

Instructor/TA Info

Instructor Information

Misty Coplan (TA): Jared Morris




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Course Information

Materials

Item	Price (new)	Price (used)
 <p><u>The ABCs of CBM - Required</u> by Hosp, M</p>	44.00	33.00
<p>Choose 1 of the following options:</p>		
<p><i>Option 1: 1 Item</i></p>		
 <p><u>Teaching Mathematics to Middle School Students - Required</u> by Montague, M</p>	31.00	23.25
<p>OR <i>Option 2: 1 Item</i></p>		
 <p><u>Teaching Elementary Mathematics to Struggling Learners - Required</u> by Witzel, B</p>	31.00	23.25

Learning Outcomes

Standards-based planning

1. Use assessment data to create standards-based Present Levels of Academic and Functional Performance (PLAAPF) statements and measurable annual IEP and unit goals.

Explicit and cognitively guided instruction

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

Progress monitoring for math

3. 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-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Assignments

Assignment Descriptions

Attendance/Participation - Class #1

Apr
27

Due: Wednesday, Apr 27 at 11:59 pm

Attendance/Participation

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

Rubric

- Arrived on-time (1 pt.)
- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

SS #1 NMAP Summary

May
02

Due: Monday, May 02 at 8:59 am

SS1 - NMAP 2008, Summary.pdf [Download \(plugins/Upload/fileDownload.php?fileId=78f83a50-CDfX-96VW-Zgh7-aKd39ad608b2&pubhash=TE9q4eoKNMfAMJCUjNGedQruP1IHO-Bc2QyAq5tSWqiiE20B8oAqTJREP6S-0xon5pPUtd3H84IlnJULPw8_5w==\)](#)

Complete an Article Summary Sheet for the NMAP Summary and submit it online before class. Have the material available in class to be discussed. Writing needs to be in your own words, not copy and pasted from the text.

Article Summary Sheet - CPSE 462.docx [Download \(plugins/Upload](#)

[/fileDownload.php?fileId=db4fbeef-ZHpZ-3Rmu-FGdL-Ue00834e17a3&pubhash=IWkkfd5loEbUosXvzXbf7xJqnN2m3BQMwV2AkIIzhwLhkuGcy-yzuO27LdS-xZMON9xRF_sFk0IE1k1Tjknk5g==\)](/fileDownload.php?fileId=db4fbeef-ZHpZ-3Rmu-FGdL-Ue00834e17a3&pubhash=IWkkfd5loEbUosXvzXbf7xJqnN2m3BQMwV2AkIIzhwLhkuGcy-yzuO27LdS-xZMON9xRF_sFk0IE1k1Tjknk5g==))

Attendance/Participation - Class #2**May**
02

Due: Monday, May 02 at 11:59 pm

Attendance/Participation

There are five points available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

Rubric

- Arrived on-time (1 pt.)
- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

Evaluate a fluency app**May**
04

Due: Wednesday, May 04 at 11:59 pm

Upload results from in class learning activity here:

Evaluate a math fact fluency app. Upload your responses to Learning Suite so they can be shared with the class.

1. Name of App – Come write it on the board so we don't have duplicates
2. How it addresses standards
3. How it meets the below criteria

- Does the CBI or app provide the appropriate number of opportunities to respond?
- Do students receive immediate feedback after each problem?
- Do students have an opportunity to self-correct?
- Does the CBI or app include timed trials?
- Does the CBI or app customize sets of problems based on individual needs?
- Does the CBI or app collect data and yield progress reports?

(Riccomini, Stocker, & Morano 2017)

4. Would you recommend this program? Rank it out of 5 stars

Digital Dialogue Responses to Chapter 1-2 posts**May**
07

Due: Saturday, May 07 at 11:59 pm

Respond to two Digital Dialog posts from the chapter 3-4 textbook group you posted to, and respond to one post from the chapter 3-4 textbook group that you didn't post to.

For example, if you have the secondary textbook and posted to the secondary Digital Dialogue group, respond to two posts in the secondary Digital Dialogue group, and respond to one post in the elementary Digital Dialogue

group.

Celebrate Star Wars Day or Cinco de Mayo

May
07

Due: Saturday, May 07 at 11:59 pm

Celebrate Star Wars Day (May the "fourth" be with you) or Cinco de Mayo (May 5th) and post about what you did using text, a picture, or a video on this digital dialog thread! Feel free to comment on others posts!

Attendance/Participation - Class #3

May
07

Due: Saturday, May 07 at 11:59 pm

Attendance/Participation

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

Rubric

- Arrived on-time (1 pt.)
- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

SS #2 Review CBM Ch. 1-2, 10-11

May
09

Due: Monday, May 09 at 8:59 am

Review and complete an Article Summary Sheet for chapters 1-2 & 10-11 of the CBM Text and submit it online before class. Have the material available in class to be discussed. Writing needs to be in your own words, not copy and pasted from the text. Article Summary Sheet - CPSE 462.docx [Download \(plugins/Upload/fileDownload.php?fileId=db4fbeeef-ZHpZ-3Rmu-FGdL-Ue00834e17a3&pubhash=IWkkfd5loEbUosXvzXbf7xJqnN2m3BQMwV2AklIzhwLhkuGcy-yzuO27LdS-xZM0N9xRF_sFk0IE1k1Tjknk5g==\)](#)

Attendance/Participation - Class #4

May
09

Due: Monday, May 09 at 11:59 pm

Attendance/Participation

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

Rubric

- Arrived on-time (1 pt.)
- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

Read Chapters 1-2 of the Elementary or Secondary Math Text and Post to Digital Dialogue

May
10

Due: Tuesday, May 10 at 11:59 pm

Read chapters 1-2 of the Elementary or Secondary Math Text and make a Digital Dialogue post with 2 things you think are important and one question you have. Start your post with the word "Elementary" or "Secondary" on its own line so others can easily identify what book you read for their responses. This can be done in written, audio, or video format under the elementary or secondary chapters 1-2 groups.

Example

Elementary

Important point #1...

Important Point #2...

Question...

Attendance/Participation - Class #5

May
14

Due: Saturday, May 14 at 11:59 pm

Attendance/Participation

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

Rubric

- Arrived on-time (1 pt.)
- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

Digital Dialogue Responses to Chapter 3-4 posts

May
14

Due: Saturday, May 14 at 11:59 pm

Respond to two Digital Dialog posts from the chapter 3-4 textbook group you posted to, and respond to one post from the chapter 3-4 textbook group that you didn't post to.

For example, if you have the secondary textbook and posted to the secondary Digital Dialogue group, respond to two posts in the secondary Digital Dialogue group, and respond to one post in the elementary Digital Dialogue group.

SS #3 CBM Ch. 7

May
16

Due: Monday, May 16 at 8:59 am

10

Complete the Article Summary Sheet for chapter 7 of the CBM Text and submit it online before class. Have the material available in class to be discussed. Writing needs to be in your own words, not copy and pasted from the text.

Article Summary Sheet - CPSE 462.docx [Download \(plugins/Upload/fileDownload.php?fileId=db4fbeef-ZHpZ-3Rmu-FGdL-Ue00834e17a3&pubhash=IWkkfd5loEbUosXvzXbf7xJqnN2m3BQMwV2AkIIZhwLhkuGcy-yzuO27LdS-xZMON9xRF_sFk0IE1k1Tjknk5g==\)](#)

Attendance/Participation - Class #6

May
16

Due: Monday, May 16 at 11:59 pm

Attendance/Participation

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

Rubric

- Arrived on-time (1 pt.)
- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

Quiz #1

May
21

Due: Saturday, May 21 at 11:59 pm

You will have 30 minutes to complete this quiz. Each question is worth 1 point each and there are 10 questions. The quiz is closed note and closed book. Good luck!

Attendance/Participation - Class #7

May
21

Due: Saturday, May 21 at 11:59 pm

Attendance/Participation

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

Rubric

- Arrived on-time (1 pt.)
- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

Quiz #2

May

21

You will have 30 minutes to complete this quiz. Each question is worth 1 point each and there are 10 questions. The quiz is closed note and closed book. Good luck!

Conduct and Score Early Numeracy CBMs

May

21

Due: Saturday, May 21 at 11:59 pm

Conduct one of each of the types of early numeracy CBM's discussed in Ch. 7 of ABCs of CBM.

- Oral Counting CBM
- Touch Counting CBM
- Number Identification CBM
- Missing Number CBM
- Quantity Discrimination CBM

Submit your scoring sheet for each CBM. Submit a video of yourself giving the Oral and touch Counting CBMs. Files are found in the content section for today's class.

Digital Dialogue Responses to Chapter 5-6 posts

May

21

Due: Saturday, May 21 at 11:59 pm

Respond to two Digital Dialog posts from the chapter 5-6 textbook group you posted to, and respond to one post from the chapter 5-6 textbook group that you didn't post to.

For example, if you have the secondary textbook and posted to the secondary Digital Dialogue group, respond to two posts in the secondary Digital Dialogue group, and respond to one post in the elementary Digital Dialogue group.

SS #4 CBM Ch. 8

May

23

Due: Monday, May 23 at 8:59 am

Complete the Article Summary Sheet for chapter 8 of the CBM Text and submit it online before class. Have the material available in class to be discussed. Writing needs to be in your own words, not copy and pasted from the text.

Article Summary Sheet - CPSE 462.docx [Download \(plugins/Upload/fileDownload.php?fileId=db4fbeeF-ZHpZ-3Rmu-FGdL-Ue00834e17a3&pubhash=IWkkfd5loEbUosXvzXbf7xJqnN2m3BQMwV2AkIIZhwLhkuGcy-yzuO27LdS-xZM0N9xRF_sFk0IE1k1Tjknk5g==\)](#)

Attendance/Participation - Class #8

May

23

Due: Monday, May 23 at 11:59 pm

Attendance/Participation

There are five points are available for attendance and participation each class period. This grade is self reported.

Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

Rubric

- Arrived on-time (1 pt.)
- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

Midcourse Evaluation

May
27

Due: Friday, May 27 at 11:59 pm

Please take a few minutes to complete the midcourse evaluation! I really value your feedback and it will help me to become a better teacher.

Just submit "Done" or "Complete" in the assignment.

Conduct and Score M-COMP CBM's

May
28

Due: Saturday, May 28 at 11:59 pm

Conduct and score a series of three to five math computation (M-COMP) CBM's.

I am providing you some materials for you to use for the remaining CBM assignments. Please use these materials for the M-Comp, M-Cap, and Graphing assignments. You aren't required to use these materials for these assignments but it is recommended. If you use other materials, just make sure they meet all of the requirements that are outlined in the ABC's of CBM book. I am happy to review any materials you would like to use. The folder can be accessed from the following URL: <https://byu.box.com/s/ug8ktd2zomlxp9tgezpgqbwnenrrdrit> (<https://byu.box.com/s/ug8ktd2zomlxp9tgezpgqbwnenrrdrit>). These files are copyrighted and should only be used for these assignments. Please do not distribute them or post them online etc.

Please read the below instructions carefully.

- If possible, complete these assignments with a child with disabilities or even a neurotypical child at the appropriate level, this is not required but recommended. I understand that this may be difficult for some of you and you will not be graded differently if you are not able to find a child as your participant. If you do not have access to a child then please have the your participant complete the probe as though they were at that level and encourage them to make a mistake or two.
- You cannot give the probes to yourself (e.g., You should not be both the person administering the probe and the person being being probed).
- For the purpose of this assignment the probes should be administered in paper/pencil format. Many companies have digital options for progress monitoring with nice features like automatic scoring and graphing, however, you may be in a district that doesn't purchase access to these digital resources so I want you to be familiar with administering and scoring them in Paper/Pencil format.
- You are welcome to use any of the levels for both the M-Comp and the M-Cap assignments, however, do all of your probes for each assignment at same level (e.g., if you chose level 4 for the M-Comp assignment, then all of the probes that you do should be at that level. You are

the M-Comp assignment, then all of the probes that you do should be at that level. You are welcome to do a different level for the M-Cap assignment (e.g., 1-3 or 5-6) however, do the

same level for all of the probes of the level you choose.

- Administer probes for 2 minutes, follow directions in the CBM book if individual finishes before 2 minutes.
- Use a different probe for each probe
- Do 3 to 5 probes for each assignment (e.g., 3-5 probes for the M-Comp assignment and 3-5 probes for the M-Cap assignment).
- There are only concepts and applications files for levels 2-6.
- Use the directions from the ABCs of CBM book.
- There are scoring key's for each of the probes that can be used as guides but use the CD-S scoring procedures from the ABCs of CBM book.
- Upload your probes to Learning Suite using PDF or JPG file types (Please do not upload HEIC files).

Digital Dialogue Responses to Chapter 7-8 posts

May
28

Due: Saturday, May 28 at 11:59 pm

Respond to two Digital Dialog posts from the chapter 7-8 textbook group you posted to, and respond to one post from the chapter 7-8 textbook group that you didn't post to.

For example, if you have the secondary textbook and posted to the secondary Digital Dialogue group, respond to two posts in the secondary Digital Dialogue group, and respond to one post in the elementary Digital Dialogue group.

Attendance/Participation - Class #9

May
28

Due: Saturday, May 28 at 11:59 pm

Attendance/Participation

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

Rubric

- Arrived on-time (1 pt.)
- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

Exam #1

May
28

Due: Saturday, May 28 at 11:59 pm

You will have 2 hours to complete Exam 1. This exam will cover material from the readings and lectures to this point. The exam is closed note and closed book. Good luck!

Explicit Instruction Lesson Plan (Elementary)

Jun

01

Create an explicit instruction lesson plan for a k-6 grade skill.

Explicit Instruction Lesson Plan TEMPLATE.2020 3.0.docx [Download \(plugins/Upload/fileDownload.php?fileId=57fd4f00-SRje-JCKD-WokR-uh5aea8b7f7a&pubhash=0WyLU1U3Sbe3fUOLSNHppXo3dMrL9SV-QJomVQ3ccGUyOOjLp4i4BbXWBWtA4YRZaUSjgBLf_CfnFrJrCMY-UA==\)](#)

Conduct and Score M-CAP CBM's

Jun

04

Due: Saturday, Jun 04 at 11:59 pm

Conduct and score three to five math computation (M-COMP) CBM's.

Conduct and score a series of three to five math computation (M-COMP) CBM's.

I am providing you some materials for you to use for the remaining CBM assignments. Please use these materials for the M-Comp, M-Cap, and Graphing assignments. You aren't required to use these materials for these assignments but it is recommended. If you use other materials, just make sure they meet all of the requirements that are outlined in the ABC's of CBM book. I am happy to review any materials you would like to use. The folder can be accessed from the following URL: <https://byu.box.com/s/ug8ktd2zomlxp9tgezpgqbwnenrrdrit> (<https://byu.box.com/s/ug8ktd2zomlxp9tgezpgqbwnenrrdrit>). These files are copyrighted and should only be used for these assignments. Please do not distribute them or post them online etc.

To access the box folder with the materials you will need to sign in using your BYU account. This will possibly require you to use either your net ID or your email address that ends in byu.edu.

Please read the below instructions carefully.

- If possible, complete these assignments with a child with disabilities or even a neurotypical child at the appropriate level, this is not required but recommended. I understand that this may be difficult for some of you and you will not be graded differently if you are not able to find a child as your participant. If you do not have access to a child then please have the your participant complete the probe as though they were at that level and encourage them to make a mistake or two.
- You should not be both the person administering the probe and completing the probe.
- For the purpose of this assignment the probes should be administered in paper/pencil format. Many companies have digital options for progress monitoring with nice features like automatic scoring and graphing, however, you may be in a district that doesn't purchase access to these digital resources so I want you to be familiar with administering and scoring them in Paper/Pencil format.
- You are welcome to use any of the levels for both the M-Comp and the M-Cap assignments, however, do all of your probes for each assignment at same level (e.g., if you chose level 4 for the M-Comp assignment, then all of the probes that you do should be at that level. You are welcome to do a different level for the M-Cap assignment (e.g., 1-3 or 5-6) however, do the same level for all of the probes of the level you choose.
- Use a different probe for each probe
- Do 3 to 5 probes for each assignment (e.g., 3-5 probes for the M-Comp assignment and 3-5 probes for the M-Cap assignment).
- There are only concepts and applications files for levels 2-6.

There are only concepts and applications probes for levels 2-3.

- There are scoring key's for each of the probes
- Use the Directions and Scoring Procedures from the ABCs of CBM book.
- Upload your probes to Learning Suite using PDF or JPG file types (Please do not upload HEIC files).

Quiz #3

Jun
04

Due: Saturday, Jun 04 at 11:59 pm

You will have 30 minutes to complete this quiz. Each question is worth 1 point each and there are 10 questions. This quiz is open note and open book. Good luck!

Graph the CBM Results

Jun
04

Due: Saturday, Jun 04 at 11:59 pm

Graph the results from each of the M-COMP, & M-CAP CBM's you administered using a line graph. Use one of the attached line graphs, the one that is most appropriate for the score your student is at or the one on page 232 in the ABCs of CBM book. To determine the appropriate level make sure the graph is small enough to show changes in the probes and also to where the vertical axis has room for growth.

On the graph, list the type of CBM at the top, fill in a pseudonym for the name of the student and list your name as the teacher, list the level of CMB that you administered and fill out the skill being measured. Put a dot for the score the students received on each CBM probe and connect each of the dots with a line.

The graph can be either filled out electronically or printed and filled out using a pencil. A goal line and trend line are not required for this assignment but are recommended when graphing CBM data for students.

CBM Graph, 25.docx [Download \(plugins/Upload/fileDownload.php?fileId=b1c484a5-P0a2-jmwR-E0zD-DL7d59027a23&pubhash=EV43VnahVN6gpicYi0zlgqM15y-](#)

[nERibLXmxsJqalSe9C8ee1WNUkSKRFU_vpA2_ttNE9sS2jlq1cSHheNWpvA==\)](#)

CBM Graph, 25.pdf [Download \(plugins/Upload/fileDownload.php?fileId=fb47e1a5-RRNB-tpKD-hwYA-3t9fce032ff0&pubhash=XV5Qp3hTXyoA1cQEBZMCzC8ys-y1KIsWRo3IAee-6XHDHLb8hHkCISH-Qt8SE_pT9X3amLi2hXbdz6SopVPzBQ==\)](#)

CBM Graph, 50.docx [Download \(plugins/Upload/fileDownload.php?fileId=23f21ec5-uJPE-tBOu-vnPh-eVe82ba38170&pubhash=2oHoxb_UakSAsOC4AEcaeo8wrHwxqzJuFk_5LXF-hugb-5d5iLISCcdf4vot5XQn73g4MSM6orqA0dMX0REyA==\)](#)

CBM Graph, 50.pdf [Download \(plugins/Upload/fileDownload.php?fileId=e8ee81e7-Zvp0-7oLS-7QBY-qRfd0ce3c230&pubhash=O-ovgC-Vxpap-A2S4SKn4C2UHxe2NhdAqFupPHpHfuyEQnfU1eXPkQiqZviGn98biiKGy8btvOtUOm7SK6pc3Q==\)](#)

CBM Graph, 100.docx [Download \(plugins/Upload/fileDownload.php?fileId=763568f1-hskL-6n6J-GFYs-OF94dfb0e91b&pubhash=PvjPkqR3gN64aZpn_kMp6jECzHF9XAhcMxxlfPDSrYmPE_XUOf6pBL5O2-fMG9RRMbJSaVSET0-c-kTd8P-r_w==\)](#)

CBM Graph, 100.pdf [Download \(plugins/Upload/fileDownload.php?fileId=c61eae65-1k5J-YYfZ-dlXC-0f9e87086a19&pubhash=hTFqfoqLYt47XovltkyCrYUUBVQoHNq-iHTnSX-yefMfmDw6oDA6FDGDznGFbv6e3MAR-Tvwyl1kr1A2tX5-w==\)](#)

CBM Graph, 150.docx [Download \(plugins/Upload/fileDownload.php?fileId=6be0923c-AMDk-SIB0-vUHa-c6136f7f4ca4&](#)

[pubhash=oazixOEuTv2FP07tRzhlcZWWNDqLB4gqkY5WMZukVj_qN775eHTvUW211XPpXYyJfYJQWwbc2MDhLa0uj295kA==\)](#)

CBM Graph, 150.pdf [Download \(plugins/Upload/fileDownload.php?fileId=848c6da0-SuR4-kVho-zNsg-S98042d54629&](#)

[pubhash=PCfMznrfs_N5sMIDHFz1docncof7wfMgtzLYdWjyr4N1Bn4La3RpuVRTIM6AWYuN4XNOV7vUchyam3AzOU2Fcw==\)](#)

This assignment is worth 15 points.

Each graph should contain the information below:

- list the type of CBM at the top
- fill in a pseudonym for the name of the student and list your name as the teacher
- list the level of CMB that you administered and fill out the skill being measured

- list the level of CBM that you administered and fill out the skill being measured
- put a dot for the score the students received on each CBM probe and
- connect each of the dots with a line

Attendance/Participation - Class #10

Jun
04

Due: Saturday, Jun 04 at 11:59 pm

Attendance/Participation

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

Rubric

- Arrived on-time (1 pt.)
- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

Explicit Instruction Teaching Video 1 (Elementary)

Jun
04

Due: Saturday, Jun 04 at 11:59 pm

You will record and submit a teaching video of a full explicit instruction lesson (5-20 minutes). The full lesson will be scored for this assignment.

Explicit Instruction Observation - Full Lesson.docx [Download \(plugins/Upload/fileDownload.php?fileId=408c3155-jUci-uiYF-rOCM-HX5f32918f73&pubhash=Sd5PgCYYx9m-sSho3GZLrKafO95mxP1gfikGvmeW0vXKmkZ45pKn2v2HVVqjJsTb6eubZXc2ep3-N-VgpJslrw==\)](#)

SS #5 WWC Math Recommendations 1-3

Jun
06

Due: Monday, Jun 06 at 8:59 am

WWC-Math, 2021.pdf [Download \(plugins/Upload/fileDownload.php?fileId=bf6a1898-vT2E-uLew-JP4I-4F94cc8390b2&pubhash=wj071r7VrSnRWpMgzsb1f1QPWyqpRgA-nYSkFZ4pC9yt3xV0u_8b3R-i_m7I-3Fr31Jfp3W9ZekkrpOzgN6V-A==\)](#)

Complete the Article Summary Sheet for WWC-Math Recommendations 1-3 (pp. 5-28) and submit it online before class. Have the material available in class to be discussed. Writing needs to be in your own words, not copy and pasted from the text.

Article Summary Sheet - CPSE 462.docx [Download \(plugins/Upload/fileDownload.php?fileId=db4fbeeF-ZHpZ-3Rmu-FGdL-Ue00834e17a3&pubhash=IWkkfd5loEbUosXvzXbf7xJqnN2m3BQMwV2AkIIzhwLhkuGcy-yzuO27LdS-xZM0N9xRF_sFk0IE1k1Tjknk5g==\)](#)

Attendance/Participation - Class #11

Jun

06

Attendance/Participation

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

Rubric

- Arrived on-time (1 pt.)
- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

Explicit Instruction Lesson Plan (Secondary)

Jun

08

Due: Wednesday, Jun 08 at 11:59 pm

Create an explicit instruction lesson plan for a secondary level skill. Use the explicit instruction lesson template below.

Explicit Instruction Lesson Plan TEMPLATE.2020 3.0.docx [Download \(plugins/Upload/fileDownload.php?fileId=57fd4f00-SRje-JCKD-WokR-uH5aea8b7f7a&pubhash=0WyLU1U3Sbe3fUOLSNHppXo3dMrL9SV-QJomVQ3ccGUyOOjLp4i4BbXWBWtA4YRZaUSjgBLf_CfnFrJrCMY-UA==\)](#)

Explicit Instruction Teaching Video 2 (Secondary)

Jun

11

Due: Saturday, Jun 11 at 11:59 pm

You will record and submit a teaching video of a full explicit instruction lesson (5-20 minutes) from your algebra unit. The full lesson will be scored for this assignment.

Explicit Instruction Observation - Full Lesson.docx [Download \(plugins/Upload/fileDownload.php?fileId=408c3155-jUci-uiYF-rOCM-HX5f32918f73&pubhash=Sd5PgCYYx9m-sSho3GZLrKafO95mxP1gfikGvmeW0vXKmkZ45pKn2v2HVVqjJsTb6eubZXc2ep3-N-VgpJslrw==\)](#)

Attendance/Participation - Class #12

Jun

11

Due: Saturday, Jun 11 at 11:59 pm

Attendance/Participation

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

Rubric

- Arrived on-time (1 pt.)
- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.

- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

SS #6 WWC Math Recommendations 4-6

Jun
13

Due: Monday, Jun 13 at 8:59 am

Complete an Article Summary Sheet for WWC-Math Recommendations 4-6 (pp. 29-55) t and submit it online before class. Have the material available in class to be discussed. Writing needs to be in your own words, not copy and pasted from the text.

Article Summary Sheet - CPSE 462.docx [Download \(plugins/Upload/fileDownload.php?fileId=db4fbeeF-ZHpZ-3Rmu-FGdL-Ue00834e17a3&pubhash=IWkkfd5loEbUosXvzXbf7xJqnN2m3BQMwV2AkIIZhwLhkuGcy-yzuO27LdS-xZM0N9xRF_sFk0IE1k1Tjknk5g==\)](#)

Quiz #4

Jun
13

Due: Monday, Jun 13 at 11:59 pm

You will have 30 minutes to complete this quiz. Each question is worth 1 point each and there are 10 questions. The quiz is open note and open book. Good luck!

Attendance/Participation - Class #13

Jun
13

Due: Monday, Jun 13 at 11:59 pm

Attendance/Participation

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

Rubric

- Arrived on-time (1 pt.)
- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

Exam #2 (Final)

Jun
16

Due: Thursday, Jun 16 at 11:59 am

You will have 2 hours to complete Exam #2 (Final). The exam is open note and open book. If you choose to take the exam closed note and closed book, you will receive 3 extra credit points. Good luck!

Read Chapters 3-4 of the Elementary or Secondary Math Text and Post to Digital Dialogue

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Jun
16

Due: Thursday, Jun 16 at 11:59 pm

Read chapters 3-4 of the Elementary or Secondary Math Text and make a Digital Dialogue post with 2 things you think are important and one question you have. Start your post with the word "Elementary" or "Secondary" on its own line so others can easily identify what book you read for their responses. This can be done in written, audio, or video format under the elementary or secondary chapters 3-4 groups.

Example

Elementary

Important point #1...

Important Point #2...

Question...

Read Chapters 5-6 of the Elementary or Secondary Math Text and Post to Digital Dialogue**Jun**
16

Due: Thursday, Jun 16 at 11:59 pm

Read chapters 5-6 of the Elementary or Secondary Math Text and make a Digital Dialogue post with 2 things you think are important and one question you have. Start your post with the word "Elementary" or "Secondary" on its own line so others can easily identify what book you read for their responses. This can be done in written, audio, or video format under the elementary or secondary chapters 5-6 groups.

Example

Elementary

Important point #1

Important Point #2

Question

(Old) Read Chapters 1-2 of the Elementary or Secondary Math Text and Post to Digital Dialogue**Jun**
16

Due: Thursday, Jun 16 at 11:59 pm

Read chapters 1-2 of the Elementary or Secondary Math Text and make a Digital Dialogue post with 2 things you think are important and one question you have. This can be done in written, audio, or video format.

Complete Student Ratings for CPSE 462**Jun**
16

Due: Thursday, Jun 16 at 11:59 pm

Student Evaluations of Instructors - go to <https://studentratings.byu.edu/> (<https://studentratings.byu.edu/>)

- This survey is anonymous, Check the box to allow your CPSE 462 instructor to see that you have completed the survey.

Read Chapters 7-8 of the Elementary or Secondary Math Text and Post to Digital Dialogue**Jun**
16

Due: Thursday, Jun 16 at 11:59 pm

Read chapters 7-8 of the Elementary or Secondary Math Text and make a Digital Dialogue post with 2 things you think are important and one question you have. Start your post with the word "Elementary" or "Secondary" on its own line so others can easily identify what book you read for their responses. This can be done in written, audio, or video format under the elementary or secondary chapters 7-8 groups.

Example

Elementary
 Important point #1...
 Important Point #2...
 Question...

Point Breakdown

Categories	Percent of Grade
Quizzes	9.89%
Exams	22.47%
Lesson plans	4.49%
Teaching	4.72%
Attendance and Participation	14.61%
Summary Sheets	13.48%
In Class Assignments	0%
Curriculumm-Based Measurement (CBM)	13.48%
Readings/Discussions	15.73%
Student Ratings	1.12%
Extra Credit	0%

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

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<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. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC).

2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

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.

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Column 1	Column 2
Week 1		
T Apr 26 Tuesday		
W Apr 27 Wednesday	<p>1. Introduction and overview/Syllabus/Teaching Math to Students with Disabilities</p> <p>Zoom Link if Needed:</p> <ul style="list-style-type: none"> • https://byu.zoom.us/j/98599192900?pwd=K2xhd0R3ano1U3hnY3JWY0JrYk85Zz09 • Passcode: 099599 • This zoom meeting requires that you sign into Zoom and authenticate using your BYU NetID. To do this doing this: • Sign out of a personal zoom account • On the zoom sign in page click on the "SSO" option under the "or sign in with" options. • Type in "BYU" for company domain • It should then open a web browser and bring up a BYU page to authenticate with your BYU NetID and password. • Note: It will not work to put your BYU NetID and password into the standard Zoom email and password boxes. <p>Prayer and Spiritual Thought Sign-up</p> <ul style="list-style-type: none"> • https://docs.google.com/spreadsheets/d/1FXEP93JoChlw-JBRz5PAuEHvjL8gXQ7mNOcfj6fVKQs/edit?usp=sharing <p>Math Interest Survey</p> <p>https://byu.az1.qualtrics.com/jfe/form/SV_5yAPvMt2PRxhfWS</p>	<p>Attendance/Participation - Class #1</p>
Week 2		
M May 02 Monday	<p>2. NMAP Final Report/Number Sense (with a focus on Cardinality)</p>	<p>SS #1 NMAP Summary Attendance/Participation - Class #2</p>

W May 04 Wednesday	<p>3. Fact Fluency</p> <hr/> <p>Fact Fluency article https://byu.box.com/s/sibg29hj4enmp2pw0xmauxgcm8comg5a</p> <p>Evaluate a fluency app</p>	Quiz #1 Opens
Sa May 07 Saturday		Digital Dialogue Responses to Chapter 1-2 posts Attendance/Participation - Class #3 Celebrate Star Wars Day or Cinco de Mayo
Week 3		
M May 09 Monday	<p>4. CBM/Common Core math standards (Asynchronous Day - Not meeting on campus)</p> <hr/> <p>Hello, for class today, complete the below two items:</p> <ol style="list-style-type: none"> 1. A Nearpod on CBM (https://app.nearpod.com/?pin=RS79K) 2. An IRIS module on progress monitoring (https://iris.peabody.vanderbilt.edu/module/pmm/) 	SS #2 Review CBM Ch. 1-2, 10-11 Attendance/Participation - Class #4
T May 10 Tuesday		Devotional: Tracy Flinders Read Chapters 1-2 of the Elementary or Secondary Math Text and Post to Digital Dialogue
W May 11 Wednesday	<p>5. Instructional Scaffolding (Asynchronous Day - Not meeting on campus)</p> <hr/> <p>The content for today is two-fold:</p> <ol style="list-style-type: none"> 1. Complete the IRIS module on "High Quality Mathematics Instruction" (see link below) <ul style="list-style-type: none"> • https://iris.peabody.vanderbilt.edu/module/math/ 2. Complete the Nearpod at the below link <ul style="list-style-type: none"> • https://app.nearpod.com/?pin=exvur 	Quiz #2 Opens
Sa May 14 Saturday		Digital Dialogue Responses to Chapter 3-4 posts Attendance/Participation - Class #5

		- Class #6
Week 4		
M May 16 Monday	<p>6. Administering and Scoring Early Numeracy CBMs / Error Analysis</p> <hr/> <p>**Please bring your CBM book to class today.</p> <p>Links for in class learning activity (You do not need to read this article before class)</p> <p>https://onlinelibrary.wiley.com/doi/epdf/10.1111/ldrp.12029</p> <p>https://journals.sagepub.com/doi/pdf/10.1177/1534508417745627</p>	<p>Attendance/Participation - Class #6 SS #3 CBM Ch. 7</p>
W May 18 Wednesday	<p>7. Progress Monitoring in Math (Practice with M-Comp/M-Cap Administration)</p> <p>**Please bring your CBM book to class today.</p>	Exam #1 Opens
Sa May 21 Saturday		<p>Quiz #1 Closes Digital Dialogue Responses to Chapter 5-6 posts Attendance/Participation - Class #7 Conduct and Score Early Numeracy CBMs Quiz #2 Closes</p>
Week 5		
M May 23 Monday	8. Co-Teaching, Collaboration, Inclusion, IEP	<p>Attendance/Participation - Class #8 SS #4 CBM Ch. 8</p>
W May 25 Wednesday	9. Effective Practice Techniques, Explicit Instruction, & CGI	Quiz #3 Opens
F May 27 Friday		Midcourse Evaluation
Sa May 28 Saturday		<p>Attendance/Participation - Class #9 Conduct and Score M-COMP CBM's Digital Dialogue Responses to Chapter 7-8 posts Exam #1 Closes</p>
Week 6		
M May 30 Monday	<p>Memorial Day</p> <p>No Class - Memorial Day!</p>	
W Jun 01 Wednesday	10. SBI	Explicit Instruction Lesson Plan (Elementary)

Sa Jun 04 Saturday		Attendance/Participation - Class #10 Explicit Instruction Teaching Video 1 (Elementary) Conduct and Score M-CAP CBM's Graph the CBM Results Quiz #3 Closes
Week 7		
M Jun 06 Monday	11. CRA	Attendance/Participation - Class #11 SS #5 WWC Math Recommendations 1-3
T Jun 07 Tuesday		Devotional: Richard Osguthorpe
W Jun 08 Wednesday	12. Math Language	Quiz #4 Opens Explicit Instruction Lesson Plan (Secondary)
Sa Jun 11 Saturday		Attendance/Participation - Class #12 Explicit Instruction Teaching Video 2 (Secondary)
Week 8		
M Jun 13 Monday	13. Final Class	Attendance/Participation - Class #13 Exam #2 (Final) Opens Quiz #4 Closes SS #6 WWC Math Recommendations 4-6
T Jun 14 Tuesday	Spring Exam Preparation (06/14/2022 - 06/14/2022)	
W Jun 15 Wednesday	First Day of Spring Final Exams (06/15/2022 - 06/16/2022)	
	Final Exam: TBA TBA 9:00am - 10:50am	

Th Jun 16 Thursday

(Old) Read Chapters 1-2 of the Elementary or Secondary Math Text and Post to Digital Dialogue
Read Chapters 3-4 of the Elementary or Secondary Math Text and Post to Digital Dialogue
Read Chapters 5-6 of the Elementary or Secondary Math Text and Post to Digital Dialogue
Read Chapters 7-8 of the Elementary or Secondary Math Text and Post to Digital Dialogue
Complete Student Ratings for CPSE 462
Exam #2 (Final) Closes