;">10/26</p> <p>Reflection 3 Due: Visual --Decimals and Percents Lesson --Reading Discussion</p> <p>Reading: --Chapin, S. H., O’Conner, C., & Anderson, N. C. (2003). Ch. 2, The tools of classroom talk. In <i>Classroom discussions: Using math talk to help students learn</i>. (pp. 11-42). Sausalito, CA: Math Solutions Publications.</p>	
<p style="text-align: right;">10/31</p> <p>--Unit Planning Workshop</p> <p>Reading: --Goldsmith, L. T. & Seago, N. M. (2013). Chapter 4, Keeping an eye on rigorous mathematics: Big ideas and habits of mind. In <i>Examining mathematics practice through classroom artifacts</i>. (pp. 64-84). Boston, MA: Pearson.</p>	<p style="text-align: right;">11/2</p> <p>--Measurement Lesson --Reading Discussion --Math Lesson Debriefing</p> <p>Reading: --Thompson, A. (2014). <i>Separating literacy from math assessment: Fair math assessment in a diverse first grade classroom</i>. Unpublished master’s thesis, University of Puget Sound, Tacoma, WA.</p>	
<p style="text-align: right;">11/7</p> <p>--No Outsiders Learning and Race/Poverty</p> <p>Reading: --Gorski, P. C. (2013). Ch. 4, The trouble with the “culture of poverty” and other stereotypes about people in poverty. In <i>Reaching and teaching students in poverty: Strategies for erasing the opportunity gap</i>. (pp.52-70). New York: Teachers College Press. -- Milner, H. R. (2015). Ch. 3, Case studies of practice: Life in schools and classrooms. In <i>Rac(e)ing to class: Confronting poverty and race in schools and classrooms</i>. (137-139). Boston, MA: Harvard Education Press.</p>	<p style="text-align: right;">11/9</p> <p>--Reading Discussion</p> <p>Reading: --Van De Walle, J. A., Karp, K. S., & Bay-Williams, J. M. Ch. 6, Teaching mathematics equitably to all children. (pp. 94-112).</p>	<p style="text-align: right;">THURSDAY 11/10</p> <p>--Unit Planning Workshop</p>

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Monday	Wednesday
<p>Community Involvement</p> <p>Are students engaged in a variety of contexts? How do different contexts bring value and meaning to the skills and knowledge learned in another context? How are linkages between different contexts maintained and organized?</p>	
<p>Reflection 4 Due: Compelling Issue 11/14</p> <p>--Science Full Option Science System (FOSS)</p> <p>Reading: --Fulwiler, B.R. (2007). Ch. 4, Teaching simple forms of scientific thinking and expository writing. In <i>Writing in science: How to scaffold instruction to support learning</i>. (pp. 44-80). Portsmouth, NH: Heinemann.</p>	<p style="text-align: right;">11/16</p> <p>--Science Full Option Science System (FOSS)</p> <p>Reading: --McElligott, A. (2010). <i>Standard 5.1</i>. Unpublished master's thesis, University of Puget Sound, Tacoma, WA.</p>
<p style="text-align: right;">11/21</p> <p>--Science Full Option Science System (FOSS)</p>	<p style="text-align: center;">TUESDAY 11/22</p> <p>--Unit Planning Workshop</p> <p style="text-align: right;">11/23</p> <p>--Holiday—Thanksgiving Travel Day</p>
<p style="text-align: right;">11/28</p> <p>--Science Full Option Science System (FOSS)</p>	<p style="text-align: right;">11/30</p> <p>--Science Full Option Science System (FOSS) --Course Summary</p>
<p style="text-align: right;">12/5</p> <p>--Reading Discussion</p> <p>Reading: --Sorel, K. (2005). The integrated curriculum, <i>Science and Children</i>, 42(6), 21-25.</p> <p>--Coskie, T., Hornof, M., & Trudel, H. (2007). A natural integration. <i>Science and Children</i>, 44(8), 26-31.</p> <p>--Diffily, D. (2001). Project reptile! <i>Science and Children</i>, 38 (7), 30-35.</p> <p>--Wolfinger, D.M. (2005). Project produce. <i>Science and Children</i>, 42(4), 26-29.</p>	<p style="text-align: right;">12/7</p> <p>--Unit Planning Workshop</p>
<p>Literacy/Math Unit Presentations</p>	
<p style="text-align: right;">MONDAY 12/12</p> <p>--Unit Presentations, 10:00 a.m.-12:00 noon</p>	

Required Texts

1. Van De Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2013). *Elementary and middle school mathematics: Teaching developmentally*, 8th Edition. Boston, MA: Pearson Education, Inc. This text is a professional resource that you will use throughout your career. In addition to the assigned chapters, you will read a chapter specific to the content of your math lesson.
2. Wood, C. (2007). *Yardsticks: Children in the classroom ages 4-14, 3rd edition*. Turners Fall, MA: Northeast Foundation for Children, Inc.

A course reader contains other required articles and book chapters. The articles in the reader have been selected to provide alternative viewpoints related to the work of teachers, the role of students and the nature of science and math content. In addition, these readings set the issues of teaching math and science in a larger youth development framework.

Copyright and Fair Use: Course materials are for educational purposes only and limited to students enrolled in the course. They are protected by copyright law and may not be copied, downloaded, stored, transmitted, shared or changed in any way.

3. *Common Core State Standards for Mathematics K-5*. (will be distributed in class)
http://www.k12.wa.us/CoreStandards/Mathematics/pubdocs/CCSSI_MathStandards.pdf
4. *Next Generation Science Standards*.
Available at: <http://www.nextgenscience.org/next-generation-science-standards>

Recommended Text

Bamberger, H. J., Oberdorf, C., & Schultz-Ferrell, K. (2010). *Math misconceptions Pre K-Grade 5: From misunderstanding to deep understanding*. Portsmouth, NH: Heinemann.

BIBLIOGRAPHY

Consult the web sites and professional organizations listed below for additional background information and/or to continue to explore the issues discussed in this course.

Internet Resources

Organization	Web Site
Math Resources	
National Council of Teachers of Mathematics	www.nctm.org
Washington State Mathematics Council	www.wsmc.net
Math Forum	www.mathforum.org
Science Resources	
National Science Teachers Association	www.nsta.org
Washington Science Teachers Association	www.wsta.net
Lawrence Hall of Science Great Explorations in Math and Science (GEMS)	www.lhsgems.org
Science Notebooks	www.wastatelaser.org/science-notebooks/
Pacific Education Institute Field Investigation Guides	http://pacifieducationinstitute.org/educator-resources-2/guides/
Washington State Standards Resources	
Washington State Learning Standards	www.k12.wa.us/CurriculumInstruct/learningstandards.aspx
Math: Smarter Balanced Assessment	www.k12.wa.us/Mathematics/Assessment.aspx
Science: Measurement of Student Progress (MSP), Grades 5 & 8	www.k12.wa.us/Science/EducatorResources.aspx
Inclusive Schools Resources	
Teaching Tolerance Southern Poverty Law Center	www.tolerance.org/
Welcoming Schools Human Rights Campaign	www.welcomingschools.org
Rethinking Schools	http://www.rethinkingschools.org/index.shtml

Professional Organizations

Professional organizations are one way to get involved with a network of math and science educators and to have access to ongoing professional development opportunities. Two organizations you might consider joining are listed below:

National Council of Teachers of Mathematics (NCTM), \$46/year (for Student E-membership)
Apply online at <http://www.nctm.org/Membership/Membership-Options-for-Individuals/>

National Science Teachers Association (NSTA), \$39/year (for Student Membership) entitles you to a monthly subscription to *Science and Children*. Apply online at <http://www.nsta.org/membership/individual.aspx>

Upcoming Conferences

Conferences are ideal for obtaining curriculum materials, getting involved with other educators, and extending your knowledge of teaching and learning. Three conferences you might consider attending are listed below:

- **Washington Science Teachers Association Fall Annual Meeting**
October 23-25, 2016
Shoreline, WA
See program and register at <http://wsta.net/conferences>
- **55th Annual Northwest Mathematics Conference**
October 21-23, 2016
Yakima, WA
See program and register at <http://www.northwestmathconference2016.org>
- **National Science Teacher's Association Area Conference**
November 10-12, 2016
Portland, OR
See program and register at <http://www.nsta.org/conferences/area2.aspx>

STANDARDS FOR TEACHER EDUCATION

The Washington Administrative Code W.A.C. 181-78A-270 (1) Standard V identifies three areas for teacher certification: (1) effective teaching, 2) professional development, 3) teaching as a profession. These competencies focus learning and teaching experiences throughout the M.A.T. program.

a. Effective Teaching

- (i) Using multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds
- (ii) Applying principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning
- (iii) Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction
- (iv) Implementing classroom/school centered instruction, including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with others
- (v) Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student
- (vi) Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them
- (vii) Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology
- (viii) Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society
- (ix) Using technology that is effectively integrated to create technologically proficient learners
- (x) Informing, involving, and collaborating with families/neighborhoods, and communities in each student's educational process, including using information about student cultural identity, achievement and performance

b. Professional Development

Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection

c. Teaching as a Profession

- (i) Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication
- (ii) Demonstrating knowledge of professional, legal, and ethical responsibilities and policies

UNIVERSITY OF PUGET SOUND STATEMENTS AND POLICIES

UNIVERSITY MISSION STATEMENT

As teachers we must think carefully and intentionally about the enduring understandings that will focus learning experiences. The University of Puget Sound has a commitment to enduring understandings for student learning which are reflected in the university statement. "The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and co-curricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives."

ACADEMIC INTEGRITY

Teachers in public schools teach not only subject matter content, but also ethics and dispositions. The University of Puget Sound is a community of faculty, students, and staff engaged in the exchange of ideas contributing to intellectual growth and development. Essential to the mission of the academic community is a shared commitment to scholarly values, intellectual integrity, and respect for the ideas and work of others. At Puget Sound, we share an assumption of academic integrity at all levels. Please review the University's Academic Integrity Policy at <http://www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academic-integrity/>.

UNIVERSITY DIVERSITY STATEMENT

As teachers we must critically examine our own educational and life biographies and work to understand students who have had experiences that are both similar and very different from our own. The university shares this commitment to building a learning community based on a respect and appreciation for all persons.

We Acknowledge

- the richness of commonalities and differences we share as a university community.
- the intrinsic worth of all who work and study here.
- that education is enhanced by investigation of and reflection upon multiple perspectives.

We Aspire

- to create respect for and appreciation of all persons as a key characteristic of our campus community.
- to increase the diversity of all parts of our University community through commitment to diversity in our recruitment and retention efforts.
- to foster a spirit of openness to active engagement among all members of our campus community.

We Act

- to achieve an environment that welcomes and supports diversity.
- to ensure full educational opportunity for all who teach and learn here.
- to prepare effectively citizen-leaders for a pluralistic world.

CAMPUS EMERGENCY RESPONSE GUIDANCE

Teachers in public school settings have many responsibilities, including ensuring student safety. The University of Puget Sound, like public schools, takes this responsibility very seriously. Please review university emergency preparedness and response procedures posted at www.pugetsound.edu/emergency. Familiarize yourself with hall exit doors and the designated gathering area for your class buildings. For this class our designated gathering area is in Jones Circle at the fountain. In the event of an emergency remain calm, be prepared to act quickly, and listen for instructions from campus personnel.

ACCESSIBILITY AND ACCOMMODATIONS

As teachers we must personalize instruction to addresses students' learning strengths and needs. The University of Puget Sound is committed to accessibility for all learners. If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

STUDENT BEREAVEMENT POLICY

As teachers we must be responsive to students' expressed need for bereavement. Upon approval from the Dean of Students' Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students'. For more information, please see the Academic Handbook.