

CPSE 462 - Tch Math to Stdnts w/Disablts

Spring 2018

Section 001: 160 MCKB on T Th from 1:00 pm - 3:50 pm

Instructor/TA Info

Instructor Information

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Course Information

Description

This course prepares participants to teach mathematics to students with disabilities. Participants will learn and practice evidence-based methods for assessment, planning, and instruction using explicit and cognitively guided methods for elementary math skills and concepts.

Learning Outcomes

Utah Common Core for Math

1. Access and use the common core standards for assessment, lesson planning, and individualized instruction for math.

Cognitively Guided Instruction

2. Create and teach lesson plans using cognitively guided instruction to teach core math skills.

Curriculum-based assessment (CBA) for math

3. Administer and score curriculum-based assessments for math core standards in grades K-6.

IEP PLAAFPs from CBA data

4. Write standards-based Present Levels of Academic and Functional Performance (PLAAFP) statements and measurable annual IEP goals based on math CBA data for multiple math core domains.

Instructional units and daily lesson planning

5. Write instructional unit goals to address annual IEP goals for multiple math core domains. Write daily lesson plans to address each unit goal.

Unit and lesson curriculum-based measurements

6. Create curriculum-based measurements for units and daily lessons.

Direct instruction for math

7. Create and teach direct instruction lessons for unit daily objectives.

Data systems for monitoring student progress

8. Design and implement data recording systems for monitoring student progress toward lesson objectives, unit goals, and annual IEP goals..

Grading Scale

Grades	Percent
A	95%
A-	91%
B+	88%
B	84%
B-	81%
C+	78%
C	74%
C-	71%
D+	68%
D	64%
D-	61%
E	0%

Grading Policy

- All assignments are due in full on the date indicated.
- Assignments submitted one class period after the due date will earn up to 50% credit.
- Assignments not accepted more than one class period after due date.

Attendance Policy

Pre-professional practice requires you to attend all classes on time unless excused for a compelling reason. You will receive 2 points for arriving to class on time, 1 point for arriving after the prayer, and 0 points for missing class.

Assignments

Assignment Descriptions

DI lesson plan 1

Due: Thursday, May 03 at 4:00 pm

Create a direct instruction lesson plan as directed in class. Submit for scoring and revision.

Teach DI lesson 1

Due: Thursday, May 10 at 4:00 pm

Teach revised lesson plan in class.

Counting and cardinality partial lesson plan

Due: Tuesday, May 22 at 4:00 pm

Write lesson objective, task analysis, and modeling sections for counting and cardinality.

Operations and algebraic thinking partial lesson plan

Due: Thursday, May 24 at 4:00 pm

Write lesson objective, task analysis, modeling, guided practice for operations and algebraic thinking.

Numbers and operations in base 10 complete lesson plan

Due: Tuesday, May 29 at 4:00 pm

Create complete DI lesson plan for numbers and operations in base 10.

Teach DI lesson 2: Numbers and operations lesson plan

Due: Thursday, May 31 at 4:00 pm

Teach numbers and operations in base 10 lesson plan in class.

Summer Unit 1: Direct instruction

Due: Thursday, May 31 at 4:00 pm

Create a unit plan with PLAAFP, Core standard, annual goal and at least 5 daily lesson objectives written in ABCD format.

Summer Unit 2: Number talk

Due: Tuesday, Jun 05 at 4:00 pm

Prepare number talk unit for summer practicum.

Focus CBA

Due: Tuesday, Jun 12 at 4:00 pm

Create CBA for summer unit 1

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Schedule

Date	Topic	Readings
T May 01 Tuesday	Introduction and overview Common Core math	https://www.schools.utah.gov/curr/mathelementary

	standards	
Th May 03 Thursday	Direct instruction for math DI lesson planning for math	https://www.schools.utah.gov/curr/mathelementary
T May 08 Tuesday	Assessment for math - lower grades Guest presenter: Alisa Belliston	The road to fluency and license to think (Bucholtz, 2004) https://maisdccssm.wikispaces.com/file/view/The+Road+to+Fluency Planning your math instruction with CSA (Online) http://brownbagteacher.com/planning-math-instruction/
Th May 10 Thursday	Review DI lesson planning for math Teach DI lesson plans in class	
T May 15 Tuesday	Assessment for math Math CBA for summer practicum - grades 3-5	
W May 16 Wednesday	Practicum testing in the schools	
Th May 17 Thursday	Score practicum math CBAs Organize practicum student groups Identify practicum units	
T May 22 Tuesday	Math Core: Counting and cardinality	https://www.schools.utah.gov/curr/mathelementary
Th May 24 Thursday	Math Core: Operations and algebraic thinking	https://www.schools.utah.gov/curr/mathelementary

M May 28 Monday	Memorial Day	
T May 29 Tuesday	Math Core: Numbers and operations in base 10	https://www.schools.utah.gov/curr/mathelementary
Th May 31 Thursday	Teach numbers and operations in base 10 lesson in class. Prepare Summer Unit 1	
T Jun 05 Tuesday	Prepare number talk units Guest presenter: Alisa Belliston	
Th Jun 07 Thursday	Cognitively guided instruction (CGI) Guest presenter: Alisa Belliston	Bahr, D. L., & Bahr, K. (2017). Engaging All Students in Mathematical Discus Available in Content Reinhart, S. C. (2000). Never say anything a kid can say!. <i>Mathematics teach</i> https://search.proquest.com/docview/231160094?accountid=4488
T Jun 12 Tuesday	Meet at 2:00 Focus CBA for summer unit	
Th Jun 14 Thursday	Meet at 2:00 Complete our work Summarize our learning	
T Jun 19 Tuesday	Spring Exam Preparation (06/19/2018 - 06/19/2018)	

W Jun 20
Wednesday

**First Day of
Spring Final
Exams
(06/20/2018 -
06/21/2018)**

Th Jun 21
Thursday

Final Exam:
160 MCKB
11:00am -
12:50pm