

Instructor information:

Dr. Brad Thiessen

Office: 414 Ambrose Hall

Phone: 563.333.6160

Site: <http://www.bradthiessen.com>

Hours: MWF 9-10; TR 10:40-12:00

Email: ThiessenBradleyA@sau.edu

twitter.com/Thiessen

Overview:

The primary purpose of this course is to help prepare secondary teaching certificate candidates to become effective mathematics educators. Current issues, approaches, and materials in school mathematics teaching are addressed. This is an applied course, in that students will come away from the course with specific activities, lessons, and teaching techniques that can be used in secondary school mathematics classrooms.

Catalog description:

Limited to secondary teaching certificate candidates. Current issues, approaches, and materials in school mathematics teaching, including philosophy and objectives, curricula, local/state/national standards, evaluation of current research. Students are required to complete a field component of 25 class contact hours. A minimum of two field components (80 hours) is required after field experience and before student teaching

Prerequisites:

MATH 192 (Calculus II); EDUC 205 (Field Experience), 284 (Child & Adolescent Psychology), and 309 (Tests & Measurement). Students are encouraged to take this course the semester prior to student teaching.

By the end of this course, students will...

- Develop and defend a philosophy of mathematics education.
- Locate and identify local, state, and national standards (Danielson Domain #1)
- Plan effective mathematics instruction, using research-based methods (Danielson Domain #1)
- Evaluate current research in mathematics education (Danielson Domain #1)
- Effectively assess student learning through standards-based grading (Danielson Domains #1 and #3)
- Effectively manage a mathematics classroom (Danielson Domain #2)
- Gain experience in teaching and job interview simulations (Danielson Domain #3)
- Locate resources, reflect, and participate in ongoing development through social media (Danielson Domain #4)

Course materials:

Recommended: *Teaching Secondary Mathematics: Techniques & Enrichment (8th ed)* by Posamentier (ISBN: 9780135000038)
A Mathematician's Lament (ISBN: 978-1934137178)

Optional: *The Mathematics that Every Secondary School Math Teacher Needs to Know* by Sultan (ISBN: 9780415994132)
Succeeding at Teaching Secondary Mathematics: Your First Year by Roddick (ISBN: 978-1412927635)
Mathematics Education for a New Era: Video Games as a Medium for Learning by Devlin (ISBN: 9781568814315)
Readings in 2ndary Mathematics Education-Course Pack - \$51 (<http://nctm.org/catalog/product.aspx?ID=14062>)
E-Membership to NCTM - \$39 includes subscription to Math Teaching in the Middle School or Math Teacher

Websites: *Devlin's Angle*: <http://www.maa.org/devlin/>
Think Thank Thunk - <http://www.shawncornally.com/>
Dy/dan - <http://blog.mrmeyer.com/> (Read one post and present/discuss in class)
NCTM High School: <http://nctm.org/resources/high.aspx>
Illuminations: <http://illuminations.nctm.org/>
Common Core Standards: <http://www.corestandards.org/>

Anyone who tries to make a distinction between education and entertainment doesn't know the first thing about either. -- Marshall McLuhan

The job of the dramatist is to make the audience wonder what happens next. Not to explain to them what just happened, or to suggest to them what happens next. -- David Mamet

Grading methods & criteria:

We will use standards-based grading in this class. This process will be explained early in the course. Your performance on the 8 course outcomes will be evaluated at multiple times using multiple sources of evidence, such as position papers, research summaries, teaching simulations, reflection papers, lesson/unit plans, quizzes, and discussions.

Your final grade will be assigned based on the following rubric (more detailed rubrics will be developed in-class):

A = Consistent, outstanding performance in mastering most, if not all, of the course outcomes.

B = Consistent, solid performance in mastering most, if not all, of the course outcomes.

C = Satisfactory performance on all outcomes. Progress was made towards attaining all outcomes.

D = Unsatisfactory performance on some outcomes. Limited progress was made towards attaining outcomes.

F = Failure to demonstrate any progress towards attaining any of the 8 course outcomes.

Attendance policy:

Class activities cannot be fully reproduced outside of class. Attending class and arriving on time is important. I will not deduct points from your grade for absences, but students with poor attendance generally do poorly in the class.

You **must** get my approval before turning in any assignments late. An assignment turned-in past the due date will earn a score no higher than 70%.

Attending the practicum experience and completing 25 practicum hours is required.

Accommodations policy:

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Office of Services for Students with Disabilities at 333-6275 as soon as possible to better ensure that such accommodations are implemented in a timely fashion

Academic integrity policy:

I encourage you to collaborate in studying or completing in-class activities, homework, or projects. You must work alone on tests. Review the SAU policy at <http://web.sau.edu/Registration/documents/AcademicIntegrityPolicy.pdf>

Policy on the use of electronic equipment:

We will frequently access information online, so computers, cell phones, calculators, and other devices are welcome in class. Please be respectful of other students and make sure your devices aren't distractions.

Course procedures and expectations:

Through discussions, demonstrations, outside readings, in-class activities, simulated teaching sessions, and short papers, students will learn about current issues in mathematics education. Each class period, we will attempt to complete an in-depth analysis of a particular issue that is directly related to the Danielson components. To do this, I will require you to spend some time prior to class researching the topic. While much of this research can be completed online, you can also choose one of the optional books listed in this syllabus as your source of information.

When we get to class, we will share what we learned from our research. Since many of these issues are complex and/or controversial, I fully expect that we will have some disagreements. My goal is NOT to force you to agree with me (or to reach consensus). In fact, I will be surprised if you do agree with me on many education-related topics. I believe reasonable people can disagree on many issues in education as long as they have evidence to support their viewpoints. I hope our discussions, analyses, and research will lead you to develop a personal teaching philosophy and style that are supported by evidence.

Because I want you to make progress towards becoming an effective math teacher, I will give you several opportunities to teach simulated lessons to the class. You'll be expected to teach topics from *The Mathematics that Every Secondary School Math Teacher Needs to Know* textbook, incorporating what you've learned in-class. As a class, we will develop a rubric to evaluate each other's teaching performance. This should help you to become a more critical, reflective teacher.

Because reflection is so important, I will frequently require you to spend time summarizing what you've learned through your research, our in-class discussions/activities, and your careful evaluation of me, your peers, and your cooperating teacher. This reflection can take many forms. I strongly recommend you participate in the online mathematics education community by participating in discussions and debates on any of the blogs listed on the first page of this syllabus. In fact, one way to demonstrate mastery of the "reflection" course outcome is to provide evidence that you either started, or have contributed something meaningful to, a mathematics education blog.

Below, I've pasted a list of topics that we may decide to focus upon this semester. Depending on our backgrounds and interests, the amount of time spent on each topic will vary. If you have any topics you would like us to cover in class, speak up.

MATH 340 Possible Topics**I. Background & Philosophy of Mathematics Education (Useful in job interviews!!!)**

Objectives: Students will explain the requirements of NCLB, including adequate yearly progress and highly qualified teachers
 Students will identify the characteristics of a model mathematics teacher
 Students will explain the importance of having high expectations for all students (same expectations?)
 Students will explain the importance of teaching mathematics
 Students will map out topics/content in mathematics education
 Students will identify current trends and debates in mathematics education
 Students will debate the merits of the NCTM content and process standards
 Students will begin to develop their professional portfolios
 Students will begin to develop their personal teaching philosophy

Topics: Course overview
 No Child Left Behind: History and Requirements (proficiency and highly qualified teachers)
 Characteristics of effective (or ineffective) math teachers: List these in your portfolio for later review.
 What is mathematics? Why should we teach mathematics? What are the big issues?
 History of and trends in mathematics education
 NCTM Content & Process Standards: History, purpose and debate
 Discussion of Portfolio Development: Teaching philosophy, unit/lesson plans, reflections on teaching

II. Curricula: Planning Mathematics Instruction – Content Issues

- Objectives:**
- Students will select a content area to use in developing an instructional unit
 - Students will explain the importance of having a well-developed curriculum
 - Students will begin to map out the scope and sequence of topics in their unit
 - Students will begin to create a unit plan, including the goals/rationale and the content (5 lesson minimum)
 - Students will identify how their unit goals align with the NCTM standards
 - Students will examine lesson plans and identify the objectives, content, activities, homework, and assessment
 - Students will write effective learning objectives for lesson plans (clear, meaningful, measurable, student-focused)
- Topics:**
- What is mathematics? A review of courses taught in middle and high schools
 - What is a curriculum? Who develops curriculum? How do we define the scope and sequence? Debate on curriculum
 - Unit Plans: Goals/Rationale; Content; Assessment; Special materials needed
 - Lesson Plans: Objectives; Content; Activities (rationale/management); Homework; Assessment
 - What are learning objectives? How do we develop effective learning objectives? Clear, meaningful, measurable traits
 - Is there any content in mathematics that has become “obsolete?” Debate: conceptual vs. mechanical
 - How do we select a good textbook to use in our schools?

III. Instructional Strategies & Educational Research

- Objectives:**
- Students will identify various teaching strategies they can use to teach their lessons
 - Students will list the characteristics of effective lecturing, questioning, and answering
 - Students will demonstrate these characteristics in teaching a mini-lesson to the class
 - Students will debate the fairness and appropriateness of differentiated instruction in a classroom
 - Students will develop a lesson plan including supplemental activities for differentiated instruction
 - Students will debate the merits of cooperative learning
 - Students will explain how they will effectively manage and grade group work
 - Students will identify strategies used to increase/maintain student motivation
 - Students will explain how they will begin a lesson (preassessment, small concepts, problem solving)
 - Students will summarize at least one research article (from a scholarly journal) regarding best practices
 - Students will debate the role of homework in mathematics education (amount, grading, differentiated homework)
 - Students will debate the role of technology in mathematics education (appropriateness)
 - Students will effectively use manipulatives in teaching a lesson
 - Students will develop the teaching strategies for lessons in their unit
- Topics:**
- What are the most effective teaching strategies used to teach mathematics in middle and high schools?
 - What are the characteristics of effective: lecturing, questioning, and answering?
 - What is differentiated instruction? Why should we differentiate our instruction? How do we do it? Is it fair?
 - What is the role of cooperative group learning? When is it appropriate? How do we manage/grade group work?
 - How do we increase student motivation? How should we begin each class period? What is preassessment?
 - How do we keep students on-task? Should we begin with small concepts or should we begin with problem solving?
 - What does the research conclude on the best practices in mathematics education?
 - What is the role of homework in mathematics education? How much homework should be assigned?
 - Should homework be graded? How should homework be graded? Should all students be assigned the same problems?
 - What is the role of technology in mathematics education? What are appropriate and inappropriate uses of tech?
 - What should students learn to do “by-hand” and what should students learn to do using technology?

IV. Assessing & Evaluating Student Learning

- Objectives:**
- Students will define the word “assessment” and list reasons why assessment is crucial to student achievement
 - Students will identify the advantages of a variety of ways in which to assess student learning
 - Students will explain the concepts of reliability, validity, and measurement error
 - Students will calculate the reliability and standard error of measurement for a given test
 - Students will debate the role of standardized tests in mathematics education
 - Students will interpret scores from a standardized test and make appropriate educational decisions
 - Students will develop a “test blueprint” (table of specifications) for their unit assessment
 - Students will develop a “normal” classroom test using the characteristics of effective test items
 - Students will develop at least one performance task and a rubric they will use to evaluate student performance
 - Students will administer an assessment instrument as part of their unit
 - Students will debate issues in assigning grades to students: components, grading scales, fairness, effort
- Topics:**
- What is assessment? How does it differ from testing, measurement, or evaluation?
 - Why do we need to assess student learning? What are the formative and summative uses of assessment?
 - What are the various methods we can use to assess student learning?

By what criteria do we judge the quality of tests? How do we develop classroom tests aligned with our objectives?
 What is meant by the *reliability* of a test and the *validity* of a decision made from a test score?
 What is meant by the “measurement error” of a test score?
 How can we determine the level of reliability and validity in a classroom testing environment?
 What is the role of standardized testing in mathematics education? Are standardized tests necessary?
 How can we use the scores from a standardized test (ITBS/ITED) to make educational decisions?
 What are the appropriate and inappropriate uses of scores from a standardized test?
 What are the characteristics of effective test questions (multiple choice, true/false, closed/open-answer)?
 What is meant by “authentic assessment?” Are performance assessments better than “normal” tests?
 How do we develop scoring rubrics for performance tasks?
 How do I develop a test? What is a “test blueprint?” What is a “table of specifications?”
 How difficult should we make test questions (mastery tests)? How many items should be on a classroom test?
 How do we administer classroom tests? How do we grade classroom tests? Should partial credit be awarded?
 Is “showing work” important? Should tests be differentiated (in difficulty and/or content)?
 What grading scale should be used to assign grades? Should percentages be used to determine grades?
 What factors should be included in assigning grades to students? Can/should student effort be graded?
 How do we deal with “failing” students?

V. Students hand-in their fully developed units. Students teach lessons to the class (including preassessment, activities, questions/answers, homework, and assessment of student learning)

VI. Other topics in Mathematics Education

Objectives: Students will complete a mock interview for a mathematics teaching position
 Students will review and revise their list of characteristics of effective mathematics teachers
 Students will complete their teaching philosophy
 Students will develop their resumes
 Students will complete their secondary math methods professional portfolios
 Students will learn (from current and/or past administrators) the expectations of high-quality teachers
 Students will learn (from current and/or past teachers) the biggest challenges and rewards teachers face

Topics: How do I prepare for a job interview? What questions will be asked? What should I prepare?
 Issues of gifted/talented education and special education
 Where can I find resources for professional development?
 What things could I study in graduate school as I teach? Will I have to go to graduate school?
 What is a “nationally certified” teacher?
 What does it mean to be a “professional” teacher?
 What tasks, outside of teaching, will be expected of me?

Paper Guidelines:

Position papers: Informative/persuasive papers about a timely and controversial topic in mathematics education. While I expect you to choose a position to take on the controversial topics, I also expect that you will take time to examine all valid viewpoints.

You can research your topic online (from quality sources) or in journals. You can also talk to professors here on campus, interview educators/administrators in local school districts, or discuss the issue with Iowa Department of Education personnel. If you need help finding sources, I'd be more than happy to assist you.

Possible topics: *No Child Left Behind* & the high-stakes testing movement
 NCTM Standards & standardized curriculum
 Homework (how much, what type, how to grade, etc.)
 The (mis)use of calculators in mathematics classrooms
Traditional vs. New mathematics instruction
 Merit-based teacher pay
 Cooperative learning; School choice
 Testing, re-testing, standards based grading
 Team teaching; US vs. International classroom instruction
 Acceleration or Special Education
 Class size; Partial credit; Assigning grades

I expect you to: Summarize the topic
 Explain why the topic is controversial & important
 Explain at least two viewpoints on the issue
 Explain your viewpoint on the issue
 Defend your viewpoint through research

I expect that you will be able to debate your topic in class after you have written the paper. I feel as I could argue multiple sides of each of these issues, so feel free to choose whatever defensible viewpoint you want (do not simply choose the side you think I want you to choose).

Research summaries: These informative papers should summarize recent research into the best practices in mathematics education. I want these papers to focus on the best teaching strategies, methods, and materials to use in a secondary mathematics classroom. If you join NCTM, you can simply summarize an article from the most recent journal. Otherwise, you can find research articles online.

I expect you to summarize the topic of the research, the methodology, the results, and the implications for teaching. Try to focus on how this research can help improve student achievement in our classrooms.

These papers will be short (approximately 3 pages)

Math Mistakes: Choose a post from <http://mathmistakes.org/>. Explain the student's error and how you would work to overcome the misconception.

Topics (resources)	Assignment
<p>Week 1: Simulated job interview What is math? Why should we teach math? Characteristics of (in)effective math teachers Development of a teaching philosophy (Philosophy hand-outs) Begin planning 2-week unit (5+ lesson plans; assessment)</p>	<p>Plan first simulated lesson for week 3 Join NCTM (strongly recommended) Complete practicum forms Plan book summary (lessons learned) Become familiar with math education blog Prepare 5-10 minute presentation on topic</p>
<p>Trends/Topics in math education Role of Calculators Assessment/Accountability Marzano - Teacher Effect: http://www.mcrel.org/pdf/policybriefs/5032pi_pbschoolteacherleaderbrief.pdf Standards movement Habits of mind: http://www2.edc.org/cme/showcase/HabitsOfMind.pdf Habits of mind, part 2: http://www.withoutgeometry.com/2010/09/habits-of-mind.html Common Core Standards in Mathematics: http://www.corestandards.org/the-standards/mathematics Wikipedia: http://en.wikipedia.org/wiki/Principles_and_Standards_for_School_Mathematics Standards-Based Grading Meyer, D. (2006). How math must assess, 9/22/06: http://tinyurl.com/sauhmma Townsley, M. (2010). What is "standards based" grading? From Points to Learning: http://sites.google.com/site/frompointstolearning/ Cornally, S. (2010). Various SBG posts. Think Thank Think: http://101studiotstreet.com/wordpress/?p=947 Teacher performance/evaluation Applied vs. theoretical mathematics Meyer, D. (2010). Pseudocontext Saturdays: introduction: http://blog.mrmeyer.com/?p=8002 Meyer, D. (2010). Math class needs a makeover. TEDxNYED, 2010: http://www.ted.com/talks/dan_meyer_math_curriculum_makeover.html USA vs international student performance Riddle, M. (2010). PISA: It's poverty not stupid. The Principal Difference, 12/15/2010: http://tinyurl.com/pisapov Ramanathan, G.V. (2010). How much math do we really need? The Washington Post, 10/23/2010: http://tinyurl.com/mathneed Homework: Is it effective? How much? Should it be graded? Kohn, A. (2006). The truth about homework. Education Week, 9/6/2006: http://www.alfiekohn.org/teaching/edweek/homework.htm NCTM (2008). Effective homework assignments: http://tinyurl.com/efhwrk NCTM (2008). Homework: What the research says: http://tinyurl.com/hwrkrks Innovation in math education Lockhart, P. (2002). A mathematician's lament: http://www.maa.org/devlin/LockhartsLament.pdf Devlin, K. (2010). Wanted: innovative mathematical thinking. Devlin's Angle, MAA, 7/2010 http://www.maa.org/devlin/devlin_07_10.html Emergent Math (2011). What teachers want: an education parable written by a math teacher: http://tinyurl.com/mparable Kill Math Project: http://worrydream.com/KillMath/</p>	
<p>Week 2: Develop/review rubric to evaluate simulated teaching lessons Planning mathematics instruction - curriculum and lesson plans <i>How can a mathematics program curriculum support high expectations for all students?</i> Resource: <i>Intelligence in the Classroom</i> <i>Write a brief letter to a parent explaining why success in a mathematics course is important.</i> What are the roles of the teacher, district, state, and textbook publisher in developing curriculum? What is a lesson plan? What components are necessary? SLOs - What are they? Why do we need them? How are they written?</p>	<p>Check on practicum placement Prepare simulated lesson; Book summary</p>

<p>Week 3: Accountability and Assessment NCLB - background, requirements, myths, facts Proficiency and adequate yearly progress Why do we need standards? Accountability? High expectations? What is the Iowa blueprint?</p>	<p>Ask for standards/curriculum from coop. Ask for lesson plan from cooperating tchr Complete a practicum observation Choose a topic for your unit plan Develop at least 3 SLOs for each lesson</p>
<p>Week 4: Introduction of a lesson What is teaching? What does it look like? Who should do more work: students or teacher? How do you motivate students? Demonstrate motivational strategies Resource: Textbook pages 63-84 List instructional strategies (lecture, Q&A, etc). Identify strengths and weaknesses of each. Resource: Textbook pages 84-101 How can we use questioning effectively in class? How long should we wait for students to answer? Resource: Textbook page 83</p>	<p>Prepare first position paper Plan motivational strategy for lessons Plan teaching strategies to demonstrate</p>
<p>Week 5: Reflection day Update list of characteristics of effective math teachers/teaching Share what you learned/observed from practicum experience Identify 5 things you've learned from this class Identify 5 things you want to learn in this class What have you learned from EDUC 338: Content Literacy? Can/should math teachers evaluate student writing? What is the role of reading in mathematics? How do you accommodate poor readers? How do you "teach" reading?</p>	<p>Reflect on what you learned from practicum Post on MathEd blog Prepare demonstration of effective strategy (highly structured task)</p>
<p>Week 6: Students teach lesson Peer and instructor evaluations Resource: Evaluation form</p>	<p>Choose movie for next week</p>
<p>Week 7: Movie week What can movies/story-telling teach us about effective teaching? Resource: Dan Meyer Resource: Textbook, pages 109-133</p>	<p>Prepare lesson on something you don't know Research problem solving strategies Develop problem to demonstrate strategy</p>
<p>Week 8: Problem Solving - Demonstrate strategies Reflect on what was learned from practicum experience.</p>	<p>Prepare next lesson Share position papers for evaluation</p>
<p>Week 9: Spring Break -- No class</p>	
<p>Week 10: Students teach lessons Peer and instructor evaluations Resource: Evaluation form Turn-in evaluation of position papers Present position papers</p>	<p>What does a grade represent? Should homework be graded? Should pop quizzes be graded? Should extra credit be allowed? Should attendance/effort count in grades?</p>
<p>Week 11: Assessment - General Information Assessment vs Testing vs Evaluation Why should we assess? What should we assess? What types of assessment exist? Are "authentic" assessments better than "non-authentic" assessments? Reliability, validity, measurement error. Resource: Textbook pages 166-196</p>	

- Week 12: Assessment and Grading - Specific information
How can we possibly use rubrics to assess math tests?
Constructing a test blueprint (table of specifications)
Writing effective test items (TF, MC, short answer)
What appropriate accommodations are available for students in math?
Accelerated vs. Expansion vs. Digression
Develop assessments for your unit
- Week 13: Students teach lessons
Peer and instructor evaluations
Resource: Evaluation form
- Week 14: Simulated job interviews
What questions will I be asked? What information should I know beforehand? What materials should I bring?
What questions should I ask during the interview?
What career options are available for graduates with degrees in Math Education?
- Week 15: Students teach lessons
Peer and instructor evaluations
Resource: Evaluation form
- Week 16: Final reflection
Update list of characteristics of effective math teachers
Finalize personal teaching philosophy
Why is it important to teach/learn mathematics?
Hand-in completed unit plans

Final Exam: _____

List of Resources for New Teachers from <http://mathymcmatherson.wordpress.com/resources-for-new-teachers/>

Blogs I Read Consistently

<http://blog.mrmeyer.com/> – Dan Meyer

<http://alwaysformative.blogspot.com/> – Jason Buell

<http://drawingonmath.blogspot.com/> – Tina C – I steal her geometry ideas all the time

<http://numberwarrior.wordpress.com/> – Jason Dyer (teaches in Tucson!)

<http://misscalculate.blogspot.com/> – Elissa Miller

<http://oldmathdognewtricks.blogspot.com/> – Lisa Henry

<http://function-of-time.blogspot.com/> – Kate Nowak

<http://samjshah.com/> – Sam Shah

<http://untilnextstop.blogspot.com/> – Mimi

Resources for a New Teacher

<http://samjshah.com/worksheets-projects/>

<http://tothemathlimit.wordpress.com/stuff-to-keep/>

Dan Meyer's Entire Algebra & Geometry Curriculum Online:

<http://algebra.mrmeyer.com/>

<http://geometry.mrmeyer.com/>

<http://mathemagicalmolly.wordpress.com/my-virtual-filing-cabinet/>

Worksheet generator (LIFESAVER!): <http://www.worksheetworks.com/math.html>

Kuta Worksheet Generator: <http://www.kutasoftware.com/>

What I did: Download the free trial, then download a Print To PDF program (like this one: <http://www.win2pdf.com/>.)

Then: Create 10 versions of whatever worksheets you want and print them to a PDF. Do this until the trial runs out. Then, hopefully, you'll have resources for whatever it is you want to teach

<http://illustrativemathematics.org/standards/hs> – Excellent Problems/Tasks guided around the Common Core

<http://buildingourclassroom.wordpress.com/> – a MUST READ for when you are planning your classroom

<http://mathmind.com/PDF%20Files/Pre-Algebra/dzf.pdf> – A whole book of Math foldables

Thoughts on Homework

<http://untilnextstop.blogspot.com/2012/02/homework-success.html>

Why I Don't Assign Homework: <http://blog.mrmeyer.com/?p=133>

Stop Grading Homework, Please: <http://101studiotstreet.com/wordpress/?p=583>

<http://cheesemonkeysf.blogspot.com/2012/01/sbg-intrinsic-motivation-and-grading-of.html>

<http://samjshah.com/2010/01/15/binder-checks/>

<http://mathymcmatherson.wordpress.com/2012/02/04/why-i-switched-to-exit-tickets/>

Getting Students to Be More Independent:

[Never Say Anything a Kid Can Say](#) (I can't even put into words the way this little article has influenced my teaching)

<http://oldmathdognewtricks.blogspot.com/2012/03/revelations.html>

<http://sarcasymptote.wordpress.com/2011/05/04/ukulele-dayz/>

<http://misscalculate.blogspot.com/2011/10/quiet-mouse-experiment.html>

<http://quantumprogress.wordpress.com/2012/02/27/road-trip-to-a-physics-bloggers-class/>

<http://samjshah.com/2011/06/15/to-reassess-or-how-to-make-more-work-for-me/>

Bellwork Ideas

<http://mythagon.wordpress.com/2011/07/24/whats-the-question/>

<https://www.teachingchannel.org/videos/my-favorite-no>

Group Activities/Games/Structures for Practice

<http://samjshah.com/2011/07/12/participation-quizzes/> & <http://samjshah.com/2011/09/09/and-so-it-begins/>

<http://function-of-time.blogspot.com/2009/10/speed-dating.html>

<http://function-of-time.blogspot.com/2009/10/row-game.html>

<http://function-of-time.blogspot.com/2009/05/solve-crumple-toss.html>

Math Basketball: <http://blog.mrmeyer.com/?p=723>

<http://kellyoshea.wordpress.com/2011/09/08/whiteboarding-with-mistakes/>

<http://numberwarrior.wordpress.com/2009/01/19/hint-tokens-getting-students-to-struggle/>

<http://numberwarrior.wordpress.com/2011/09/28/math-speedball/>

<http://ispeakmath.wordpress.com/2011/02/24/marvelous-math-stations/> & <http://ispeakmath.wordpress.com/2012/03/09/colorful-differentiated-learning-with-math-stations/>

<http://misscalculate.blogspot.com/2011/01/my-favorite-way-to-teach.html>

Lesson Planning

<http://alwaysformative.blogspot.com/2010/01/does-everyone-get-it-now.html>

<http://function-of-time.blogspot.com/2011/12/math-lesson-formula.html>

<http://alwaysformative.blogspot.com/2011/11/layering.html>

<http://chronicle.com/blognetwork/castingoutnines/2012/02/13/four-things-lecture-is-good-for/>

Three Acts of a Mathematical Story: <http://blog.mrmeyer.com/?p=10285>

Open Questions & Closed Questions: <http://blog.mrmeyer.com/?p=12004>

<http://samjshah.com/2011/07/01/the-taught-curriculum-vs-the-learned-curriculum/>

<http://numberwarrior.wordpress.com/2012/02/29/project-based-objective-posting/>

<http://emergentmath.wordpress.com/2012/03/01/seven-sneaky-activities-to-get-your-students-talking-mathematically/>

<http://samjshah.com/2012/02/10/an-important-question-how-do-you-plan/> – Look at the comments!

Routine & Procedure Stuff

<http://alwaysformative.blogspot.com/2011/08/classroom-management-stuff-for-new.html>

<http://misscalculate.blogspot.com/2011/01/conscious-classroom-management.html>

<http://buildingourclassroom.wordpress.com/>

Grading & Assessment Philosophy (or: how to make sure the way to ‘win’ your class is by actually doing work)

Guiding Principles for Assessment: <http://blog.mrmeyer.com/?p=811>

<http://samjshah.com/2010/09/04/my-sbg-system/> – Philosophy of Standards Based Grading

<http://samjshah.com/2011/06/15/to-reassess-or-how-to-make-more-work-for-me/>

<http://alwaysformative.blogspot.com/2010/07/foundation-of-standards-based-grading.html>

Educational Philosophy (or: the underlying core values that keep this ship sailing straight)

Virtual Conference on Core Values: http://larkolicio.us/blog/?page_id=873

Many many many teachers reflect on what the Core Values of their classroom are

6 Ways I Disrespected my Students: <http://larkolicio.us/blog/?p=1117>

6 Changes I Made to Show More Respect: <http://larkolicio.us/blog/?p=1127>

Math Mistakes:

Math Mistakes <http://mathmistakes.org/>

Wanna discover more math blogs? <http://www.mathblogging.org/>