Course title: Mathematics Instruction for Students with Disabilities

Course credit: 3

Room and time: 341 MCKB  TTH  4:00 – 6:50 pm

Instructors: Gordon S. Gibb, PhD  340-G MCKB  422-4915  gordon_gibb@byu.edu

Office hours: T, TH 3:00-3:50 pm, or by appointment

Course Description: This course prepares participants to teach mathematics to students with disabilities. Participants will learn research-validated methods for assessment, planning, and explicit instruction of math skills and concepts.

Prerequisite: Admission to special education major or licensure program.

Required texts:
2. Math Facts Program—packet available at the bookstore

Conceptual framework for this course
Moral endeavor at Brigham Young University is established upon principles of eternal and unchanging truth contained in the restored gospel of Jesus Christ. Prophets of God proclaim that “all human beings—male and female—are created in the image of God. Each is a beloved spirit son or daughter of heavenly parents, and, as such, each has a divine nature and destiny.”

Teaching is a moral endeavor that recognizes and responds to the divine destiny of each student. Moral teachers ensure that students master the knowledge, skills, and dispositions necessary to realize their divine potential for growth and achievement. Therefore, teachers:

1. Recognize and cultivate the individual worth of each student
2. Embrace and apply proven instructional practice
3. Establish and maintain positive, supportive learning environments
4. Value and enact respectful interpersonal behavior and responsible citizenship

Four assumptions guide our work:
1. All children can learn.
2. Schools exist to advance student learning.
3. Teachers are accountable for student achievement.
4. Accountability is monitored by data.

Methodologies/ Teaching Strategies
- Multimedia presentations, interactive demonstrations, small group collaborative activities, mastery presentations.
Course expectations
- Adhere to the Honor Code and dress and grooming standards
- Attend all class sessions
- Actively participate in course activities
- Complete and submit assignments when scheduled
- Use effective problem solving strategies

Syllabus elements and standards

<table>
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<tr>
<th>Course Learning Outcomes</th>
<th>Assessment</th>
<th>Council for Exceptional Children</th>
<th>INTASC Evaluation Standards</th>
<th>MSE Conceptual Framework Aims</th>
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</thead>
<tbody>
<tr>
<td>1. Describe research and results for current mathematics research for National Council of Teachers of Mathematics standards</td>
<td>Check your understanding Qs</td>
<td>CEC knowledge and skill base for all entry-level special education teachers of students with exceptionalities in individualized general curriculums</td>
<td>S1: Subject matter S2: Student learning S3 Diverse learners S4: Instructional strategies S5: Learning environments S6: Communication S7: Planning instruction S8: Assessment S9: Reflection and professional development S10: Collaboration, ethics, and relationships</td>
<td>CF1: Embrace and apply the moral dimensions of teaching • Practice nurturing pedagogy • Provide access to knowledge • Enculturate for democracy • Ensure responsible stewardship of schools CF2: Demonstrate academic excellence. CF3: Model collaboration CF4: Act with social competence</td>
</tr>
<tr>
<td>2. Develop Focused and Survey Curriculum Based Assessment</td>
<td>Submit assessments</td>
<td>GC4K6 CC7K4 GC7K3 CC9K2</td>
<td>S1 S3 S4 S5</td>
<td>CF1 CF2</td>
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<tr>
<td>3. Write Present Levels of Academic and Functional Performance (PLAAFP) statements and IEP goals based on informal assessment data. Create a scope and sequence of skills.</td>
<td>Submit PLAAFP and goals in a scope and sequence format from Utah State Mathematics Core</td>
<td>CC7S2</td>
<td>S2 S3 S7</td>
<td>CF1 CF2</td>
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<tr>
<td>4. Write lesson plans to</td>
<td>Submit lesson plans</td>
<td>CC4S3 CC7K2 CC7S5 CC7S6</td>
<td>S7</td>
<td>CF1 CF2</td>
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### Course Learning Outcomes

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<td>address IEP goals and objectives.</td>
<td></td>
<td>CC7S10</td>
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<td>5. Demonstrate direct instruction presentation techniques</td>
<td>Demonstrate direct instruction for math</td>
<td>GC4K6 CC5K3</td>
<td>S4 S5</td>
<td>CF1 CF2</td>
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<tr>
<td>6. Design data systems for monitoring student progress.</td>
<td>Submit progress monitoring systems</td>
<td>CC8S5 CC8S10</td>
<td>S8</td>
<td>CF1 CF2</td>
</tr>
<tr>
<td>7. Demonstrate one Morningside Math lesson, with data management</td>
<td>Demonstrate lesson and data management</td>
<td>GC4K6 CC5K3 CC8S5 CC8S10</td>
<td>S4 S5 S8</td>
<td>CF1 CF2</td>
</tr>
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### Points possible:
- **Check Your Understanding** (9 total across six Chapters) 90
- Full lesson plans (3 @ 32) 96
- Brief lesson plans (3 @ 14) 42
- Administer CBA 10
- Unit Plan (2 @ 24) 48
- Midterm exam 35
- Final exam 50

**Tentative Total** 371

### Point deductions:
Late assignments will be reduced by 10% each class period beyond the due date. You are welcome to make corrections and resubmit assignments by the next class session following the day the assignment is returned to you. You may earn up to 80% of the missed points (e.g. If your original score was 10/20 you could possibly earn a score of 18/20 by resubmitting the assignment.)

### Grading:
- **A** 95-100 %
- **A-** 91-94 %
- **B** 81-85 %
- **B-** 77-80 %
- **C** 70-72 %
- **C-** 67-64 %
- **D** 60-62 %
- **D-** 57-59 %
- **B+** 86-90 %
- **C+** 73-76 %
- **D+** 63-66 %
- **E** < 57

### The Mission of Brigham Young University Special Education
We maximize the potential of learners with individualized educational needs to elevate their quality of life. We accomplish this by supporting the mission and aims of a BYU education as we integrate teaching, research, and service. We specifically:
- Prepare competent and moral educators who select, implement, and evaluate research-based effective teaching practices and appropriate curriculum for learners with special needs.
- Prepare master special educators who provide leadership in problem solving and collaborative relationships with professionals and families.
- Add to the knowledge base of special education and related disciplines through research.
- Serve and advocate for learners with individualized educational needs and others who support them.

### Preventing Sexual Harassment
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. The BYU policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 422-2847.

Diversity
The McKay School of Education and Brigham Young University are committed to preparing students to serve effectively in a diverse society. In this course students will learn methods and material that may be adapted to various settings and contexts. Students are expected to demonstrate the knowledge, skills, and dispositions to effectively apply the course content when working with individuals and groups with varying abilities and with diverse linguistic and cultural backgrounds.

Students with Disabilities
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the University Accessibility Center.

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. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

Bibliography