



California State University, Long Beach
College of Education

UDCP 415. Math Interventions in Inclusive Settings (2 units)
Fall 2020

Thursdays 1:00 - 2:50

Instructor: Ms. Stephanie Hunt; stephaniehunt27@gmail.com; Stephanie.Hunt@csulb.edu

Office Hours (Via Zoom): Thursdays 12:00-1:00 pm or by appointment.

Course Description

Prerequisite: Acceptance into the Urban Dual Credential Program or Consent of Instructor. Math interventions for students at-risk and with disabilities. Focus on Tier 2 and Tier 3 interventions within a multi-tiered system of support.

Beachboard Access

To access this course on [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to [CSULB - http://www.csulb.edu/](http://www.csulb.edu/)'s homepage and clicking on the Beachboard link at the top of the page. Once logged in to Beachboard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

Beachboard Support:

Email: helpdesk@csulb.edu, http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/

Phone: (562) 985-4959

Drop in: Academic Services Building, Room 120 (AS 120)

System check for Beachboard

https://bbcsulb.desire2learn.com/d2l/tools/system_check/systemcheck.asp?ou=6605

Check for Supported Browsers

http://www.csulb.edu/divisions/aa/academic_technology/itss/beachboard/help/browser_issues_solutions.html

Beachboard Student Help Site

http://www.csulb.edu/divisions/aa/academic_technology/itss/beachboard/help/students/index.html

Necessary Technology for Fall 2020

Access to the internet and the ability to use Zoom for synchronous sessions.

College of Education Vision and Mission Statement

Vision: Equity & Excellence in Education

Mission: The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

Teacher Dispositions

Teacher candidates are expected to demonstrate professionalism in the following ways:

- ❖ Course Work
 - Professional behaviors include display of courtesy toward the professors and classmates, active participation in class sessions, observance of due dates, flexibility regarding field experience activities, and unanticipated changes in the course calendar.
 - Participation includes demonstrating active contribution to class discussions, posing clarification, reflective, and/or information-seeking questions, communicating ideas or concerns with the instructor; and completing all assigned class tasks, class activities, and course assignments.
- ❖ Field Experience Assignment
 - Professional behaviors include display of appropriate demeanor in interacting with children at all times (e.g., use of oral and written communication, attitude toward teaching, learning, students, and physical space, overall attire), awareness of one's personal values and biases, and modeling of ethical behaviors.
 - Preparedness for assignments is essential to quality field experience teaching. Creative teaching is encouraged, but teacher candidate must consult with and seek approval from the classroom teacher prior to implementing a lesson and its accompanying activity. Lack of preparation for field experience teaching (e.g., absence of necessary instructional materials, lesson plan, off-topic instruction, and spur-of-the-moment improvisation) may result in loss of grade points and possible removal from field experience.

Course Format

This course requires students to (1) read, critically analyze, and discuss chapters, articles, and course materials, and (2) generate meaningful discussions concerning the purpose, content, methods, and assessment in math. Students should be prepared (1) to discuss topics and assigned readings during each class meeting and (2) to work collaboratively with peers; and (3) respect peers' perspectives and opinions.

Required Course Texts

Please note: If you buy an early version of a textbook, the content and page numbers of the early version will be different from those of the current version as listed on this page. You are responsible for completing readings from the current version of the textbook as specified in the course syllabus.

1. Echevarria, J. Richards-Tutor, C. & Vogt, M.E. (2015). *Response to intervention (RTI) and English Learners: Using the SIOP* (2nd ed). New York: Pearson.
2. Vaughn, S., & Bos, C. (2015). *Strategies for Teaching Students with Learning and Behavior Problems* (9th ed.). New York: Pearson.
3. Supplementary Readings: Available on Beachboard. We strongly suggest that you download all the articles to your computer.
4. California Common Core State Standards Mathematics:
<http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>

SYNCHRONOUS VS. ASYNCHRONOUS Class Meetings

We will meet in both synchronous and asynchronous time according to the syllabus.

During our synchronous meetings, we will often meet all together and then breakout - working either independently or with classmates on course work to be submitted at the end of our course meeting on that given day. When you are working in Zoom breakout sessions, I will also be online, joining groups to check on work and for questions should you have them.

Student Responsibilities

1. Class Attendance & Participation

- a). Online class attendance for synchronous meetings is mandatory. Professionalism requires you to be **on time** for each class and **fully prepared** by finishing all required readings and assignments. You must be on time and remain throughout the full class. Arriving late or leaving early is disruptive to the learning of others. Given the nature of the course, learning by borrowing a classmate's class notes will be virtually impossible. Attendance will be recorded at the beginning of each class.
- b). Each subsequent absence after the 1st absence will result in a 5-point reduction in your final grade. Excused absences will be granted **ONLY** if evidence (e.g., a doctor's written notice, a letter for jury duty or university business, or a copy of a funeral program) is provided **in a timely manner** (i.e., when you come to class after your absence). Excused absences are: (1) student's illness or injury; (2) death, injury, or serious illness of an immediate family member or the like; (3) religious reasons (California Education Code section 89320); (4) jury duty or government obligation; (5) University sanctioned or approved activities. Students are fully responsible for the content of the classes due to absences.

2. Class Civility

In class, you are expected to actively participate in class discussions and activities, and act in a professional manner, including working collaboratively with peers and respecting peers' viewpoints and perspectives. During class, students should **turn off** cellular phones and any other devices that make noise as a courtesy to the professors and classmates. Texting, talking on a cell phone, reading e-mails, surfing the Internet, doing homework, and talking during class time are disrespectful to both

the professors and classmates. If there is a good reason for having a cell phone turned on during class, the student must inform the professors at the beginning of a class meeting.

3. *Academic Honesty*

With respect to the academic honesty of students, it is expected that all material submitted as part of any class assignments, in or out of class, is the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per university academic policy

(<http://www.csulb.edu/divisions/aa/research/our/information/policies/cheating/>).

4. *Course Syllabus, Course Materials, and Course Assignments*

- a). You are responsible for the information and requirements stated in this course syllabus; guidelines for course assignments; instructional materials and announcements posted on Beachboard; and email communications.
- b). You are expected to download all course-related materials to your computer and put them in respective folders and subfolders **BEFORE EACH CLASS MEETING**. Downloaded course materials should be in a folder or a subfolder from which you can easily retrieve. There is **NO class time** allocated for you to download or search course materials, which is just a huge waste of your valuable class time and your tuition! **You are expected to bring course materials to the class meeting as specified in the course schedule.**
- 3). Once you have completed this course, you will NOT have access to the course content on the Beachboard.

5. *Quality of Assignments and Submission of Your Work*

- 1). You should word process all of your course assignments using 12-point font, black print, reasonable margins, numbered pages, and double-spacing.
- 2). Assignments are expected to have correct grammar, spelling, and punctuation.
- 3). It is your responsibility to label and submit each work (that is required to be submitted online) to a specific place on the Beachboard as specified in each guideline for a course assignment.
- 4). You are advised to keep a copy of each submitted work for your own records.

6. *Due Dates*

- a). All course assignments are due on the date specified the course schedule.
- b). Given that you cannot control the teaching schedule in the classroom where you are completing your field work-related course assignments, you are required to inform, in an email, the professors of the reason for a late work (e.g., you cannot turn in lesson reflection on the due date because you were not able to teach the lesson due to a fire drill in your classroom). You should complete any fieldwork assignments once the teacher allows you to do so. Waiting until the end of the semester to complete your field work does not benefit your learning in this class and would put a burden on your cooperating teacher and his or her students.
- c). **Any course assignment that does not follow the guidelines will receive a grade of 0.**

Statement Regarding Students with Disabilities

Students with a disability or medical restriction who are requesting a classroom or academic accommodation should contact the Bob Murphy Access Center (BMAC) located in the Student Success Center, #110, or by phone at 562-985-5401 or via email at BMAC@csulb.edu. The BMAC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to BMAC as soon as possible. It is the student's responsibility to notify the instructor in advance of the need for accommodation related to a university-verified disability.

Student Affairs Services and Programs for Students

<http://web.csulb.edu/divisions/students/programs.html>

Student Affairs: Student Emergency Intervention and Wellness Program

http://web.csulb.edu/divisions/students/studentdean/emergency_grant/

The CSULB Student Emergency Intervention and Wellness Program (part of the *Basic Needs Program*) is a comprehensive initiative that identifies and immediately serves some of CSULB's most at-risk students which include our displaced students, food insecure students and students experiencing an emergency situation or crisis, such as the following:

Student Emergency Grant

The Meals Assistance Program (Feed a Need)

Short-Term Emergency Housing Program

Criteria for eligibility include: Be an enrolled CSULB student; Be able to demonstrate an urgent financial need (Supporting documentation is helpful where appropriate); and Must have exhausted all sources of financial assistance and aid.

Student Learning Outcomes (SLOs)

The following Student Learning Outcomes (SLOs) are aligned with the UDCP SLOs, which are based on the California Commission on Teacher Credentialing Standards for both MSCP and EDSP, the *Teaching Performance Expectations* (TPEs, revised and adopted March, 2013)

Program Student Learning Outcome addressed in this course:

SLO 5 - Demonstrate and implement appropriate evidence-based interventions and develop IEPs for students with diverse learning needs within a Multi-tiered System of Support framework (focus on Tiers 2 & 3)

Course Student Learning Outcomes

Upon successful completion of the course, students will:

1. Describe why students have difficulty in mathematics.
2. Identify evidence-based math interventions for students at-risk and with disabilities.
3. Describe explicit interventions at both Tier 2 and Tier 3.
4. Modify instruction for students with math difficulty and math disability in Tier 1.
5. Modify instruction for students with mild/moderate and moderate/severe disabilities to allow access to grade level content in mathematics.
6. Use screening instruments to identify students with math difficulties.
7. Use data-based individualization to develop and modify interventions.

8. Implement a mathematics intervention with a small group of students.
9. Use progress monitoring instruments to determine the effectiveness of interventions.
10. Write IEP goals in mathematics for students with disabilities.

Course Assignments

Assignment Description *See detailed descriptions in the “Assignment Guidelines & Rubrics” section under Content on BeachBoard	Points
IRIS Modules	10 points each x 2=20
Reading Quizzes/Discussion Boards	5 points each x 5=25
Lesson Plan Modification: Modify a grade level lesson plan for a student with a mild/moderate or moderate/severe disability. (In class)	20 points
Intervention Project: Develop a tier 2 or 3 intervention for a small group (3-5) students in one of the 4 target areas. Monitor student progress throughout the intervention. Reflect on intervention outcomes and effectiveness.	Part 1=35 points Part 2=55 points
IEP Goals and Objectives Project: Develop IEP goals and objectives in mathematics for students with disabilities.	30 points
Participation	15 points

Evaluation

This is a comprehensive, hands-on course that requires you to have considerable outside class preparation and commitment in addition to the field experience in elementary classrooms. If you find yourself unable to complete the course assignments on time, you are highly encouraged to review the withdrawal policy in the CSULB Fall 2020 Schedule. Incomplete grades are RARELY given in this course and only in cases of extreme circumstances. Becoming “overloaded” or “overwhelmed” does not constitute an emergency. You will need to keep your instructors informed if you are experiencing difficulty in meeting the given deadlines.

Grading Scale:

A=180-200

B=160-179

C=140-159

D=139-120

F=0-119

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations arise that necessitate doing so.

Course Schedule
(Subject to Change)

Date	Topics	Readings and Assignments
8/27 (Week 1)	<p>*SYNCHRONOUS MEETING</p> <ul style="list-style-type: none"> ● Welcome ● The Hunt Syllabus Scavenger Hunt ● Overview of Course and Course Assignments ● Week 1 Discussion Board 	<p>Readings: N/A</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> ● Week 1 Discussion Board
9/3 (Week 2)	<p>*ASYNCHRONOUS MEETING</p> <p>Tier 1 Interventions for students with Math Difficulty and Disabilities</p> <ul style="list-style-type: none"> ● Common Core State Standards-critical math content ● Why do students struggle in mathematics? ● Research-based instructional design principles (Evidence-Based Practices) 	<p>Readings:</p> <ul style="list-style-type: none"> ● CCSS for Mathematics ● Powell et al. article ● Vaughn & Bos (Ch. 11) pp. 361-366; 391-395 <p>Assignments Due:</p> <ul style="list-style-type: none"> ● Reading Quiz #1
9/10 (Week 3)	<p>*ASYNCHRONOUS MEETING</p> <p>Screening Students for Risk</p> <p>IRIS Module - MTSS/RTI: Mathematics</p> <p>https://iris.peabody.vanderbilt.edu/module/rti-math/#content</p>	<p>Readings: N/A</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> ● Choose Students for Intervention
9/17 (Week 4)	<p>*SYNCHRONOUS MEETING</p> <ul style="list-style-type: none"> ● Monitoring Student Progress ● Data-Based Decision Making ● Acadience Math Practice 	<p>Readings:</p> <ul style="list-style-type: none"> ● Review Echevarria, Richards-Tutor, & Vogt - Ch. 3 ● Vaughn & Bos Ch. 11 pp. 366-371 <p>Assignments Due:</p> <ul style="list-style-type: none"> ● IRIS Module (Uploaded to Dropbox)
9/24 (Week 5)	<p>*ASYNCHRONOUS MEETING</p> <p>Explicit interventions for Tier 2: Targeting specific mathematical concepts</p> <ol style="list-style-type: none"> a. Number sense b. Word problems c. Concrete-Representational-Abstract 	<p>Readings:</p> <ul style="list-style-type: none"> ● Vaughn & Bos Ch. 11 pp. 371-382 <p>Assignments Due:</p> <ul style="list-style-type: none"> ● Collect Baseline Data
10/1 (Week 6)	<p>*SYNCHRONOUS MEETING</p> <p>**Set up appt (by phone or in person) to discuss data and content of intervention</p>	<p>Readings:</p> <ul style="list-style-type: none"> ● Vaughn & Bos Ch. 11 pp. 382-391 <p>Assignments Due: Discussion Board Lesson 1 Draft Due</p>
10/8 (Week 7)	<p>*ASYNCHRONOUS MEETING</p>	<p>Readings: Readings on Beachboard</p>

	Explicit interventions for Tier 2: Targeting specific mathematical concepts a. Algebra b. Ratios and proportions	Assignments Due: Math Intervention Project Part 1
10/15 (Week 8)	*ASYNCHRONOUS MEETING INTERVENTION WEEK 1 ONLINE CLASS—IRIS Case Studies Identifying and Addressing Student Errors Tier 3 - Intensive Intervention for students with Persistent and Severe Learning Difficulties in Math	Readings: N/A Assignments Due: N/A
10/22 (Week 9)	*SYNCHRONOUS MEETING INTERVENTION WEEK 2 Modifying and adapting the core curriculum for students with mild/moderate disabilities and moderate/severe disabilities	Readings: N/A Assignments Due: IRIS Case Studies Bring mathematics lesson from last semester EDEL 462
10/29 (Week 10)	*ASYNCHRONOUS MEETING INTERVENTION WEEK 3 Individual Appt with Instructor about Intervention Project; Work on Intervention Projects Appt 12-3	Readings: N/A Assignments Due: Modified Lesson Plan
11/5 (Week 11)	*ASYNCHRONOUS MEETING Developing an IEP -Supports and Services -Measuring and reporting progress -Collaboration and the IEP team	Readings: Readings on Beachboard Assignments Due: Draft of Math Intervention Project - Part 2
11/12 (Week 12)	*ASYNCHRONOUS MEETING ONLINE CLASS-IRIS Information Briefs (Mathematics)	Readings: N/A Assignments Due: Math Intervention Project - Part 2
11/19 (Week 13)	*SYNCHRONOUS MEETING Developing an IEP -Present Levels of Performance (Math) -IEP Goals (Math)	Readings: Readings on Beachboard Assignments Due: IRIS Information Briefs (Mathematics)
11/26	No School or Classes - Thanksgiving Break	Readings: N/A Assignments Due: N/A
12/3 (Week 14)	*SYNCHRONOUS MEETING Developing an IEP -Present Levels of Performance (Math) -IEP Goals (Math)	Readings: N/A Assignments Due: Draft of IEP Math PLPs and Goals

12/10 (Finals)	*ASYNCHRONOUS MEETING	Assignments Due: IEP Math PLPs and Goals
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