



ALDER

GRADUATE
SCHOOL OF
EDUCATION

SPED 204 - MATH METHODS FOR EDUCATION SPECIALISTS SPRING 2 SESSION - 2022

INSTRUCTORS

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Section 1

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COURSE DESCRIPTION

This 1-unit course will develop Education Specialist's pedagogical knowledge of assessing and teaching math for students with mild/moderate disabilities. The class will cover how to administer, score and analyze results from norm-referenced assessments to inform instructional planning and decision-making in mathematics.

Asynchronous, pre-recorded lectures with embedded assignment activities will be on Canvas Studio.

This course meets for *optional* asynchronous office hours from **1pm - 4 pm on Friday, May 13** on [Dr. Ivins' Zoom](#).

OUR VISION

Outstanding teachers and leaders change students' lives and make the world a better and more just place.

OUR MISSION

To create opportunity and cultivate success for every student by recruiting and educating excellent teachers and leaders who reflect our school communities.

OUR CORE VALUES

- **Hope.** We believe in what is not yet realized. We bring hope to all we do.
- **Compassion.** We bring our hearts and our empathy. We listen and work to understand first.
- **Courage.** We speak up and lead with an unwavering will to do the right thing.
- **Knowledge.** We seek to learn from the lived experiences of all of our community members *and* from theories and research.
- **Collaboration.** We work together across ideas, individuals and communities to develop and work toward shared goals.
- **Excellence.** We strive relentlessly to achieve our vision.

ASSIGNMENTS

Grading scheme:

Name:	Range:	
A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%

Assignments	Grading	Brief Description	Due Date
2 Math Methods Quizzes on Canvas	scale of 1-100	This assignment will take the form of 2 quizzes that follows short lecture videos. The assignment is your score on the quiz. Topics will cover math assessment, cognition and error analysis, and teaching math.	10pm on May 31, 2022

GRADING

All of our courses will follow [Alder's Guiding Principles for Grading](#). We will provide feedback, which is intended to engage you in a conversation about your work and guide you to continual learning and improvement of your practice. If we feel an assignment would benefit from revision to meet the course objectives, you will be offered an opportunity to rewrite, revise, or submit an addendum to what you have turned in. While we expect all residents to achieve mastery of objectives and earn grades of A, course grades, other than an A, will be earned by students who do not demonstrate mastery of the course objectives and/or meet the course expectations.

We encourage residents to re-submit assignments when they receive a score of "approaching standard" and require revisions and resubmissions when the standard is not met.

READINGS

All required readings will be available on Canvas. Supplemental readings are not required but provided as a means to further understand the main theories and concepts of each module, and often provide context for the more dense readings for each module.

ACCESSIBILITY STATEMENT

We are committed to designing a course that is accessible to all learners. Readings, activities and assignments will follow familiar formats and allow for representation in multiple formats, so long as you demonstrate mastery in the course learning outcomes.

The following UDL methods will be observed for universal access to the course:

- ample time given in class to work on assignments
- frequent, specific feedback
- choice of topics for asynchronous task cards
- ability to use audio recordings, checklists or screencasts for assignments
- a consistent daily schedule
- supplemental readings provide video or audio formats to engage with the topics for each module

Big Ideas of the Course

1. **Assessing Math Skills and Reasoning**
2. **Analyzing Math Skills and Reasoning**
3. **Instructional Planning with Evidence Based Practices**

Readings	Supplemental Readings & Links
1. Read & annotate: Salvia, J., Ysseldyke, J., & Witmer, S. (2016). <i>Assessment in special and inclusive education</i>. Cengage Learning. Chapter 13	-video: Assessment of a Math Disorder, a focus on dyscalculia (3:00 - 15:00)
2. Read Burns, (2009) <i>Win win win with math games</i>. Instructor Magazine	-blog: Marilyn Burns. 10 Big Math Ideas
3. Read Powell & Fuchs (2018) <i>Effective Word Problem Instruction</i>. <i>Teaching Exceptional Children</i>. 501(1) pp. 31-42	-video: We ask, We listen, We Learn

EXPECTATIONS AND NORMS FOR ALDER COURSES

ATTENDANCE

Attendance is required at every module. If you have an unavoidable conflict or emergency, e-mail your course instructor(s), program director, and [Ivan Ibarra Mora](#) at least one week ahead of time to describe your need, or in case of an emergency, as soon as you know you are going to miss a module. In the instances in which an absence is excused, residents may need to do extensive make-up work. Note that unexcused absences may result in not passing a course.

Given the exceptionally important nature of passing required tests such as the CBEST and CSET, you may request absence from a course to take a test using the process described above. However, please a) strive to schedule tests to avoid missing class time, b) try to not miss more than one module of the same course and c) only miss the time necessary to take the test.

ASSIGNMENTS

Residents are expected to complete all assignments on time. The effectiveness of our learning community depends on each person's consistent and thoughtful participation. Residents are encouraged to contact the instructor for clarification and support on assignments. Residents should also initiate discussions with peers and instructors based on their questions related to classroom experience and course content.

LATE WORK

Our expectation is that everyone will submit course assignments by the date and time they are due. If requested, assignment extensions may be granted by the course instructor. Please note, if you are granted an extension on an assignment, such that it must be submitted after the established deadline, your grade will not be penalized, but you may forfeit your entitlement to timely feedback and grades. In order for us to maintain this policy, it is important for you to be in communication with your instructors.

HONOR CODE

The Honor Code at Alder Graduate School of Education calls upon each student to exhibit a high degree of maturity, responsibility, and personal integrity. Students are expected to:

- act honestly in all matters
- actively encourage academic integrity
- discourage any form of cheating or dishonesty by others
- inform the instructor and appropriate university administrator if she or he has a reasonable and good faith belief and substantial evidence that a violation of the Academic Honesty Policy has occurred.

Violations will be referred to and investigated by the Office of Student Services. If a student is found responsible, it will be documented as part of her or his permanent academic record. A student may receive a range of penalties, including failure of an assignment, failure of the course, suspension, or dismissal from the Institution. The Academic Honesty Policy is located online at <http://www.aldergse.edu>.

STUDENT CODE OF CONDUCT

Alder GSE strives to sustain an environment that is suitable for learning and maintain a climate that is safe, inclusive, and equitable. Professional courtesy and sensitivity, as a student and educator, are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the [Student Code of Conduct](#).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you are a student with a disability who requires accommodations for your disability in this class, and have not previously done so, please contact the Director of the Office of Student Services (OSS) for information on how to request accommodations. For more information see the [Disability and Accommodation Procedures](#).

To ensure timeliness of services, it is preferable that you obtain the accommodation prior to the start of the term. Upon submission of the request form, the Student Services team works to establish the accommodation as soon as possible. After the instructor receives the accommodation letter, please know there will be a meeting with the instructor and Director of Student Services to arrange the accommodation(s).

Please contact the Office of Students Services at studentservices@aldergse.org.

PRONOUNS (RECOMMENDED LANGUAGE)

Knowing and applying the names and pronouns that students use is a crucial part of developing a productive learning environment that fosters safety, inclusion, personal dignity, and a sense of belonging across campus. Please let me know your preferred name and pronoun anytime throughout the semester.

STUDENT WORK NOTICE

Copies of student work may be retained to assess how the learning objectives of this course are being met.

CALIFORNIA ED SPECIALIST TPEs

Introduced (I), Practiced (P), Assessed (A)

TPE 3: Interpretation and Use of Assessments (I, P, A)

TPE 6: Developmentally Appropriate Teaching Practices (P)

TPE 6A: Developmentally and Age Appropriate Practices in Pre-Kindergarten through Middle Elementary (P)

TPE 6C: Developmentally and Age Appropriate Practices in High School and Adult Transition (P)

TPE 7: Teaching English Learners (P)

TPE 8: Learning About Students (P, A)

TPE 9: Instructional Planning (P)

TPE 12: Professional, Legal and Ethical Obligations (P, A)

TPE 13: Professional Growth (I, P, A)