

**Mathematics Innovation Configuration  
SUNY New Paltz Syllabi Review Coding Form**

**Course #:**

**Date:**

**Reviewer Name:**

**Primary Review** \_\_\_\_\_ **Secondary Review** \_\_\_\_\_

**CODING KEY:**

Code 0: **No evidence** that the evidence-based practice is included in the class syllabus

Code 1: Class syllabus **mentions resources** related to the evidence-based practice (e.g., textbook and journal readings, podcasts, videos, IRIS modules, websites, PowerPoints, etc.)

Code 2: Class syllabus **mentions resources** related to evidence-based practice, **requires engagement with resources**, and **includes basic evidence of scholars' knowledge** (e.g., quiz, test, reading response, etc.)

Code 3: Class syllabus **mentions resources** related to evidence-based practice, **requires engagement with resources**, and **includes assignment for application** (e.g., observation, lesson plan, demonstration, etc.)

Code 4: Class syllabus **mentions resources** related to evidence-based practice, **requires engagement with resources**, and **includes assignment with application** (e.g., field-based practice)

Code 5: Practice is not applicable to course

<b>Instructions:</b> Place the <b>code number</b> under the appropriate level of implementation for the course syllabus or assignment. Rate each category on the <b>LEFT</b> separately. <b>Note:</b> Every element in each category does <b>NOT</b> have to be addressed for an overall code to be assigned.	Code <input type="checkbox"/> 0	Code <input type="checkbox"/> 1	Code <input type="checkbox"/> 2	Code <input type="checkbox"/> 3	Code <input type="checkbox"/> 4	Code <input type="checkbox"/> 5
<b>Teaching Computational Skills</b> <ul style="list-style-type: none"> <li>• Provide regular drill and practice with corrective feedback, modeling and demonstration</li> <li>• Use Peer-mediated instruction Peer-tutoring (Peer Assisted Learning Strategies [PALS] Math, Class Wide Peer Tutoring) for computational skills</li> <li>• Select appropriate instructional tasks</li> <li>• Use manipulatives and other concrete teaching aids</li> <li>• Use technology and virtual manipulatives</li> </ul>						

*Adapted from: Magiera, K., Simmons, R., Maheady, L., &. (2011). Project RAISE-UP (Redesigning and Improving Special Education - Undergraduate Program) SUNY-Fredonia. McGraner, K.L., VanDerHeyden, A., & Holdheide, L. (2011). National Comprehensive Center for Teacher Quality.*

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<p><b>Teaching Word Problem Solving</b></p> <ul style="list-style-type: none"> <li>• Anchor and connect math learning to real-life situations and issues that relate to students' experiential and cultural backgrounds</li> <li>• Provide peer-assisted learning opportunities in which students focus on problem details, observe models of proficient students' problem solving, are guided by more proficient peers, or work with peers to practice solving problems and interact about mathematics</li> <li>• Encourage student discussion for identifying mathematical understanding and advancing mathematics knowledge and skill</li> <li>• Present and compare multiple solutions</li> <li>• Model problem solving and thinking aloud</li> <li>• Verbalize and use visuals and graphic representations for problem solving</li> <li>• Teach students to visually represent the information in the math problems and by problem type</li> <li>• Use schema-based instruction and schema-broadening instruction that involve reading the problem, recognizing the underlying structure and connect it to a specific schema, and solve the problems employing a method that represents a schema using schematic diagrams, and/or mathematical equations</li> </ul> <p><b>(continued)</b></p>						

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<p><b>Teaching Word Problem Solving (Continued)</b></p> <ul style="list-style-type: none"> <li>• Explicit instruction that involves clear modeling of the solution specific to the problem, thinking the specific steps aloud during modeling, presenting multiple examples of the problem and applying the solution to the problems, and providing immediate corrective feedback to the students on their accuracy.</li> <li>• Explicit instruction that involves clear modeling of the solution specific to the problem, thinking the specific steps aloud during modeling</li> <li>• Use manipulatives and other concrete teaching aids</li> <li>• Use charts, diagrams and visuals to foster problem solving and illustrate concepts, problems, solutions, and interrelationships</li> <li>• Use technology and virtual manipulatives</li> <li>• Teach students to transfer their mastery of problem types to solve similar types of problems with unique features (e.g., different format, irrelevant information, unfamiliar vocabulary)</li> <li>• Assess student understanding (think aloud and error analysis)</li> </ul>						

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