## Campbellsville University School of Education SED 603-01 G2 17/18 August 28, 2017- October 21, 2017 Teaching Mathematics to Children and Youth with Learning and Behavior Disorders

**Professor:** Dr. Lisa Fulks Class: SED 603-01 Teaching Mathematics to Children and Youth with Learning and Behavior Disorders E-mail: Irfulks@campbellsville.edu Phone: School - 270-789-5241 Cell/text 502-724-2766 Information: 3 credit hours Chat Time: Wednesday 5:30-6:45 PM eastern Classroom: Online **Regular Office Hours: See Room 129** Virtual Office Hours:

Professor can be reached anytime by e-mail or by phone (text or leave a message if no answer). Email to schedule a time for a face-to-face, telephone or online conference. I will be online 15 minutes before class and available to stay after class online to answer any questions or concerns.



## **School of Education Conceptual Framework**

## **Required Text:**

Francis M. Fennell, National Council for Teachers of Mathematics, Achieving Fluency: Special Education and Mathematics, 2011.

## **Course Description:**

The primary focus of this course is an in-depth examination of the teaching of mathematics to children with learning and behavioral disorders. The overall context in which these researched-based best practices are considered are the national curricular reforms in mathematics. Clearly, this course primarily attends to domains of pedagogy, and its

relationship to subject matter, curriculum, and pedagogical content knowledge. Specific attention is provided in this course to the teaching that responds to the reform recommendations identified by National Council of Teachers of Mathematics (NCTM). Candidates will demonstrate their understanding of best practice mathematics instruction foe exceptional children through a case-study project.

## **PROFESSIONAL STANDARDS addressed in this course:**

Aligned – with Assessment	<ul> <li>Kentucky Teacher</li> <li>Standards</li> <li>(KTS or</li> <li>IECE)</li> </ul>	KTS Diversity Indicators	InTASC	ILA Standards	Technology (Yes or No)	CEC	CAEP
(point							
Class Participation in Weekly Chats 50 pts	KTS 1, 2, 5, 6, 7, 9	KTS 1.2 KTS 3.3 KTS 5.4	1, 7, 9	1, 6	Yes	1, 2, 3, 4, 5, 6,7	1, 5
Obj: Informal Assessment Summary 100 pts	KTS 1, 2, 5, 6, 7, 9	KTS 1.2 KTS 3.3 KTS 5.4	1, 7, 9	1, 6	Yes	1, 3, 4, 5, 6	1, 5
Ubj: Weekly discussion board 50pts. Obj:	KTS 1,2, 5, 6, 7, 9	KTS 1.2 KTS 3.3 KTS 5.4	1, 7, 9	1, 6	Yes	1, 3, 4, 5, 6	1, 5
Field Experience Summary, 100pts. Obj: 1-7	KTS, 1, 2, 3, 4, 5, 6, 7, 8, 9	KTS 4.2 KTS 5.4	2, 3, 7, 8, 9	2, 3, 4, 5	Yes	1, 2, 3, 4, 5, 6, 7	1, 2
Classroom Management Plan 100 pts. Obj:	KTS 5, 8	KTS 8.1	10	5	Yes	8	1, 2
Unit of Study with Powerpoint 200pts. Obj:	KTS 1, 2, 3, 4, 8	KTS 4.2	3, 6, 7, 8	5, 6	5	1, 2, 3, 4, 5, 6, 7	1, 4
Teaching Lesson with reflection 200 pts. Obj:					Yes		
Classroom Activity 100pts. Obj:	KTS 6, 9	KTS 3.3	9	6	Yes	4	1
Case Study 100 pts Obj:	KTS 1, 2, 3, 4, 5, 6, 7	KTS 1.2 KTS 6.3	4, 5, 10	6	Yes	1, 2, 3, 4, 5, 6, 7, 8, 10	1, 2

## Kentucky Teacher Standards (KTS)

Standard 1 The Teacher Demonstrates Applied Content Knowledge Standard 2 The Teacher Designs and Plans Instruction Standard 3 The Teacher Creates and Maintains Learning Environment

Standard 4 The Teacher Implements and Manages Instruction

Standard 5 The Teacher Assesses and Communicates Learning Results

Standard 6 The Teacher Demonstrates the Implementation of Technology

Standard 7 Reflects On and Evaluates Teaching and Learning

Standard 8 Collaborates with Colleagues/Parents/Others

Standard 9 Evaluates Teaching and Implements Professional Development

## **CU Diversity Proficiencies (from KTS)**

KTS 1.2 Connects content to life experiences of student

KTS 2.2 Uses contextual data to design instruction relevant to students

KTS 2.4 Plans instructional strategies & activities that address learning objectives for all students

KTS 3.3 Values and supports student diversity and addresses individual needs

KTS 4.2 Implement instruction based on diverse student need & assessment data

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups

KTS 6.3 Integrates student use of available technology into instruction to enhance learning outcomes and meet diverse student needs.

KTS 8.1 Identifies students whose learning could be enhanced by collaboration

## Interstate Teacher Assessment and Support Consortium (InTASC) InTASC

InTASC1 Learner Development InTASC 2 Learner Differences InTASC 3 Learning Environments InTASC 4 Content Knowledge InTASC 5 Application of Content InTASC 6 Assessment InTASC 7 Planning for Instruction InTASK 8 Instructional Strategies InTASC 9 Professional Learning and Ethical Practice InTASC 10 Leadership and Collaboration

## International Literacy Association (ILA)

Standard 1 Foundational KnowledgeStandard 2 Curriculum and InstructionStandard3 Assessment and EvaluationStandard 4DiversityStandard 5 Literate EnvironmentStandard 6 Professional Learning and Leadership

## Council for Accreditation of Educator Program(CAEP)

Standard 1 Content and Pedagogical Knowledge Standard 2 Clinical Partnerships and Practice Standard 3 Candidate Quality, Recruitment, and Selectivity Standard 4 Program Impact Standard 5 Provider Quality Assurance and Continuous Improvement

## **Standards Council for Exceptional Children Standards.** This course meets the guidelines designated under the CEC standards for common core of knowledge and skills for special educators:

Standard 1: Learner Development and Individual Learning Differences

Standard 2: Learning Environments

Standard 3: Curricular Content Knowledge

Standard 4: Assessment

Standard 5: Instructional Planning and Strategies

Standard 6: Professional Learning and Ethical Practice

### **Mission Statements/Vision**

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership. The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

- Knowledge and skills
- Caring Dispositions, including respect for diversity
- Commitment to life-long learning in a global society-
- Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics

### Methods of Instruction

The instructional methods will include:

- live videoconferencing class sessions and small group discussions via AdobeConnect
- online multimedia learning lessons
- individual consultation with professor
- discussion board threads for in-depth discussion
- cooperative/collaborative learning activities
- field observations and practice in P-12 classrooms

SPECIFIC OBJECTIVES: Upon completion of this course, you will have gained an understanding of and be able to:

- 1. Describe the learning theories that present a rationale for using different teaching strategies in mathematics classes.
- 2. Create learning environments that allow individuals to retain and appreciate their own and others respective language and cultural.
- 3. Identify learning factors which may influence the ability of the student to process mathematics concepts.
- 4. Use formal and informal assessment techniques in determining individual student's error patterns, strengths and weaknesses in learning mathematics and prescribing learning activities to resolve those difficulties.
- 5. Develop plan using technology for planning and managing the teaching and learning environments:
- 6. Uses instructional strategies that promote successful transition for individuals with exceptional learning needs.
- 7. Discuss and be familiar with the commonly used national and state mathematics projects used in national and state mathematics curriculum projects.
- 8. Identifies methods for increasing accuracy and proficiency in math calculations and applications.
- 9. Present real world and functional situations to provide for generalization of mathematics skills.
- 10. Employ research-based teaching perspectives when designing a math intervention program focused on ensuring individual academic success in one-to-one, small group and large-group settings.
- 11. Identify student-centered learning techniques, e.g. games and interactive learning strategies which demystify mathematics as an academic subject area.

## **COURSE TASKS/Requirements:**

## Class Participation and Discussion Boards (KTS 1, 2, 3, 4, 5, 6, 7, 8, 9, KTS Diversity Indicators 1.2, 3.3, 5.4, InTasc 1, 7, 9, ILA 1, 6, CEC 1, 2, 3, 4, 5, 6, 7, CAEP 1, 5)

Class attendance will be checked. Two unexcused absences (at instructors discretion) results in an automatic "F" for the course. Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions and reflective writing assignments). Please notify the instructor if you are to be absent. Students must contribute to class discussions a minimum of five times; they should also contact the professor in advance if they might be absent. There is not a discussion board every week but for the weeks with a discussion board please respond by Sunday evening the week after class.

## Informal Assessment Summary (KTS 2, 4, 5, 7, 8, KTS Diversity Indicators 1.2, 3.3, 5.4, InTasc 1, 7, 9, ILA 6, CEC 1, 2, 3, 4, 5, 6, 7, CAEP 1, )

Administer a math assessment to three students. Two of the students must be identified as having special needs in the area of mathematics. Assess students in your own class or in another. The assessment can be a district assessment or classroom assessment.

Write a one page summary describing the assessment used, the students assessed, where they were assessed and how the students reacted to the assessment. These assessments will be used to identify error patterns and plan effective strategies for the case study assignment. A report on this assessment will be generated for the student's electronic notebook and for grading purposes.

## Case Study (KTS 4, 5, 7, CAEP 1, 2 KTS Diversity Indicators 1.2, 3.3, 5.4, InTasc 1, 7, 9, ILA 1, 6, CEC 1, 2, 3, 4, 5, 6, 7, CAEP 1, 5)

A case study is required on the graduate level. Students will conduct a case study of the three students assessed for the informal assessment. This case study is an analysis of the results of the informal assessment. The case study must include the following: IEP goals related to math, analysis of instructional strategies and student work, (analysis of math error pattern), labeling what core content is needs to be addressed and proposed interventions.

## Classroom Management Plan (KTS 3, 4, CAEP 1, KTS Diversity Indicators 1.2, 3.3, 5.4, InTasc 1, 7, 9, ILA 1, 6, CEC 1, 2, 3, 4, 5, 6, 7, CAEP 1, 5)

This assignment is created to help the teacher reflect on the classroom environment and math instruction. It is a focused look at the teaching environment and how it promotes mathematical growth. What physical elements have been added to the classroom to help students understand math? How are students grouped for math instruction? What tools are used for math instruction? How many minutes a day are spent on direct instruction, guided practice, and independent practice in math? What is the total amount of time spent teaching math daily? What uses of formative and summative assessment are in place? How are parents included in the instruction of math?

## Classroom Activity (KTS 4, 5, 7, KTS Diversity Indicators 1.2, 3.3, 5.4, InTasc 1, 7, 9, ILA 1, 6, CEC 1, 2, 3, 4, 5, 6, 7, CAEP 1, 5)

Students will reflect on the economic needs of their community and create an activity to teach the standards that address that economic need. An example of a possible classroom activity is teaching students to create a budget. A one page narrative explaining the rationale for teaching the activity along with how the activity addresses the standard will be required. **THIS WILL BE DONE DURING CHAT** 

## Unit of Study: Effective Planning and Teaching KTS 2, 4, 5, 7, 8, 9, 10, ILA 5 CAEP 1, KTS Diversity Indicators 1.2, 3.3, 5.4, InTasc 1, 7, 9, ILA 1, 6, CEC 1, 2, 3, 4, 5, 6, 7, CAEP 1, 5)

After analyzing the results of the INFORMAL ASSESSMENT choose one area of common

weakness from the group of students assessed to create a unit of instruction. The unit must include the following: a pre assessment and post assessment used to measure student growth; five lesson plans with focused differentiated instruction on the identified weakness; and specific interventions used to help students. Information regarding math from student IEP's and other assessments should be considered when creating instruction. Student lessons must show active student engagement. **ONE LESSON OF YOUR UNIT SHOULD BE TAUGHT using a book integrating reading into a math lesson. Campbellsville Sources of Evidence Lesson Plans and Analysis must be used. (One for each lesson), along with the Collaboration and Unit Guidelines Sources of Evidence** 

### A Prezi/Powerpoint)SHOULD BE MADE OF the LESSON YOU TEACH FROM YOUR UNIT TO BE SHARED

## Field Hours with field summary KTS 1, 2, 3, 4, 5, 6, 7, 8, 10, KTS Diversity Indicators 1.2, 3.3, 5.4, InTasc 1, 7, 9, ILA 1, 6, CEC 1, 2, 3, 4, 5, 6, 7, CAEP 1, 5)

The field study should be done on the student that is to be used throughout the course for the assignments given. This needs to be a student identified as having problems in the area of mathematics. These **twenty** (**20**) **hours** field study should be used to complete the Informal Assessment along with a criterion referenced test (such as the Brigance Inventory of Basic Skills, or another criterion referenced math test). Gain as much information about the student's A.) learning styles as can be observed, B.) strengths and weaknesses in approaching problem solving, C.) if manipulatives and visuals help, D.) information gained by having the student talk through a difficult problem, E.) students present attitude toward mathematics. Write a 2-3 page summary of results of the criterion referenced test and the students attributes A-E above.

## **EVALUATION Process and expectations:**

## Before Class each week you need to:

- read the chapter assignment
- review all the items under Week in the course, for familiarity with the format
- check for assignments due

<u>Class Participation in a Professional Learning Community.</u> In CU online courses, weekly coursework begins on Monday and runs through Sunday. "Class participation" includes all your interactions with the instructor and your classmates during

and outside the Monday night class session, such as preparation, attendance and engagement at the weekly session; discussion boards; and completion of class follow-up activities .

**Feedback and Communications.** Messages, announcements and feedback posted via Learning House are sent to your <u>CU</u> email address. You may go into your Learning House profile (click "Participants" on the left, then click on your name.) and edit your email address in Learning House. It is the candidate's responsibility to check emails and messages regularly (every 1-2 days). You are encouraged to contact me with questions or concerns. The best way to reach me is via email or text message. I will always respond within 24 hours so if you do not receive a response through email please text or call me. **Weekly Discussion Board/Forums.** Each lesson typically has one discussion board where you are expected to post a response at a time of your convenience to the given topic, such as a scenario, a topic from the readings, a reflection on your field experiences, etc. This is done on your own time but is recommended you complete before the next class period. **Submission of Assignments**. All assignments must be word-processed using Microsoft Word.

**<u>Revisions</u>**. A major part of my work as an instructor is to provide feedback. For major assignments, I generally allow one revision based on my feedback.

#### Final grade calculated based on the following values of assignments:

- 100 Participation
- 100 Informal Assessment Summary
- 100 Classroom Management Plan
- 150 Case Study
- 50 Classroom Activity
- 200 Teaching Lesson & Self Reflection
  - Presentation (Prezi/Powerpoint)
- 200 Unit of Study and Collaboration Sources of Evidence
- 900 Total Points

#### **Course Grading Scale in Percentages with points**

- F = below 630 pts.

#### **RUBRICS:**

Rubric for Class Participation ((KTS 1, 2, 3, 4, 5, 6, 7, 8, 9, KTS Diversity Indicators 1.2, 3.3, 5.4, InTasc 1, 7, 9, ILA 1, 6, CEC 1, 2, 3, 4, 5, 6, 7, CAEP 1, 5)

Exemplary 100%	Accomplished 94%	<b>Developing 86%</b>	Ineffective 77%
<ul> <li>Present for all classes with exception of emergencies.</li> <li>Logs in on time and attends throughout period</li> <li>Participates 4-5 times during discussions</li> <li>Contributes thoughtful remarks and questions</li> <li>Comments extend the interactions between candidates</li> <li>All Discussion Forums completed before class starts weekly</li> </ul>	<ul> <li>Present for most classes (missing 1 class)</li> <li>Reviewed at least the agenda and broad topics prior to class as evidenced in discussion responses.</li> <li>Some contributions to discussion</li> <li>All Discussion Forums completed</li> </ul>	<ul> <li>Present for class but no advance preparation as evidenced in discussion responses</li> <li>Superficial responses in class or on discussion boards</li> <li>5-7 Discussion Forums completed</li> </ul>	<ul> <li>Absent from class without any communication to professor</li> <li>Comments and postings minimal or absent 1-4 Discussion Forums Completed</li> </ul>

Classroom Activity Rubric ((KTS 6, 9, KTS Diversity Indicators 3.3, InTasc 1, 7, 9, ILA 6, CEC 9, CAEP 1, 5)

Expectations	Exemplary 100%	Accomplished 94%	Developing 86%	Ineffective 77%

Overall Content	Identifies 10 math economic websites during group in chat for teachers, parents, and administrators of special education students. List made during group chat	Identifies 5-9 math economic websites during group in chat for teachers, parents, and administrators of special education students.	Identifies 2-4 math economic websites during group in chat for teachers and administrators of special education students.	Identifies websites during group in chat for administrators of special education students.
Quality	• Demonstrates reflective thought and insight into website reviews in narrative style with no grammatical errors.	Demonstrates reflective thought and insight into website reviews in narrative style with one or two grammatical errors	Creates only a list of websites without the narrative with grammatical errors	Creates only a list of websites without the narrative with grammatical errors
Knowledge	• Demonstrates clear and accurate understanding of two of the websites	Demonstrates clear and accurate understanding of one of the websites	One or two misunderstandings demonstrated in narrative description of one of the websites	More than two misunderstandings demonstrated in narrative description of one of the websites

# Rubric for School Case Study ( KTS 1, 2, 3, 4, 5, 6, 7 KTS Diversity Standards 1.2, 6.3, InTASC 4, 5, 10, ILA 6, CEC 1, 2, 3, 4, 5, 6, 7, 8, 10, CAEP 1, 2,)

	Exemplary 100%	Accomplished 94%	Developing 86%	Ineffective 77%
Introduction	Prepare an introduction	Prepare an introduction	Prepare an introduction	Prepare an introduction.
	that includes a reflective	that includes a reflective	that includes a reflective	
	look into what special	look into what special	look into what special	
	education services the	education services the	education services the	
	students in your chosen	students in your chosen	students in your chosen	
	group are receiving	group are receiving	group are receiving	
Content	Analyze the data you			
	have for each student			
	from your informal	from your informal	from your informal	from your informal
	assessment	assessment	assessment	assessment
	chosenIdentify	chosenIdentify core	chosenIdentify and	chosenIdentify
	student error patterns	academic standards	core academic	student core academic
	and core academic	needed for growth.	standards needed for	standards needed for
	standards needed for	Review instructional	growth. Review	growth. Review
	growth. Review	strategies used with the	instructional strategies	instructional strategies
	instructional strategies	group and student	used with the group	used with the group
	used with the group and	work Describe what	Describe what you	Describe what you
	student work Describe	you would propose for	would propose for	would propose for
	what you would	interventions to address	interventions to address	interventions to address
		the arrow potterns and	the arrow notterns and	the arrow potterns and
	propose for	the error patterns and	the error patterns and	the error patterns and
	interventions to address	core academic	core academic	core academic
	the error patterns and	standards needed for	standards needed for	standards needed for
	core academic	growth in math. Must	growth in math. Must	growth in math.
	standards needed for	stay focused on math	stay focused on math	
	growth in math. Must	and the assessment	and the assessment	
	stay focused on math	used.	used.	
	and the assessment			
	used.			
Reflection			Based on your case study	
	Based on your case study	Based on your case study	activities, identify 2	Based on your case study
	activities, identify 4	activities, identify 3	appropriate strategies for	activities, identify 1
	appropriate strategies for	appropriate strategies for	special need students in	appropriate strategies for
	special need students in	special need students in	your school and	special need students in
	your school and	your school and	recommend changes	your school and
	recommend changes	recommend changes	working with this	recommend changes
	and/or next steps for	and/or next steps for	students	and/or next steps for
	working with this	working with this	students.	working with this

	students.	students.		students.
Writing Quality	Report is organized and well-written No grammatical errors. Follows APA format in the document, with headings paragraphs etc	Report is organized and well-written 1-2 grammatical errors. Follows APA format in the document, with headings paragraphs etc	Report is organized and well-written 3-4 grammatical errors. Follows APA format in the document, with headings paragraphs etc	More than 4 grammatical errors. Follows APA format in the document, with headings, paragraphs, etc.

## Field Experience Rubric (KTS 1, 2, 3, 4, 5, 6, 7, 8, 9, KTS Diversity Standards 4.2, 5.4, InTASC 2, 3, 7, 8, 9, ILA 1,6, CEC 1, 2, 3, 4, 5, 6, 7, CAEP 1,2,)

	Exemplary 100%	Accomplished 94%	Developing 86%	Ineffective 77%
	Exemplary 10070	Accomptioned 2470	Developing 00 /0	Inclication // /0
Content	Choose one student to study their learning in math according toA.) learning styles as can be observed, B.) strengths and weaknesses in approaching problem solving, C.) if manipulatives and visuals help, D.) information gained by having the student talk through a difficult problem, E.) students present attitude toward mathematicsWrite a 2-3 page summary of results of the criterion referenced test and the students attributes A-E above.	Choose one student to study their learning in math according toA.) learning styles as can be observed, B.) strengths and weaknesses in approaching problem solving, C.) if manipulatives and visuals help, D.) information gained by having the student talk through a difficult problem, E.) students present attitude toward mathematicsWrite a 2-3 page summary of results of the criterion referenced test and the students attributes A-E above.	Choose one student to study their learning in math according toA.) learning styles as can be observed, B.) strengths and weaknesses in approaching problem solving, C.) if manipulatives and visuals help, D.) information gained by having the student talk through a difficult problem, E.) students present attitude toward mathematicsWrite a 2-3 page summary of results of the criterion referenced test and the students attributes A-E above.	Choose one student to study their learning in math according toA.) learning styles as can be observed, B.) strengths and weaknesses in approaching problem solving, C.) if manipulatives and visuals help, D.) information gained by having the student talk through a difficult problem, E.) students present attitude toward mathematicsWrite a 2-3 page summary of results of the criterion referenced test and the students attributes A-E above.
Writing Quality	Report is organized and well-written No grammatical errors. Follows APA format in the document, with headings, paragraphs, etc.	Report is organized and well-written 1-2 grammatical errors. Follows APA format in the document, with headings, paragraphs, etc.	Report is organized and well-written 3-4 grammatical errors. Follows APA format in the document, with headings, paragraphs, etc.	More than 4 grammatical errors. Follows APA format in the document, with headings, paragraphs, etc.
Log of hours	20 hrs. documented Coding needs to be corrected and the form resubmitted unless teaching	20 hrs. documented Coding needs to be corrected and the form resubmitted unless teaching	20 hrs. documented Coding needs to be corrected and the form resubmitted unless teaching-	Cannot pass course without 20 hrs. documented appropriately unless teaching

## Unit and Powerpoint Rubric (KTS 1, 8, 9, KTS Diversity Standards 1.2, InTASC 4, 5, ILA 6, CEC 1, 9, CAEP 1)

Expectations	Exemplary 100%	Accomplished	Developing 86%	Ineffective 77%
		94%		

Overall	After analyzing the	After analyzing	After analyzing	After analyzing the
Content	results of the	the results of the	the results of the	results of the
	INFORMAL	INFORMAL	INFORMAL	INFORMAL
	ASSESSMENT choose	ASSESSMENT	ASSESSMENT	ASSESSMENT choose
	one area of common	choose one area	choose one area	one area of common
	weakness from the	of common	of common	weakness from the group
	group of students	weakness from	weakness from	of students assessed to
	assessed to create a	the group of	the group of	create a unit of
	unit of instruction. The	students assessed	students assessed	instruction. The unit
	unit must include the	to create a unit of	to create a unit of	must include the
	following: a pre	instruction. The	instruction. The	following: a pre
	assessment and post	unit must include	unit must include	assessment and post
	assessment used to	the following: a	the following: a	assessment used to
	measure student	pre assessment	pre assessment	measure student growth;
	growth; five lesson	and post	and post	five lesson plans with
	differentiated	assessment used	assessment used	the identified weakness
	instruction on the	student growth:	student growth:	and spacific
	identified weakness	five lesson plans	five lesson plans	interventions used to
	and specific	with focused	with focused	help students
	interventions used to	differentiated	instruction on the	Information regarding
	help students.	instruction on the	identified	math from student IEP's
	Information regarding	identified	weakness; and	and other assessments
	math from student	weakness; and	specific	should be considered
	IEP's and other	specific	interventions	when creating
	assessments should be	interventions	used to help	instruction. ONE
	considered when	used to help	students.	LESSON OF YOUR
	creating instruction.	students.	Information	UNIT SHOULD BE
	Student lessons must	Information	regarding math	TAUGHT using a book
	show active student	regarding math	from student	integrating reading into
	engagement. ONE	Irom student	IEP's and other	a math lesson.
	LESSON OF YOUR	IEP's and other	assessments	Campbellsville Sources
	TAUCHT using a	should be	considered when	Dians and Analysis
	hook integrating	considered when	creating	must be used (One for
	reading into a math	creating	instruction	each lesson), along with
	lesson.	instruction.	Student lessons	the Collaboration and
	Campbellsville	Student lessons	must show active	Unit Guidelines
	Sources of Evidence	must show active	student	Sources of Evidence
	Lesson Plans and	student	engagement.	
	Analysis must be	engagement.	ONE LESSON	
	used. (One for each	ONE LESSON	OF YOUR	
	lesson), along with the	OF YOUR	UNIT SHOULD	
	Collaboration and	UNIT SHOULD	BE TAUGHT	
	Unit Guidelines	BE TAUGHT	using a book	
	Sources of Evidence	using a book	integrating	
		integrating	reading into a	
		math lesson	Campbellsville	
		Campbellsville	Sources of	
		Sources of	Evidence Lesson	
		<b>Evidence Lesson</b>	Plans and	
		Plans and	Analysis must	
		Analysis must be	be used. (One	
		used. (One for	for each lesson),	
		each lesson),	along with the	
		along with the	Collaboration	
		Collaboration	and Unit	
		allu Ullit Cuidelines	Sources of	
		Sources of	Evidence	
		Sources of	LINUCIICE	

		Evidence		
Quality	Is written in	Is written in	Is written in	Is written in appropriate
	appropriate format	appropriate format	appropriate format	format according to choice
	according to choice	according to choice	according to choice	and grammatical errors
	and free of	and has 1-2	and has 3-4	interfere with meaning.
	grammatical errors	grammatical errors	grammatical errors	
Knowledge	Demonstrates	Demonstrates	Demonstrates	Demonstrates
	understanding of the	understanding of	understanding of	understanding of the
	components in a lesson	the components in a	the components in	components in a lesson plan
	plan, including	lesson plan,	a lesson plan,	, including differentiation in
	differentiation in both	including	including	both instructional strategies
	instructional strategies	differentiation in	differentiation in	and assessmentone plan
	and assessmentone	both instructional	both instructional	focused on integrating
	plan focused on	strategies and	strategies and	literature
	integrating literature.	assessmentone	assessmentone	
		plan focused on	plan focused on	
		integrating	integrating	
		literature	literature.	
Powerpoint	Create a special education	Create a special	Create a special	Create a special education
Presentation	PowerPoint on the lesson	education	education	PowerPoint on the lesson
	you taught. Write a	PowerPoint on the	PowerPoint on the	you taught. Write a
	reflective narrative for the	lesson you taught.	lesson you taught.	reflective narrative for the
	PowerPoint identifying	Write a reflective	Write a reflective	PowerPoint identifying the
	the need you will be	narrative for the	narrative for the	need you will be
	addressing, why you	PowerPoint	PowerPoint	addressing, why you
	decided to address this	identifying the need	identifying the need	decided to address this need
	need and how you think	you will be	you will be	and how you think your
	your PowerPoint will	addressing, why	addressing, why	PowerPoint will impact
	impact special education	you decided to	you decided to	special education at your
	at your school. Make sure	address this need	address this need	school
	to include differentiation	and how you think	and how you think	
	and the core academic	your PowerPoint	your PowerPoint	
	standards you addressed.	will impact special	will impact special	
		education at your	education at your	
		school. Make sure	school. Make sure	
		to include	to include and the	
		differentiation and	core academic	
		the core academic	standards you	
		standards you	addressed.	
		addressed.		

### **Disability Statement:**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

### **Plagiarism Policy**

Campbellsville University's policy on Academic Integrity states: "Each person has the privilege and responsibility to develop one's learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one's own academic accomplishments and to give credit to others' contributions to one's course work. These values can be violated by academic dishonesty and fraud." (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else's paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an <u>F</u> on that assignment or (b) an <u>F</u> in the course. The student's Dean and the Vice-President for Academic Affairs will be notified of either consequence.

#### \*\*\* School of Education Attendance Policy:\*\*\*

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an  $\underline{F}$  for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure. An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy. Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence. More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly. This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student's responsibility to notify the professor in advance of the excused absence.* It is also the student's responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

## **Campbellsville University's Online Attendance Policy**

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

#### **Incomplete Statement**

A grade of "I" is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the "I"; grade must be completed within 12 months from the time awarded. It is the student's responsibility to complete requirements within the 12 month period. It is the professor's responsibility to change the grade by filling out the proper forms in the Office of Student Records.

### **Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator. Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: <a href="https://www.campbellsville.edu/titleIX">www.campbellsville.edu/titleIX</a>

#### Student Academic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

## **Communication Requirement**

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

## **Disposition Assessment**

<u>Dispositions</u> in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University's educator preparation program strives to lead candidates in the self-efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program's conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a "Disposition Recommendation" form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student's School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

#### **BIBLIOGRAPHY:**

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Week	Focus	Text
		Assignment
1	<b>Week 1 Objective:</b> Students identify learning factors which may influence the ability of the student to process mathematics concepts. Students will review syllabus and assignments with instructor.	<b>Read Chapters 1-3</b> Discussion Board: Give me one word that describes your experiences in math and tell me why
2	Week 2 Objective: Students through chat describe the learning process involved in developing mathematical concepts.	Read Chapters 4-6 Informal Assessment Summary Due
3	Week 3 Objective: Students through chat discuss and be familiar with the commonly used national and state mathematics projects used in national and state mathematics curriculum projects. RTI and Math.	Read Chapters 7-9 Discussion Board: RTI and Math Classroom Management Plan Due
4	Week 4 Objective: Students through chat identifies methods for increasing accuracy and proficiency in math calculations and applications.	Read Chapters 10-13 Discussion Board: What materials are used in the teaching of math? Classroom Activity Due
5	Week 5 Objective: Read the KCAS Math standards for Elementary/Middle/High according to groups Students through chat present real world and functional situations to provide for generalization of mathematics skills.	Read Math Journal Article during Chat
6	Week 6 Objective: Virtual Field trip for Special Education information Identify student-centered learning techniques, e.g. games and interactive learning strategies which demystify mathematics as an academic subject area.	Discussion Board: How are parents involved in the teaching of math? Case Study Due
7	Week 7 Objective: RTI and Math/Discuss student intervention plans in groups. Report to total group. Parent Involvement in the classroom Students discuss through chat research-based teaching perspectives when designing a math intervention program focused on ensuring individual academic success in one-to-one, small group and large-group settings.	Reading RTI Data Completed During Class
8	Week 8 Objective: Present Individual PowerPoint's Reflect on class Evaluation	Field Hours and Field Summary Due Unit of Study Due Powerpoint Due

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