

Special Education 5340
Teaching Math to Students with Mild/Moderate Disabilities
Spring 2008

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Texts:

1. Stein, M., Kinder, D., Silbert, J., Carnine, D. (2006). *Designing Effective Mathematics Instruction* (4th ed.).
2. Echevarria, J., Vogt, M., & Short, D. (2004). *Making Content Comprehensible for English Learners. The SIOP Model* (2nd ed.). (The 2nd edition is out of print but is available from Amazon.com for \$21.99.)

Recommended Reading:

Tomlinson, C. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms* (2nd ed.).

Overview:

The purpose of this course is to prepare students to teach mathematics to low-achieving students in elementary and secondary classrooms. Students will acquire a set of skills that will enable them to determine what math concepts to teach to pupils and effective instructional methods to aid in the teaching of these concepts.

Student Code: Students need to adhere to student code by not interfering with the instruction or the learning of other students. The instructor encourages each student to actively participate in class discussions.

Participation is defined as occasional verbal contributions to class discussion/activity that extend and enhance the group process. Participation is NOT defined as merely attending class.

Courteous demeanor is defined as (1) arriving on time, (2) leaving at the scheduled time and not before (unless the instructor is notified and has approved the request), and (3) listening (not talking) during the lecture or class discussion, (4) ringing cell phones, talking on cell phones, text

messaging, surfing the internet on laptops , and similar activities during class time are not accepted in this course.

If this becomes a problem by interfering with the instruction of the instructor and interrupting the learning and listening of other students, you may be asked to leave the class.

Course Assignments:

IN CLASS ASSIGNMENTS, BLACKBOARD ASSIGNMENTS AND BLACKBOARD QUIZZES WILL NOT BE ACCEPTED LATE - NO EXCEPTIONS.

1. Quizzes and applied activities
These assignments will be given in class and available on Blackboard
2. Group Presentations
Each practicum pair will present on a curriculum area. More information will be given to pairs later on in the semester. Student peers will give feedback on presentations.
3. Final exam: April 30th at 1:30
There will be no final for SPED 5430. However, if class needs more time to finish the student presentations, we will finish up during the assigned final time.

Student Evaluation:

Title	Points
Identifying Crucial Skill Areas	15
Hudson/Miller Chapter 1 Quiz	10
Critical Skills List - Survey CBA	20
Analyze Test Results	20
Defining the Instructional Program Part A	10
Defining the Instructional Program Part B	40
Learning Set Assignment	15
New Material Assignment	20
Guided Practice Assignment	20
Independent Practice Assignment	15
Stein Chapter 1 Study Guide	25
Implementing Effective Instruction Assignment A	25
Implementing Effective Instruction Assignment B	25
Implementing Effective Instruction Assignment C	25
Implementing Effective Instruction Assignment D	25
Differentiating Instruction Assignment	50
SIOP Assignment	50
Group Presentation	50
Feedback on Group Presentations	70
Total Points Possible	530

Percentage	Grade
94 - 100	A
90 - 93.99	A-
87 - 89.99	B+
83 - 86.99	B
80 - 82.99	B-
77 - 79.99	C+

Percentage	Grade
73 - 76.99	C
70 - 72.99	C-
65 - 69.99	D+
60 - 64.99	D
Below 60	F

Class Schedule: Meet in the ECC Room 307 from 8:30-10:30 AM

Monday	Tuesday	Wednesday	Thursday	Friday
January 8 Curriculum Analysis Process (CAP) - Step 1 - Analyzing the Curriculum Domain	9 CAP - Step 2-4 Developing Survey CBAs, Administering Survey CBAs, Analyzing Test Results	10 CAP - Step 5 - Defining Instructional Programs (goals, objectives, instructional units	11 CAP - Step 6 and 7 - Develop focused CBAs and Developing a Monitoring System	12 In schools observing and gathering information Afternoon office hours with Jill to develop Survey CBA
14 Survey CBA due Learning Set	15 New Material/Demonstration	16 Guided Practice	17 In schools administer CBAs	18 Independent Practice
21 Holiday: Martin Luther King, Jr. Birthday Observed	22 CAP - Step 8 Implement Effective Instruction -Procedures	23 CAP - Step 8 Implement Effective Instruction -Procedures	24 CAP - Step 8 Implement Effective Instruction -Procedures	25 CAP - Step 8 Implement Effective Instruction -Procedures Practicum Guidelines

We will meet on the following Wednesdays from 3:30 - 6:00 in Lib 405

January 30 - Differentiated Instruction

February 6 - Math Facts/Math Vocabulary

February 20 - SIOP

March 5- SIOP

March 26 - Charting - Group Presentation

April 9 - Differentiated Instruction 2 - Group Presentations

April 23 - Group Presentations

If Needed - April 30th at 1:30 (scheduled time for Final) - Group Presentations

NOTE: Students with physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the

Rehabilitation Act of 1973. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. **Please contact the instructor during the first week of class to arrange such accommodations. The instructor must have the appropriate forms from the DRC in order to address any accommodations.**

Academic Honesty

Please read through USU Honor System Guidelines on the Course Content page under Introduction & Policies. Be aware that I use the following definitions. According to the Merriam-Webster Online Dictionary, to "plagiarize" means

- 1) to steal and pass off (the ideas or words of another) as one's own
- 2) to use (another's production) without crediting the source
- 3) to commit literary theft
- 4) to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

Group work has become an issue in classes. In past classes there have been situations in which group work could have been considered cheating or plagiarism. "Legitimate" group work is defined as that which takes advantage of consultation with your peers, providing you with ideas, suggestions, corrections, etc., which you take into consideration in the development of your unique and individual product. Reading the text and writing answers to the study guide items, then working closely with other students, comparing study guide answers, and attempting to resolve different understandings is an excellent learning technique and is strongly encouraged.

Failing to do the reading and memorizing answers that another student has written for the study guide is not legitimate group work; it is cheating. Drafting the assignments, then comparing specific aspects of your product to others' and discussing teaching situations and SPED issues is legitimate and encouraged. Copying someone else's quizzes, assignment, or articles is not legitimate; it is cheating. Completing the assignments as a group project is not legitimate; it is cheating. You must make your own decisions about every detail of your assignment.

Always, if you are unsure about boundaries of legitimate group work, please (1) ask for clarification from the instructor, and (2) make full disclosure so that there is no question about your intentions. I am very happy to talk about these boundaries and work with you to maximize your learning and maintain individual accountability.

CEC Standards:

CECStandard	Description	Learning Activities	Evaluation
CC4S4	Describe the essential components of the effective teaching cycle.	Reading Lecture/discussion Simulations	Assignment Quiz
CC4S4	Conduct a variety of CBAs (survey, focus, monitoring), record student performance, evaluate results, and target appropriate instructional targets.	Reading text Lecture/discussion Cooperative Groups	Assignment
CC4S3 CC4S4	Write student goals and objectives based on pupil performance data.	Reading text Lecture/discussion Activity	Assignments Group Presentations
CC4S5	Identify prerequisites for review, provide problem examples, and describe review formats.	Reading & Discussion Evaluate Simulated Examples	Assignments
CC4S5	List criteria for new material and guided practice, including varying the levels of support	Reading & Discussion Evaluate Simulated Examples	Quiz Assignment
CC4S2	Develop a lesson plan and script for what you would say/do when teaching a procedural task	Reading & Discussion Evaluate Simulated Examples	Applied Assignment
CC4S3	Given a math skill, develop independent practice and maintenance problems	Reading & Discussion Evaluate independent practice problems for alignment	Applied assignment
CC4S3	Adapt curriculum and instruction to meet student's needs	Reading & Discussion Evaluate Simulated Examples	Applied assignment
CC4S2 CC4S6	Given a set of word problems, select or develop a problem solving strategy, and develop a lesson plan that includes all parts of the effective teaching cycle.	Reading & Discussion	Applied assignment
CC4S5	Analyzes standards and skill sets to appropriately assess student's math deficits.	Reading & Discussion	Applied assignment
CC7S5	Use task analysis.	Reading text Lecture/discussion Activity	Activity