Instructor/TA Info

Instructor Information

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Course Information

Materials

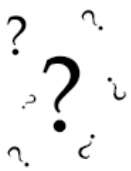
	Item	Price (new)	Price (used)
	ABCs of CBM - *Required* by Hosp, M	47.00	35.25

Choose 1 of the following options:

Option 1: 1 Item

	Teaching Mathematics to Middle School Students - *Required* by Montague, M	35.00	26.25

OR *Option 2: 1 Item*

	Teaching Elementary Mathematics to Struggling Learners - *Required* by Witzel, B	35.00	26.25

Learning Outcomes

Standards-based planning
1. Use assessment data to create standards-based Present Levels of Academic and Functional Performance (PLAAFP) 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%

Grading Policy

Grading Policy:

Submit all written assignments (e.g., lesson plans, reports, goals) in acceptable form (appropriate grammatical usage, paragraph structure, punctuation, and spelling) by scheduled deadlines. Grading will be based on a total point system. Each assignment has a specific amount of points possible. Your final grade will be based on the total points received from all assignments throughout the semester. If an assignment is graded below a desired score, you have the option of correcting and resubmitting it for half the total of missed points. However, you have a maximum of 72 hours (3 days) to resubmit the assignment. You will also need to email us to let us know you resubmitted the assignment.

Late Work Policy:

Due dates for every assignment are provided on the assignments tab and course schedule. Unless otherwise stated, assignments are due on those days. However, I recognize that sometimes “life happens.” In these instances, you may use your allotted two flex days. These days allow you to submit an assignment up to two days late without penalty. You can use these days for any assignment and for any reason. You do not need to provide me with the reason: simply email me and tell me how many of your flex days you would like to use and for what assignment.

Once you’ve exhausted your flex days, then point deductions will occur for any assignment submitted after the deadline. An assignment submitted 24 hours after the due date will only be eligible for 80% of the maximum number of point allotted. Assignments submitted more than 24 hours after the due date will not be accepted. If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your assignments on time, please let me know. I will evaluate these instances on a case-by-case basis.

Assignments

Assignment Descriptions

#1 NMAP Summary

Jan 10 Due: Wednesday, Jan 10 at 11:59 pm

Jan
10

Rea through the NMAP Summary and complete the Article Summary Sheet below. Turn it in to Learning Suite when you have completed it. Writing needs to be in your own words, not copy and pasted from the text.
Your summary for this article is worth 8 point based on the rubric below.
Article Summary Sheet - CPSE 462.docx Download (plugins/Upload/fileDownload.php?fileId=6132425e-WWzV-1xnY-JQ3V-kRd54308280e&pubhash=1dSdV8HOMYquWNlm5AlphY4LkRrBjTW5vXFwV7d3kCvz4VKs8ikrUXNjSkztoYBo9jGPL_VTqb5P7ifETHom
SS1 - NMAP 2008, Summary.pdf Download (plugins/Upload/fileDownload.php?fileId=004032e4-lUUO-wjx0-1dRX-Of7dba24ea16&pubhash=q_5VMrDAuwmy08--7uJTYV9ekBkRUVDAa7pYOpNwyOmUD5CxxqQ339sA0AkS4xe_j0Cf3PhQLK9zJG4fe

#2 CBM Ch. 7-8 Summary

Jan
15

Due: Monday, Jan 15 at 11:59 pm

Review and complete an Article Summary Sheet (download below) for chapters 7-8 of the ABCs of CBM Text and submit it online before class. Since we will not be in class, save any questions you might have for discussion next week. As always, 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=1ef58410-WJI5-Xhgf-XfSZ-xKe75bc9340a&pubhash=e6lvzt7pFMxVi1SUwonPIle5bW4aO5mrqbzLZ9mgVyzgttoFQNFhBs7i8ata7JvgY_BDUsl-Tns97lOWlXpwoA==)

#3 Review CBM Ch. 1-2, 10-11 Summary

Jan
17

Due: Wednesday, Jan 17 at 11:59 pm

Review and complete an Article Summary Sheet (download below) for chapters 1-2 & 10-11 of the ABCs of CBM Text and submit it online before class. Since we will not be in class, save any questions you might have for discussion next week. As always, 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=6132425e-WWzV-1xnY-JQ3V-kRd54308280e&pubhash=1dSdV8HOMYquWNlm5AlphY4LkRrBjTW5vXFwV7d3kCvz4VKs8ikrUXNjSkztoYBo9jGPL_VTqb5P7ifETHom

Conduct and Score Early Numeracy CBMs

Jan
20

Due: Saturday, Jan 20 at 11:59 pm

Conduct one of each of the types of early numeracy CBM's discussed in Ch. 7 of ABCs of CBM (see list below). If possible, do this with a student in your practicum site (ask your mentor teacher which student you can conduct these CBMs with). If for some reason this first option doesn't work, you may practice on someone else (a child or relative you know, or as a last resort, a peer). Ideally, it should be a student that is struggling with these basic skills.

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

Submit your scoring sheet for *each* CBM.
Files are found under the CBMs material in the content area of the class. Directions, including what to say to the student, are found in the book.

Grade level assessment

Jan 23 Due: Tuesday, Jan 23 at 11:59 pm

With your partner, conduct a Math Grade Level Assessment to identify areas of academic concern for one student in your practicum setting. Upload a photo of the assessment along with a write-up of what grade level the student is at and any areas of concern (math only). It only needs to be a single paragraph. (I just want to make sure you understand the process.)
You'll be given 5 points for correctly completing the assessment and 5 points for the write up (10 points total).
You can use the Brigance Math Assessment, or, alternatively, you can use this free math assessment at mammoth.com: https://www.mathmammoth.com/complete/placement_tests (https://www.mathmammoth.com/complete/placement_tests)
You could also use one of the two assessments below:
Simplified Brigance Math Assessment-1.pdf Download (plugins/Upload/fileDownload.php?fileId=34f6b1ba-REqH-OBBd-rMGz-Cab23e9961ea&pubhash=NhxQLMba61X9TdA7NcpogabId6fGjU-cPlc45ZrlpLMG2HrjLyVnmPuY_4YTVJ1qCC0TlcEmkwXkpdzlTnc7Mw==)
Math Computation Placement Grade Equivalence Common Core Assessment Grades K7-1.pdf Download (plugins/Upload/fileDownload.php?fileId=411df04c-Tu1a-6Gjo-majT-ZHc1e1e8f095&pubhash=hrF3AIZtYHtZYKSgKNrHL-6PvlLT471YahHvCEbkY0mG6xhvAP4GUYMUmYsVhcJwMM8A9vzxlj9SBylfqRapcQ==)

Baseline Assessments

Jan 25 Due: Thursday, Jan 25 at 11:59 pm

With your partner, conduct and score three CBMs based on one area of concern from the data taken in the previous Grade Level Assessment assignment. Materials can be found in the content section under "CBM Materials." This will help you identify current levels of performance to form a baseline to use for your data. You will also need to graph these CBMs for your baseline.
You should complete 3 different CBMs (focused on the same area of concern) and find the mean score to identify the most accurate percentage the student achieves. This will be used for your baseline data.
Important: The student's scores must be below 60% accuracy to use for this Math Goal/Progression assignment. It is often good to spread these three assessments across several hours (the 3.5 hour block of your practicum).
3 points will be given for each CBM.

Conduct and Score M-CAP CBM's

Jan 25 Due: Thursday, Jan 25 at 11:59 pm

Conduct and score a series of **three to five** M-CAP CBM's (M-CAP includes other skill sets, such as time, graph interpretation, measurement, etc). If possible, do this with a student in your practicum site (ask your mentor teacher which student you can conduct these CBMs with). If for some reason this first option doesn't work, you may practice on someone else (a child or relative you know, or as a last resort, a peer). Ideally, it should be a student that is struggling with these basic skills. (If they are not struggling, you might suggest they make one or two mistakes). (It should be obvious, but you cannot do this on yourself.)
You can find some helpful materials here: 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 read the below instructions carefully.

- The probes should be administered in paper/pencil format. (Many companies have digital options for progress

- 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 without access to these resources, so it's good to be familiar with administering and scoring them in paper/pencil format.
- Directions, including what to say to the student, are found in the book.
- You are welcome to use any of the levels for this M-CAP assignment. However, do all of your probes at the same level (e.g., if you chose level 4, then all of the probes should be at that level)
- Administer probes for 2 minutes. Follow directions in the CBM book if the student finishes before 2 minutes.
- Do 3 to 5 probes.
- Use a different probe for each CBM.
- Use the directions from the ABCs of CBM book.
- There are scoring keys 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 completed probes/scoring sheets to Learning Suite using PDF or JPG file types (Please do not upload HEIC files).

Conduct and Score M-COMP CBM's

Jan 25 Due: Thursday, Jan 25 at 11:59 pm

Conduct and score a series of **three to five** math computation (M-COMP) CBM's. If possible, do this with a student in your practicum site (ask your mentor teacher which student you can conduct these CBMs with). If for some reason this first option doesn't work, you may practice on someone else (a child or relative you know, or as a last resort, a peer). Ideally, it should be a student that is struggling with these basic skills. (If they are not struggling, you might suggest they make one or two mistakes). (It should be obvious, but you cannot do this on yourself.)
You can find some helpful materials here: 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 read the below instructions carefully.

- 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 without access to these resources, so it's good to be familiar with administering and scoring them in paper/pencil format.
- Directions, including what to say to the student, are found in the book.
- You are welcome to use any of the levels for this M-Comp assignment. However, do all of your probes at the same level (e.g., if you chose level 4, then all of the probes should be at that level)
- Administer probes for 2 minutes. Follow directions in the CBM book if the student finishes before 2 minutes.
- Do 3 to 5 probes.
- Use a different probe for each CBM.
- Use the directions from the ABCs of CBM book.
- There are scoring keys 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 completed probes/scoring sheets to Learning Suite using PDF or JPG file types (Please do not upload HEIC files).

Graph the CBM Results

Jan 25 Due: Thursday, Jan 25 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 (see below) that best supports the probes you used. You can also use the one on page 232 of 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
- List the level of CMB that you administered and the skill being measured
- Fill in a pseudonym for the name of the student and list your name as the teacher

- Put a dot for the score the students received on each CBM probe and connect each of the dots with a line.

This assignment is worth 12 points (3 points for each bullet point above).
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=cd4eb075-ugFw-D5bc-ncXW-LMb639ee255a&pubhash=3G02GER9aLDTThpiz6MyJ9xdZ_ooqDx1kWryzFgQf2X0BR9RlISWXqK7qBH8P2D8H1lf9iAe8HQ
CBM Graph, 25.pdf Download (plugins/Upload/fileDownload.php?fileId=4def15ba-BsLo-jVkr-mQfu-b9a00ece52db&pubhash=RXZgBVLjZFZRT6lusqzViy6hQ7ofotONmuy8HWwHbcrEdCRwcrFCWkqlOLXPywghlLklS59iY2L6E
CBM Graph, 50.docx Download (plugins/Upload/fileDownload.php?fileId=16ea56e9-HooH-UR0L-l42q-XF21391edb16&pubhash=xfFZyt5cA8-88DDvJcznsN6R5oOL4pKcqZAgGPxPzXKuLDzgM7q_mbvLS4pkHhsryVkwwPspt_PTvCBOreKAkQ==)
CBM Graph, 50.pdf Download (plugins/Upload/fileDownload.php?fileId=ccce7f0d-OCMD-vGph-zOFQ-ere107864da2&pubhash=IxyMyVQrWGguwyPoqvstr0rO6uy2X9wFjyQz9pLqPprs7xxNl6TbD0tFiYBMeFKSMAGhka-Vgf-Zaow1Yj2t_A==)
CBM Graph, 100.docx Download (plugins/Upload/fileDownload.php?fileId=53324cc3-QCdt-xA2Q-ZG6J-lp1fbc3e1712&pubhash=6daXONMCuO5ketfvV1RvQFMYCwhtG7yrIFwlNGolx-BjejC-_ARncPq0mPwiELJajuKbDOVFCiYFlaQC1vHDZg==)
CCBM Graph, 150.pdf Download (plugins/Upload/fileDownload.php?fileId=3682d82b-GuKQ-Hs5Y-lXFO-1ffb2784d7ca&pubhash=kY-2Hxc76sDQnCA1uvgQbEcm6S2DvPTXUw7kpioO01nxlY7eIn2jXVOVklNKOFT7MORg5cZq2ETRlTopKYj3Sg==)
BM Graph, 150.docx Download (plugins/Upload/fileDownload.php?fileId=92f8bdc9-ZGIY-QuXQ-BXIN-fOe5bdd98241&pubhash=dqe8X-WZawu_K8Ne0VXxAYlqBUURA3lu7DDq-5_1YoSIHdO0tZe0nJ55FIbadxxIoE8zlltHL0twLdbLVoZGWg==)
CBM Graph, 100.pdf Download (plugins/Upload/fileDownload.php?fileId=db4cd492-CWBU-LbFv-d07U-ar9a655d086d&pubhash=x88uN7UhiR7ZmDzMEbeiW7MWVGikFGFfpkKVJyEpMdp8OMAFzE_AL9KFzWwwodbZ_PT98mb
Online Graphing Form Link (https://docs.google.com/spreadsheets/d/130Fq8TYAME1wID-vtSSm-mMKw4y37oRvRAJLIApsyC0/edit?usp=sharing)
Please make a copy of this form and use it.

Explicit Instruction Lesson Plan for IEP Math Goal Teaching Plan

Jan 30 Due: Tuesday, Jan 30 at 11:59 pm

With your partner, submit a simplified or scripted Explicit Instruction lesson plan for your student. Only one of you will submit the shared lesson plan through Learning Suite (just include the name of both students at the top). After it has been graded, you will need to share any feedback with your partner.
You can use one of the templates below or create a PowerPoint lesson that has all of the parts of Explicit Instruction included in it.
Note: The simplified lesson plan must still include all parts of the lesson, just not fully scripted. You also do not need to fill out the student response for the simplified lesson plan.
Templates for scripted or simplified lesson plan:
Explicit Instruction Lesson Plan TEMPLATE.2020 3.0.docx Download (plugins/Upload/fileDownload.php?fileId=76f80260-K5tQ-0zLC-CnJQ-C9be42d691ec&pubhash=hL3bZRHqtcG9eJOWoiNX_m9moWr5FL_slOPAArfoX48bAIz9Idh0lz1YzDUo3tMsCwYm7t4dg4mc
Winter 2024 Explicit Instructional Lesson Plan Template Download (plugins/Upload/fileDownload.php?fileId=611711a6-6YnY-H62p-PXEC-La68059e832c&pubhash=Fcyn4nmMV6iYZ98EAyv99fqdaTR7HCT5NN7MBwwvOqVGGabUGuvXB5eQnmvmwqDvE7phVFp
Template for simplified lesson plan:
Student Teaching Explicit Instruction Lesson Plan Outline fillable.pdf Download (plugins/Upload/fileDownload.php?fileId=034ce353-l1hv-1njG-DsVq-BN278c728d43&pubhash=Gb4-k43_9OXNQcpHEQ8CT7IuGCQMxZy6mycm9OcX5QB2WCIvDCEVCedzdbZcTk5mpaDliXRRqC0zuYY44P5BFQ==)

EI Lesson Plan Rubric Download (plugins/Upload/fileDownload.php?fileId=16320c76-qi6b-ocEu-NOjS-r195159fbb9b&pubhash=vXeDj_bf1WAvxr6Wakb24HKh8SmiUmOMJFC4R3phN6DG8KbUz684tsTayK1G7rMfZbUQdEj2U2-Ufl2Pc2gEsQ==)

IEP Goal Teaching Plan & Teaching Schedule

IEP Goal Teaching Plan & Teaching Schedule

Jan 30 Due: Tuesday, Jan 30 at 11:59 pm

With your partner, fill out the IEP Goal Teaching Plan based on the data and information collected in the previous assignments. You can use the template below or make your own. This assignment should include:

- The Essential Element or Core Standard that relates to the skill in question (1 point)
- A full and complete PLAAFP (5 points)
- A SMART IEP goal written out (1 point)
- A Unit Objective (1 point)
- A Daily Instructional Objective for your Lesson Plan when you first teach the skill (1 point)
- Six (6) practice daily objectives and activities providing an overview of the IEP Goal Teaching Plan (3 points)
- Scheduled/planned date the lesson plan and practice mini-lessons will be taught (including when CBMs will be administered. (3 points) (Note: There is a suggested schedule, though you can change this if it works better for you.)

IEP Goal Teaching Plan Template .docx Download (plugins/Upload/fileDownload.php?fileId=7164ee19-6zrP-LSkT-3kuB-oH5b2cbc3d9f&pubhash=_f28jEzrxpKCm4H-LjvH-ltCOGkPKAbazIi1EVYHMIZxN75sm5XNxQ50Pg-g_Uw3vcX2J21zlmMqkxqrPg5okA==)
Quick Look- PLAAFP.docx Download (plugins/Upload/fileDownload.php?fileId=0b670b8d-Ro5q-oswo-xDFW-U52eb81ddb11&pubhash=S6PLLLS0abKQ5G-3wFrMjjbCkw6F0V82cRTeUGJxwDdMN9MIXAPaT1GTjQzygZo8kMMBePdYSnjCpwoHoeqONw==)
Quick View- IEP Goals.docx Download (plugins/Upload/fileDownload.php?fileId=23c371a0-RTIM-F5bs-37im-ebe774dfef14&pubhash=F24qP-ZX6cg3enrCLvd3SjAbnfug5wTga5aDCDB4IoXz433CtTkhlrkETLe7YVcCUtOTFQvxW826VUC72_nAvg==)
See rubric for further info on grading.

- Teaching the Essential Elements to Students with Significant Cognitive Disabilities.pdf Download (plugins/Upload/fileDownload.php?fileId=e886d46c-L9Li-btx2-CqIz-NU20f8f39482&pubhash=TbSsb4lCtuhbTjdmq6vrlI8TyIrkKJkikxh_3IRzxlSUIbzPCgO2PBeNTC8sWSkTy-FPa0Ugwdot0czUowuy5w==)
- DLM_Essential_Elements_ELA.pdf Download (plugins/Upload/fileDownload.php?fileId=7a5a73c9-YvWQ-TlvM-evHt-Rd43bd1febf3&pubhash=xfFS6c6QZnW3nMaZCCo4hKi0qv__PH4fQ2eEN4DiUA0pg6tONjXzQ-xMl0kjT06Vwdd-4utfaIA8PlHyG0Ihyg==)
- DLM_Essential_Elements_Math.pdf Download (plugins/Upload/fileDownload.php?fileId=c4156fa2-0hSB-ow6r-KR9S-mE909a291f61&pubhash=0YimiNOtjRXRqDyIPec_sNNOI530UDSwZ5Hm_3rfDrdaNI-frtVNugfdBqBrwrNl4b7UvH6dmGI3nrbgjm7sfA==)

Aide Training

Feb 08 Due: Thursday, Feb 08 at 11:59 pm

With your partner, develop a 15-30 minute instruction for the aide/peer tutor who will be assisting you in administering the CBMs and mini-practice lesson plans outlined in previous assignments. The training will focus on 3 parts:

- correctly administering the CBMs
- teaching the mini-practice lessons
- collecting and recording the data on the data sheet

When you train the aides/peer tutors, you will use a similar sequence/model to Behavior Skills Training (BST). The only difference is that it will be for an academic skill instead of a behavioral skill. You will need to include

the following components in the training.

1. Explain all the components of the CBMs and mini practice lesson plans. Also include good practices of positive praise and OTRs.
2. Model administering the CBMs and mini-lessons. Also model collecting and recording data.
3. Have the aide or peer tutor practice administering the CBMs, teaching mini-lessons, and recording relevant data.
4. Give feedback on areas that could be improved and answer questions.

Note: A student is not required for this training and practice.
A copy of the IEP goal and teaching schedule, along with all the completed lessons, data sheets and worksheets for the unit they will need should be given to them at this time. It is vitally important you have these things prepared so that the aides/peer tutors feel confident and prepared. It might be good to have the material put into a folder or binder so it is ready to go for each mini-lesson.
The aides/peer tutors will grade you based on the evaluation form you will give them (attached below). Turn it in to Learning Suite.
Aide Training Evaluation Form.docx Download (plugins/Upload/fileDownload.php?fileId=d97c6d52-8dZa-bn20-EgUP-nK6923adc53d&pubhash=Ni_PWA6rZ6iFiyMDxT4OArcv81qZhkGDPvqXgPItQS-yq-vwPZoTNiVtkUs3yZvGsLPUt6GU4ZT_jCGSf-Vt_g==)
You can receive up to 5 point for each of the three tasks/areas of instruction that the aide grades you on based on the following rubric:

- Total scores = 9+: 5 points
- Total scores = 7-8: 4 points
- Total scores = 5-6: 3 points
- Total scores = 3-4: 2 points
- Total scores = 1-2: 1 point

CBMs 1-6

Feb 08 Due: Thursday, Feb 08 at 11:59 pm

For your math teaching plan, you and your partner are required to administer 6 CBMs to your student over the course of 6 separate school days. These should be done as a pre-cursor to the six mini-lesson plans intended to reinforce and review the math concept conveyed in your original lesson plan. *These CBMs must not be duplicated from day to day.* They should be related to the same goal and IEP objective, but each must have different questions/problems (i.e., if your IEP goal states "Given 10 questions . . ." then each CBM must have 10 questions different from or in a different order from previous days - students may revert to memorizing answers if given the same questions over and over).
For this assignment, please submit a copy of the 6 CBMs you will be using (this assignment is just the CBMs; you will be submitting the *results* of the CBMs and mini-lessons in a later assignment). Upload your probes to Learning Suite using PDF or JPG file types (Please do not upload HEIC files).
Note: because these CBMs and mini-lessons should be given daily, you will need to train an aid or peer tutor to administer some of them.
You can find some helpful CBMs on the link or view other CBMs in the content page. https://byu.box.com/s/ug8ktd2zomlxp9tgezpgqbwnenrrdrit (https://byu.box.com/s/ug8ktd2zomlxp9tgezpgqbwnenrrdrit)
(These files are copyrighted and should only be used for these assignments)

Mini Guided/Independent Practice Lessons

Feb 08 Due: Thursday, Feb 08 at 11:59 pm

For this assignment, you will need to write up 6 mini-practice lessons that correlate with your original IEP goal and daily objective. Each lesson will be administered after the designated CBM. Each mini-lesson will give the

student a chance to practice and improve, building upon the lessons before. These lessons should be scripted enough for an aide or a peer tutor to follow them. The lessons can be very similar, but the activities to learn the skill might be a little different each day. For example, if you were teaching a student single-digit addition problems, you might have them complete addition problems using addition cards for one day. Another day you might have them use the whiteboard and complete the problems. For another day you might have them use objects to count with or go fishing for problems. Another day you might just give them a worksheet to complete. You must make copies of all lessons along with data sheets and material and put it in a binder for the aide/peer tutor to be able to use.

Note: because these CBMs and mini-lessons should be given daily, you will need to train an aid or peer tutor to administer the lessons on the days you are not there (see the Aide Training assignment for more info).

Instructions for these mini lessons need to be written clearly so an aid or peer tutor can easily follow them. You will also need to prepare any worksheets.

You may use the following template or make your own that works better for you. The lesson plans along with the data sheets and worksheets need to be turned in to learning suite. It will be graded using the following rubric.

Refer to the assignment rubric for questions on grading and points.

Mini - Lesson Plan Template 2024 .docx Download (plugins/Upload/fileDownload.php?fileId=a91974fa-F2iw-DwJi-NKVA-Qi66fbb75dba&pubhash=932VXANaIKyBrn3go2DV_91I3KniYjun82YieQXnV_K8Yb840ZxPoHhBdtPyVacPgCrozsuXE68XaN

Explicit Instruction Teaching Video for IEP Math Goal Teaching Plan

Feb 08 Due: Thursday, Feb 08 at 11:59 pm

With your partner, you will record and submit (on GoReact) a teaching video of a full Explicit Instruction lesson (5-30 minutes) in your Mentored Teaching Experience setting. Each of you will take turns teaching parts of the lesson while the other helps with the student (this will also provide experience on co-teaching). You only need to submit one video with both of your names on it. This will be a lesson for a single student.

You need to mark on your video (using markers) the start of the Opening, Modeling, Check for Understanding, Guided Practice, Check, Independent Practice, and Closing. You also need to mark your positive praises and your opportunities to respond. (Your video will not be graded until these marks are inserted.)

Make sure to attach the updated lesson plan after making corrections to it along with your video recording of the lesson to GoReact.

See rubric on GoReact for grading purposes.

Fidelity Check of Aide Implementation

Feb 14 Due: Wednesday, Feb 14 at 11:59 pm

You will be required to complete a fidelity check on the aide/peer tutor that is teaching your mini lessons, taking data, and completing your CBMs with your student. (It is strongly recommended this observation be conducted on Monday February 13th.)

At the same time as your teaching partner, observe the aide administer the CBM and teach the lesson to the student. Fill out the fidelity check form separately and then compare with your partner to see if you scored similarly.

Retrain the aide as needed with any areas of concern.

Note: You can use the fidelity check below and make changes as needed or you can make your own.

Fidelity Check Form:Fidelity Check for Aides .docx Download (plugins/Upload/fileDownload.php?fileId=6016576a-K9vJ-1uGa-eZKK-Us6a8c65fe48&pubhash=rzwWlbqD0f4PDZQclimKb2F0mvTkTshKv7JvsIAYcrG3YTjF6AHL6UEXubxivypkv787R5-9GhhgcXj6wY3Fmg==)

Math App

Feb 14 Due: Wednesday, Feb 14 at 11:59 pm

With your partner, decide on a math app to be used in conjunction with the IEP goal and practice lessons you

have been working on. You will introduce this math app starting with the 4th mini-practice lesson. The app will be used for added practice of the deficit skill you are working with the student on. The app may already be one the student is using, but it must relate directly to the lesson/IEP objective and goal. The student should be given an extra 10 minutes each day with the app. Make sure to start implementing the app during the last 3 days of mini-practice lessons.
In evaluating the app, consider the following questions:

- 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)
Make sure to write up the information below and submit on Learning Suite (only one partner needs to submit, but names of both must be present to earn points).

1. Name of App (1point)
2. How it addresses the IEP goal (1 point)
3. How it meets the above criteria (4 points)
4. Would you recommend this app/program? Why or why not? (2 points)

The write-up is worth 8 points. Complete the write up and add the details of the app to the technology form so all apps are available to everyone. This assignment will not be graded until the app information is written on the form.
App Form (https://docs.google.com/document/d/1dGelB7s_E9E0xg3AoWlZg5vHjoT74tOJyGCX3gSmUlY/edit?usp=sharing)

Completed CBMs, Data Sheet + Graph

Feb 22 Due: Thursday, Feb 22 at 11:59 pm

With your partner, graph the results from all of the CBM data recorded over the course of the IEP Teaching Plan. Use one of the previous assignment's line graphs (or another of your choice) that best supports the CBMs you used. You can also use the one on page 232 of the ABCs of CBM book.
On the graph:

- List the type of CBM at the top (1 point)
- List the level of CBM that you administered and the skill being measured (1 point)
- Fill in a pseudonym for the name of the student and list your names as co-teachers (2 points)
- Put in the three baseline CBM dots and connect them. Title this line "Baseline". (2 points)
- Put a condition change line in. Title this line "start of _____ intervention" (addition, times table, etc). Make a dot for the first 3 CBMs administered after the baseline. Connect each of the dots with a line. (2 points)
- Then put another condition change line in titled "Increased Time Practicing Skill with _____ App". Make a dot for each of the final 3 CBM's after the extra time with app was added. Connect each of the dots with a line. (2 points)

Take a picture of each CBM and data sheet(s), along with the finished graph, and upload all to Learning Suite. Only one partner needs to submit, but both names should be included. This assignment is worth 27 points: 1.5 points for each CBM picture submitted (9 total - 13.5 points), 3.5 points for the data sheet, and a total of 10 points for the graph (see point breakdown above).
See the rubric for grading criteria.
Graphing Form Link (https://docs.google.com/spreadsheets/d/1jJqWU64XYXLhJYneZAyd8VJ8-Cn9Tbb4qs2i-AlNfiA/edit?usp=sharing)

Online Graphing Form Link (https://docs.google.com/spreadsheets/d/130Fq8TYAME1wID-vtSSm-mMKw4y37oRvRAJLIApsyC0/edit?usp=sharing)

Great website to find more information about graphing. (https://alldayaba.org/blog/f/interpreting-graphs---aba-graph-vocabulary---section-c-11)

Reflection paper and Progress Report Write Up

Feb 29 Due: Thursday, Feb 29 at 11:59 pm

This assignment consists of two parts. First, write a minimum 1 paragraph progress report based on the IEP goal and data collected that you would give to the student's parents (ideally, pass this on to your Mentor Teacher to pass on to the student's parents). This should include a summary of the collected data.
Second, based on your experience and the data collected throughout this process, write a reflective paper. This will be an individual paper, meaning you and your partner will each write one separately. The reflection paper should be a minimum of 2 pages.
For the reflective paper, consider including any of the following topics or ideas:

- The progress of the student and your experience working with them.
- The data and what it revealed about the instruction given to the student.
- The experience of working with a co-teacher.
- The experience of training aides and/or peer tutors.
- The experience of administering CBMs and taking data.
- Working with CBIs, apps, or other technologies to aid in learning.
- How the extra practice time with the app affected the data.
- The effectiveness (or ineffectiveness) of mini-practice lessons.
- What felt especially intimidating or worrisome going into the process? How did this turn out in the end?
- What worked well? What would you implement into your own future teaching?
- What didn’t work well? What would you try to avoid in your future teaching?

Please turn it into Learning Suite by the due date.

Midcourse Evaluation

Mar 04 Due: Monday, Mar 04 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.

Scope & Sequence

Mar 07 Due: Thursday, Mar 07 at 11:59 pm

You will be paired up in teams of 4 and tasked with jointly creating a Scope & Sequence for teaching a year-long math curriculum instruction. This can be based on a specific grade level or several grade levels (e.g., 7th, 8th and 9th grade), and can be focused on either an elementary or secondary setting. Make sure to look through the EEs and/or CORE Standards to identify important units that should be taught. Because there are a lot of them, identify some of the most essentials ones in your group that you feel need to be taught.
The Math Scope and Sequence must include the following:

- The curriculum that will be taught for a school year. It does not have to have a time line, but should be taught in sequential order. The planned curriculum should match the Essential Elements or CORE Standards.
- Units for each Essential Element/CORE Standard you will be teaching.
- Pre-skills needed, even if those skills are at a lower grade level.
- Each unit broken down into smaller steps.

- Each unit broken down into smaller steps.
- Smaller steps solidified into lesson plans.
- Materials and activities that might be used for lessons within each unit.
- It must also include the Essential Element or CORE Standard that matches the teaching Unit/Lesson Plans.

You can use the following template/example with changes as needed to meet the expectations listed above, or find/ create your own.
Math Curriculum Map/Scope & Sequence 2018-2019 .docx Download (plugins/Upload/fileDownload.php?fileId=9e3711e7-lQFQ-sSdb-YxwD-z5e869b7f161&pubhash=h64rls27SxpjzuLlZTFff9iUt341e5ZRvRW6raq5boftc_YMRM3JWEgKlpFoMbe4YNAeVmClASbAQstg7FmQ7g=

Essential Elements Information:

- Teaching the Essential Elements to Students with Significant Cognitive Disabilities.pdf Download (plugins/Upload/fileDownload.php?fileId=e886d46c-L9Li-btx2-CqIz-NU20f8f39482&pubhash=TbSsb4lCtuhbTjdmq6vrlI8TyIrkKJkikxh_3IRzxISUIbzPCgO2PBeNTC8sWSkTy-FPa0Ugwdot0czUowuy5w==)

- DLM_Essential_Elements_Math.pdf Download (plugins/Upload/fileDownload.php?fileId=c4156fa2-0hSB-ow6r-KR9S-mE909a291f61&pubhash=0YimiNOtjRXRqDyIPec_sNNOI530UDSwZ5Hm_3rfDrdaNI-frtVNugfdBqBrwrNl4b7UvH6dmGI3nrbgjm7sfA==)

Scope and Sequence Link to put in Drive: https://drive.google.com/drive/folders/1--VkiJRDImokncg4t-w2zr9h6EpELTX4?usp=sharing (https://drive.google.com/drive/folders/1--VkiJRDImokncg4t-w2zr9h6EpELTX4?usp=sharing)

Attend Stephanie Al Otaiba's Cluff Lecture

Mar 09 Due: Saturday, Mar 09 at 11:59 pm

Attend Stephanie Al Otaiba's Cluff Lecture
Just put a note that you attended!

Math Unit

Mar 12 Due: Tuesday, Mar 12 at 11:59 pm

As a group of 4, choose one unit from the Scope & Sequence assignment above to expand upon and create lesson plans for. Make a unit goal. The unit should be broken down into an outline of smaller lesson plans, each designed to help the students learn the skills necessary to reach the unit goal. You should also include some activities that might be used in conjunction with the lessons for extra practice of the skills and the EE or CORE Standard that matches the objective for each day.
You can use the following template/example with changes as needed to meet the expectations listed above, or find/ create your own.
Unit Plan Template .docx Download (plugins/Upload/fileDownload.php?fileId=7feebb95-YoB6-1f0l-aTsW-I8951bab9645&pubhash=46vIFmY6FkSwOLc5hNzu35At-VCb22xmmInXd6GBBBiTe0bJW6IbO3Oy_R3tXFiPUd_JBOUOgpPJjRDAiNsmSQ==)

#4 WWC Math Recommendations 1-3 Summary

Mar 14 Due: Thursday, Mar 14 at 11:59 pm

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 for WWC Math Recommendations - CPSE 462[64].docx Download (plugins/Upload/fileDownload.php?fileId=d8ff282a-pzu2-Zufb-Wvmb-T6b284aad2fa&pubhash=tHz-SRHE-k00YiWrTgly_LwDi6LxRQg28-x8qkeTDva5K8ltGq9zoylsjk5M_AJ1ZXkVGfk3c3huVSO2k1a0PQ==)

WWC-Math, 2021.pdf Download (plugins/Upload/fileDownload.php?fileId=c521a20e-VikT-mx5W-vk92-3s0b10d30cc6&pubhash=PQgv8x6ALNM9HOfaNPruiVfOR-CJJWtZJvU-OrnG7KMvm75dxncm2at3O-OP8-Tzo3zD1RhjSx77GGY6AV8Rng==)

Quiz #3

Mar 19 Due: Tuesday, Mar 19 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!

Celebrate Saint Patrick's Day!

Mar 19 Due: Tuesday, Mar 19 at 11:59 pm

Celebrate St. Patrick's Day 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!

Quiz #2

Mar 28 Due: Thursday, Mar 28 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!

#5 WWC Math Recommendations 4-6 Summary

Mar 28 Due: Thursday, Mar 28 at 11:59 pm

Complete an Article Summary Sheet for WWC-Math Recommendations 4-6 (pp. 29-55) 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=1ef58410-WJI5-Xhgf-XfSZ-xKe75bc9340a&pubhash=e6Ivzt7pFMxVi1SUwonPIle5bW4aO5mrqbzLZ9mgVyzgttoFQNFhBs7i8ata7JvgY_BDUsl-Tns97IOWlXpwoA==)

WWC-Math, 2021.pdf Download (plugins/Upload/fileDownload.php?fileId=c521a20e-VikT-mx5W-vk92-3s0b10d30cc6&pubhash=PQgv8x6ALNM9HOfaNPruiVfOR-CJJWtZJvU-OrnG7KMvm75dxncm2at3O-OP8-Tzo3zD1RhjSx77GGY6AV8Rng==)

Explicit Instruction Lesson Plan for CORE/EE Unit

Mar 28 Due: Thursday, Mar 28 at 11:59 pm

Each member of the group will prepare an Explicit Instruction Power Point lesson plan based on one of the lessons planned for the math unit from the previous assignment. These lesson plans must show your best work. You will be making these not just for yourselves, but to share as a resource with the whole class. You will also be teaching and recording a video of this lesson in your practicum experience class setting (outlined in the next assignment). Also note that this lesson should be for a whole class and not an individual student.

Your explicit instruction lesson plan Power Point should include all required elements. It doesn't have to be totally scripted, but anyone should be able to look at the slides and be able to deliver the lesson (though it may be helpful to include scripted notes with certain slides to assist those delivering it). Also note that this must be a **Power Point lesson** and not handwritten or typed.

The lesson plan must also include some means of taking data. This should include a data sheet specifically for Guided/ Independent practice. It must also include worksheets/activities and everything that would be included in the lesson, with the exception of basic materials such as pencils, paper, etc.

*Note: It might be beneficial to create two lesson plans each for the Unit, one of them for this class, and another for your practicum class. The advantage of this is that each of you would be able to have two lessons for the unit instead of only one.

Once graded, your lesson will be returned to you. Please make any corrections and apply them to the actual teaching and video recording in your practicum setting. (You will also upload the updated lesson plan for that assignment.)

Templates to refer to for your PowerPoint lesson plan:

Explicit Instruction Lesson Plan TEMPLATE.2020 3.0.docx Download (plugins/Upload/fileDownload.php?fileId=76f80260-K5tQ-0zLC-CnJQ-C9be42d691ec&pubhash=hL3bZRHqtcG9eJOWoiNX_m9moWr5FL_slOPAArfoX48bAlz9Idh0lz1YzDUo3tMsCwYm7t4dg4mc3HzoJGTY

Winter 2024 Explicit Instructional Lesson Plan Template Download (plugins/Upload/fileDownload.php?fileId=611711a6-6YnY-H62p-PXEC-La68059e832c&pubhash=Fcyn4nmMV6iYZ98EAyv99fqdaTR7HCT5NN7MBwwvOqVGGabUGuvXB5eQnmvmwqDvE7phVFpqg6FNB1E

The EI lesson plan will be graded based on the following rubric:

EI Lesson Plan Rubric Download (plugins/Upload/fileDownload.php?fileId=16320c76-qi6b-ocEu-NOjS-r195159fbb9b&pubhash=vXeDj_bf1WAvxr6Wakb24HKh8SmiUmOMJFC4R3phN6DG8KbUz684tsTayK1G7rMfZbUQdEj2U2-Ufl2Pc2gEsQ==)

Lesson Plan Link to put in Drive: https://drive.google.com/drive/folders/1--VkiJRDImokncg4t-w2zr9h6EpELTX4?usp=sharing (https://drive.google.com/drive/folders/1--VkiJRDImokncg4t-w2zr9h6EpELTX4?usp=sharing)

Quiz #1

Mar 30 Due: Saturday, Mar 30 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!

Pre-Post Test for Unit

Apr 02 Due: Tuesday, Apr 02 at 11:59 pm

With your group, make a pre-test/post-test for your unit. Make sure that it includes all of the areas that are being taught. There should be at least 2 questions related to each lesson within the unit.

Please submit this assignment through Learning Suite before the due date.

The assignment will be graded as follows (12 points total):

- correct amount of questions aligned with lessons: 8 points

- place for student to write name and date: 1 point
- clear directions for students: 2 points

- how the assessment will be graded (unit passing score expectation): 1 point

Link to Pre-Post Test to put in Drive: https://drive.google.com/drive/folders/1--VkiJRDImokncg4t-w2zr9h6EpELTX4?usp=sharing (https://drive.google.com/drive/folders/1--VkiJRDImokncg4t-w2zr9h6EpELTX4?usp=sharing)

Quiz #4

Apr 02 Due: Tuesday, Apr 02 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!

Chapter Presentations

Apr 04 Due: Thursday, Apr 04 at 11:59 pm

Please sign up on the following link for you and your partners chapter review:
Math Chapter Review Sign-Up (https://docs.google.com/document/d/1SbJG-Z4fR_pilV4iBkPWeX7TIScaqAiLwjafLjxv5vw/edit?usp=sharing)
Give a 5-10 minute presentation with your partner on the chapter you were assigned and share the five most important things you learned from the chapter that could be used or would be helpful for a severe profound classroom.
You will be given 20 points for your participation in the presentation and 5 points for each presentation you are actively engaged in.
-Not on phone/computer unless taking notes
-Looking at the presenter
-Ask questions if appropriate

Explicit Instruction Teaching Video for CORE/EE Unit

Apr 09 Due: Tuesday, Apr 09 at 11:59 pm

For this assignment, you will record and submit (on GoReact) a teaching video of the Explicit Instruction lesson plan for your unit. You are expected to teach this lesson in your Mentored Teaching Experience (practicum) setting. The lesson/video should be between 15-30 minutes in length. Note that this will be a lesson for a whole class, not a single student or small group.
You need to mark on your video (using markers) the start of the Opening, Modeling, Check for Understanding, Guided Practice, Check, Independent Practice, and Closing. You also need to mark your positive praises and your opportunities to respond. (Your video will not be graded without these marks being inserted.)
Make sure to attach the updated lesson plan after making corrections to it along with your video recording of the lesson to GoReact.
See rubric on GoReact for grading purposes.

Spiritual Thought & Prayer

Apr 11 Due: Thursday, Apr 11 at 11:59 pm

Please sign up for a spiritual thought and prayer for this semester. You can receive 2 points extra credit if you decide to participate. Please let me know that you completed this by writing a quick note in Learning Suite to get the credit.

Sign-up Link (https://docs.google.com/document/d/1d9BcJwH8QuBQz6mkaFl7mb0f2Uanu9RXPnU6XSzeYXA/edit?usp=sharing)

Share Instructional Strategy/Intervention

Apr 11 Due: Thursday, Apr 11 at 11:59 pm

Please sign up for a day to present a particular research based Instructional Strategy or Intervention that might be beneficial in working with Severe/Profound special education students. This strategy should be specifically tailored to Math instruction. You can research different strategies or you can use one that you've seen your mentor teacher employ. You'll present a quick write-up of the strategy/intervention (1-2 pages) that includes how it is a research based intervention and will have a total of 10 minutes to explain and model the strategy. You should also include an opportunity for your peers to practice it and/or ask questions. This assignment will be worth 20 points (10 for the write up and 10 for the presentation). Please upload an electronic copy of the write up to share with the rest of the class. See the rubric for more info on grading.

Group Presentation on Scope & Sequence, Unit, and Lesson Plans

Apr 11 Due: Thursday, Apr 11 at 11:59 pm

As a group, you will be presenting your Scope & Sequence to the rest of the class, breaking down the unit you made and the lesson plans that go with it. Before the presentation, complete the following:
Input your Scope & Sequence, Unit Overview, pre/post test, and lesson plans, with all relevant materials into the following link (folder) in Google Drive so that your classmates can have access to them.
LINK:https://drive.google.com/drive/folders/1--VkiJRDImokncg4t-w2zr9h6EpELTX4?usp=sharing (https://drive.google.com/drive/folders/1--VkiJRDImokncg4t-w2zr9h6EpELTX4?usp=sharing)
The following guidelines/expectations apply to the presentation:

1. Prepare to present for a 30-40 minute time frame with the rest of your team (Divide each part of the presentation between you).
2. Present the Scope and Sequence and make sure to relate why you chose the EEs or CORE standards and what pre-skills teaching units you also added to your Scope and Sequence.
3. Include your Unit and how you decided on the lessons for it.
4. Briefly go over each lesson plan and all materials & data sheets that go with each.
5. Go over your pre/post test.
6. Ask if there are any questions.

This assignment will be worth a total of 60 points. See the rubric for a breakdown of each requirement.

Complete Student Ratings for CPSE 462

Apr 16 Due: Tuesday, Apr 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.

Point Breakdown

Categories	Percent of Grade
Quizzes	0%
Class Assignments	3.85%
Summary Sheets	7.7%

Curriculumm-Based Measurement (CBM)	6.74%

IEP MATH GOAL TEACHING PLAN & IMPLEMENTATION	42.7%
CORE Standard/Essential Element Unit	29.37%
Readings/Discussions	9.63%
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

The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment 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 confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor 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 Harassment Policy, reporting requirements, and resources can be found at 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

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

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		
M Jan 08 Monday	**Start of Classes**	
T Jan 09 Tuesday	**Guest Lecturer - Megan Langford** **Please be your awesome selves and help support her!** **1. History of Math & NMAP** • History of Math Education for Students with Signficant Disabilities.pptx Download	**Please purchase the following books:** **Teaching Elementary Mathematics to Struggling Students - *Bradley S. Witzel & Mary E. Little*** **The ABCs of CBM (Second Edition) - *Michelle K. Hosp, John L. Hosp, & Kenneth W. Howell***
W Jan 10 Wednesday		**#1 NMAP Summary**
Th Jan 11 Thursday	**2. Overview of math, schedule, syllabus, textbooks, and assignments of CPSE 462** **Complete the Math Interest Survey Link when requested in class** **Please sign up for the following:** • Prayer & Spiritual Thought: Sign-up Link • Instructional Strategy/Interventions: Sign-up Link	
Week 2		
M Jan 15 Monday	**Martin Luther King Jr Day**	**#2 CBM Ch. 7-8 Summary**
T Jan 16 Tuesday	**3. Administering and Scoring Early Numeracy CBMs**	

	**Please bring your CBM book to class today.	
W Jan 17 Wednesday		**#3 Review CBM Ch. 1-2, 10-11 Summary**
Th Jan 18 Thursday	**4. CBM (Asynchronous Day - Not meeting on campus)** Hello, for class today, complete the below two items: 1. A Nearpod on CBM (https://app.nearpod.com/?pin=epz8q) 2. An IRIS module on progress monitoring (https://iris.peabody.vanderbilt.edu/module/pmm/)	
Sa Jan 20 Saturday		**Conduct and Score Early Numeracy CBMs**
Week 3		
T Jan 23 Tuesday	**5. Progress Monitoring in Math (Practice with M-Comp/M-Cap Administration)** **Please bring your CBM book to class today. • 5.2 - M-COMP .pptx Download • 5.3 - M-CAP.pptx Download • 5.1 - Progress Monitoring in Math.pptx Download	**Grade level assessment**
Th Jan 25 Thursday	Prayer: Madie Denson Thought: Betsy Metcalf **6. Graphing (creating graphs) and Intro to "IEP MATH GOAL TEACHING PLAN & IMPLEMENTATION" Assignment** • 6. Graphing & Progress Monitoring in Math Download	**Conduct and Score M-COMP CBM's** **Conduct and Score M-CAP CBM's** **Graph the CBM Results** **Baseline Assessments**
Week 4		
T Jan 30 Tuesday	Prayer: Rubie Peart Thought: Alysha Vierra Instructional Strategy/Intervention Presentation: Margaret Raines 7. **IEP** Download 7. Example IEP.pdf Download **Math Article**	**Explicit Instruction Lesson Plan for IEP Math Goal Teaching Plan** **IEP Goal Teaching Plan & Teaching Schedule**

Th Feb 01 Thursday	Prayer: Kenzi Magleby Thought: Margaret Raines Instructional Strategy/Intervention Presentation: Madie Denson **8. Number Sense, Focus on Cardinality** **https://thirdspacelearning.com/us/math-resources/topic-guides/number-and-quantity/number-sense/**	
Week 5		
T Feb 06 Tuesday	**9. Instructional Scaffolding (Asynchronous Day - Not meeting on campus)** The content for today is two-fold: 1. Complete the IRIS module on "High Quality Mathematics Instruction" (see link below) • https://iris.peabody.vanderbilt.edu/module/math/ 2. Complete the Nearpod at the below link • https://app.nearpod.com/?pin=HSNR9	
Th Feb 08 Thursday	Prayer: Alysha Vierra Thought: Kenzi Magleby Instructional Strategy/Intervention Presentation: Caroline Whitehead **10. CGI** Use below link for in-class activity (don't need to do ahead of time) **HTTPS://WWW.AUTISMADVENTURES.COM/GUEST-BLOGGER-CGI-MATH/** **Permanent Zoom Meeting Link** https://byu.zoom.us/j/7659795145 Meeting ID: 765 979 5145 One tap mobile +17193594580,,7659795145# US +12532050468,,7659795145# US	**Explicit Instruction Teaching Video for IEP Math Goal** **Teaching Plan** **Aide Training** **CBMs 1-6** **Mini Guided/Independent Practice Lessons**

Week 6		
T Feb 13 Tuesday	Prayer: Oakley Wood Thought: Rubie Peart Instructional Strategy/Intervention Presentation: Kenzi Magleby **11. SBI & Technology** Graphing Form Link Online Graphing Form Link	
W Feb 14 Wednesday		**Fidelity Check of Aide Implementation** **Math App**
Th Feb 15 Thursday	Prayer: Brie Steele Thought: Sydnee Bailey Instructional Strategy/Intervention Presentation: Jessica Jespersen **12. Error Analysis** Links for in class learning activity (You do not need to read this article before class) https://onlinelibrary.wiley.com/doi/epdf/10.1111/ldrp.12029 https://journals.sagepub.com/doi/pdf/10.1177/1534508417745627 IRIS - Error Analysis	
Week 7		
M Feb 19 Monday	**Presidents Day** **No Class!**	
T Feb 20 Tuesday	**Monday Instruction** (No Tuesday class)	
Th Feb 22 Thursday	**Prayer: Sydnee Bailey** **Thought: Agatha Gibbons** **Instructional Strategy/Intervention Presentation: Alysha Vierra** **13. Coteaching, Inclusion, Collaboration,** Download The difference between accommodations and modifications PLACEMENT.docx Download	**Completed CBMs, Data Sheet + Graph**
Week 8		

Week 8		
T Feb 27 Tuesday	**Prayer: Hannah Esplin** **Thought: Brie Steele** **Instructional Strategy/Intervention Presentation: Ashley Roberts** **14. Overview of Core Standards/Essential Elements Unit** **Math Chapter Review Sign-Up** **Math Teaching Unit Groups** **If Time Allows - In Class Workshop - Time in class to collaborate on Unit Assignments** • **Scope and Sequence** • **Curriculum Maps**	
Th Feb 29 Thursday	**Prayer: Margaret Raines** **Thought: Agatha** **Instructional Strategy/Intervention Presentation: Mary Crawford** **15. In Class Workshop Day - Time in class to collaborate and work on Unit Assignment** • **Scope and Sequence** • **Curriculum Maps**	**Reflection paper and Progress Report Write Up**
Week 9		
M Mar 04 Monday		**Midcourse Evaluation**
T Mar 05 Tuesday	**Prayer: Caroline Whitehead** **Thought: Oakley Wood** **16. Guest Speaker Jonathan Lindberg - Data Collection**	
Th Mar 07 Thursday	**Prayer: Lance Stites** **Thought: Caroline Whitehead** **17. Guest Lecture: Dr. Al Otaiba**	**Scope & Sequence**
Sa Mar 09 Saturday		**Attend Stephanie Al Otaiba's Cluff Lecture**
Week 10		

T Mar 12 Tuesday	**We will all be attending the following guest lecture instead of class today. Please meet at our classroom at 1:55 and we will walk down together.** **18. Mattias Grunde - The Joy of Science Through Faith: Navigating Academia as a Believing Scholar in the German Higher Education System (March 12th at 2:00 pm 115 MCKB)**	**Math Unit**
Th Mar 14 Thursday	**Prayer: Mary C.** **Thought: Margaret Raines** **Instructional Strategy/Intervention Presentation: Brie Steele** **Instructional Strategy/Intervention Presentation: Jessica Applegate** **Instructional Strategy/Intervention Presentation: Liv Hicks** **Instructional Strategy/Intervention Presentation: Sydnee Bailey** **Group Presentations of Chapters 1 & 2** **Celebrate Pi Day! Bring pies to share in class.**	**#4 WWC Math Recommendations 1-3 Summary** **Quiz #3 Opens**
Week 11		
T Mar 19 Tuesday	Prayer: Betsy Metcalf Thought: Lance Stites Instructional Strategy/Intervention Presentation: Elizabeth Heberlein **Group Presentations of Chapters 3 & 4** **19. Worked Solutions** **20. Practice to increase Retention**	**Celebrate Saint Patrick's Day!** **Quiz #3 Closes**
Th Mar 21 Thursday	Prayer: Alysha Vierra Thought: Hannah Esplin Instructional Strategy/Intervention Presentation: Oakley Wood **Group Presentations of Chapters 5 & 6**	

	21. CRA	
Sa Mar 23 Saturday		
Week 12		
T Mar 26 Tuesday	Prayer: Volunteer Thought: Brie Steele Instructional Strategy/Intervention Presentation: Rubie Peart **22. In Class Workshop Day - Writing Lesson Plans (PPT) - Day 1**	
Th Mar 28 Thursday	Prayer: Volunteer Thought: Alysha Vierra Instructional Strategy/Intervention Presentation: Betsy Metcalf **23. In Class Workshop Day - Writing Lesson Plans (PPT) & Pre/Post Test for the Unit - Day 2**	**Quiz #1 Opens** **Quiz #4 Opens** **#5 WWC Math Recommendations 4-6 Summary** **Explicit Instruction Lesson Plan for CORE/EE Unit** **Quiz #2**
Sa Mar 30 Saturday		**Quiz #1 Closes**
Week 13		
T Apr 02 Tuesday	Prayer: Oakley Wood Thought: Madie Denson **24. Fact Fluency & Automaticity** Fact Fluency article https://byu.box.com/s/sibg29hj4enmp2pw0xmauxgcm8comg5a **Group Presentations of Chapters 7, 8, & 9**	**Quiz #4 Closes** **Pre-Post Test for Unit**
Th Apr 04 Thursday	Prayer: Brie Steele **25. Math Vocabulary**	**Chapter Presentations**
Sa Apr 06 Saturday		
Week 14		
T Apr 09 Tuesday	Prayer: Lance Stites **Class Presentations**	**Explicit Instruction Teaching Video for CORE/EE Unit**
Th Apr 11 Thursday	Prayer: Agatha Gibbons **Class Presentations**	**Share Instructional Strategy/ Intervention** **Group Presentation on Scope & Sequence, Unit, and Lesson Plans** **Spiritual Thought & Prayer**
Week 15		
T Apr 16 Tuesday	**Last Day of Class - End of Semester**	**Complete Student Ratings for CPSE 462**

	Celebration!	**CPSE 402**

Th Apr 18 Thursday	**Exam Preparation Day**	
Week 16		
T Apr 23 Tuesday	**Final Exam Day**	