



# BULLETIN

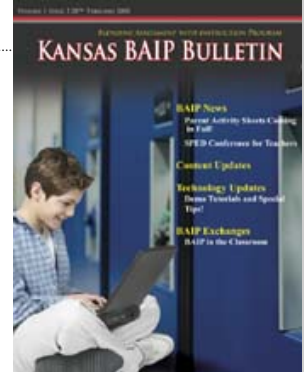
[Current Issue](#) [Past Issues](#)

[BAIP News](#) [Content Updates](#) [Tech Updates](#) [Exchange](#)

Volume 1 Issue 3 - February 28th,  
2008

## BAIP Bulletin

- [BAIP News](#) - The latest news on current and new features, as well as resources for teachers and parents.
- [Content Updates](#) - Information on updates to lessons and tutorials.
- [Tech Updates](#) - Technical changes, additions or corrections that warrant your attention.
- [Exchange](#) - Questions and comments that are frequently asked by BAIP participants are answered.



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## BAIP News

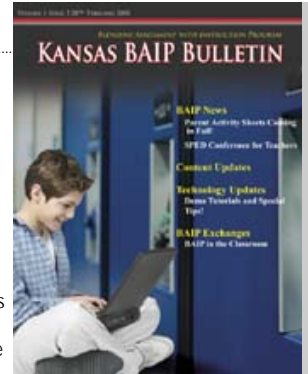
**Teachers Partner with Parents:** In recent years, teachers have invested significant efforts to share with parents ways they can be supportive of their children to enhance academic performance. This sharing has taken several forms. In some situations it is communicating with parents on the performance or needs of their child. In other situations it may focus on sharing resources or ideas related to opportunities to assist students with their home work. Most parents have high expectations for their children and aspire to be helpful. However, there are many demands on families today and it is not easy for some parents to devote the time required to become familiar with the implications of standards-based instruction. This is particularly true in math as some parents were taught this subject in ways very different from how their sons and daughters are being taught today.

In the first issue of the BAIP Bulletin we mentioned that we had been researching the needs of parents. This work continues and we are progressing on the development of Parent Activity Sheets that contain structured activities that can be utilized by parents at home. In addition, these sheets will include suggestions on "teaching moments" in daily life that can be used to reinforce the understanding of concepts in math. The activities and teaching moments are aligned with the lessons that have been developed for use by teachers. As is true of all BAIP resources, the Parent Activity Sheets will be supplemental and intended for use when teachers feel they may be helpful.

Our goal is to make the Parent Activity Sheets available in the fall. They will be designed to be shared with parents both electronically and in hard copy. You can expect that BAIP will continue working on parent resources as their needs evolve. We will keep you up to date on our work

### Save the Date-May 10!

The University of Kansas' Department of Special Education is celebrating its 50th Anniversary. To celebrate this occasion, events have been hosted throughout the academic year with the culminating event, A Professional Development Day for Teachers and Administrators, to be hosted on Saturday, May 10, 8:30 a.m.-3:00 p.m., at the University of Kansas Memorial Union. Entitled, "Day-By-Day: Making Research-Based Practice Make Sense Through Collaboration," this unique professional day for teachers and administrators will focus on enhancing teaching effectiveness through research and collaboration. For more details, [click here](#) to access the PDF poster on our website. ([Requires Adobe Acrobat](#))



[Return to Top](#)

## Content Updates

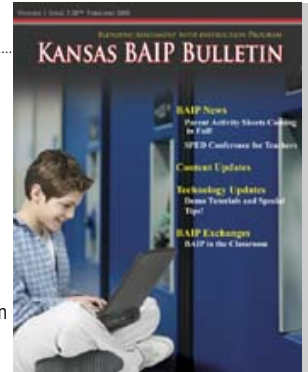
This column lists changes that have occurred or are planned relative to the lessons and tutorials. The information will range from corrections to clarifications and, occasionally, revisions.

### Lessons:

- 3<sup>rd</sup> grade
  - S1.B1.K2a, Lesson 1, "Thousandths" throughout the lesson has been changed to "thousands".
- 6<sup>th</sup> grade
  - S3.B2.A1a, Lesson 2, Handout Independent Practice, Q5. Question changed from "Area around the outside of an octagon" to "perimeter of an octagon".
- 8<sup>th</sup> grade
  - S3.B1.A1a, Lesson 2, Handout Guided Practice, Q1. "40 feet away from it" has been changed to "50 feet away from it" to be aligned with answer key.
  - S2.B4.A2, Lesson 1, Handout Independent Practice. Answer for Q5 changed from B to C. Answer to Q6 has been removed.

### Tutorials:

- 3<sup>rd</sup> grade
  - S1.B4.K7, Tutorial 2. All / signs have been changed to ÷ signs. Challenge problem Q13 changed from  $42 \div x = 3$  to  $50 \div \quad = 5$ .
  - S1.B4.A1a, Tutorial 2, Q7. Answer to question changed from (C) to (D). "In the hundreds column, you subtract 7 from 8 and get a value of 1" is added to the explanation.
- 4<sup>th</sup> grade
  - S2.B3.A1, Tutorial 1, Q5. Table was missing shaded area which has since been added in. Instructions have been changed from "column 3" to "column labeled 3" and "row 3" to "row labeled 3".
- 7<sup>th</sup> grade
  - S2.B1.K1a, Tutorial 1, Q6. Answer changed from \$47 to \$56.



[Return to Top](#)

## Tech Updates

**Demo Tutorial** If you would like to inspect a tutorial before assigning it to your classes, or if you would like to see how your students will see a tutorial, follow the steps below.

My Content >> Assign Tutorial >> <div style="background-color: #0056b3; color: white; padding: 2px 5px; display: inline-block;">Demo Tutorial</div>	<ol style="list-style-type: none"> <li>1) Click the "My Content" tab after signing into BAIP</li> <li>2) Click on a tutorial number which will take you to that tutorial's "Assign Tutorial" page.</li> <li>3) Click the "Demo Tutorial" button.</li> </ol>
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**Slight Differences** When using the "Demo Tutorial" button described above, a teacher will see a tutorial just as their students will with only a few differences. For every question in a tutorial there is a question view page and an answered view page. When a student first encounters a question, they are taken to the question view. After answering, and for the rest of the tutorial session, the student will only be able to see the answered view. BAIP handles this view switching automatically.

Teachers are less restricted when demonstrating a tutorial. Teachers are allowed to see both the question view(Q) and answered view(A) of a question at any time during a demo. So, for example, when looking at a tutorial Instructional Item question (3), a teacher has the navigation to go to both the 3Q and 3A views of that question.

Student Tutorial Navigation	Teacher Tutorial Navigation
<div style="display: flex; gap: 5px;"> <span style="background-color: #0056b3; color: white; padding: 2px 5px;">1</span> <span style="background-color: #f0f0f0; padding: 2px 5px;">2</span> <span style="background-color: #f0f0f0; padding: 2px 5px;">3</span> <span style="background-color: #f0f0f0; padding: 2px 5px;">4</span> <span style="background-color: #f0f0f0; padding: 2px 5px;">5</span> <span style="background-color: #f0f0f0; padding: 2px 5px;">6</span> <span style="background-color: #f0f0f0; padding: 2px 5px;">7</span> <span style="background-color: #f0f0f0; padding: 2px 5px;">8</span> </div>	<div style="display: flex; gap: 5px;"> <span style="background-color: #0056b3; color: white; padding: 2px 5px;">1</span> <span style="background-color: #f0f0f0; padding: 2px 5px;">2</span> <span style="background-color: #f0f0f0; padding: 2px 5px;">3Q</span> <span style="background-color: #f0f0f0; padding: 2px 5px;">3A</span> <span style="background-color: #f0f0f0; padding: 2px 5px;">4</span> <span style="background-color: #f0f0f0; padding: 2px 5px;">5Q</span> <span style="background-color: #f0f0f0; padding: 2px 5px;">5A</span> <span style="background-color: #f0f0f0; padding: 2px 5px;">6Q</span> <span style="background-color: #f0f0f0; padding: 2px 5px;">6A</span> <span style="background-color: #f0f0f0; padding: 2px 5px;">7Q</span> <span style="background-color: #f0f0f0; padding: 2px 5px;">7A</span> <span style="background-color: #f0f0f0; padding: 2px 5px;">8</span> </div>

**WARNING: Don't sign in as one of your students to demo tutorials.**

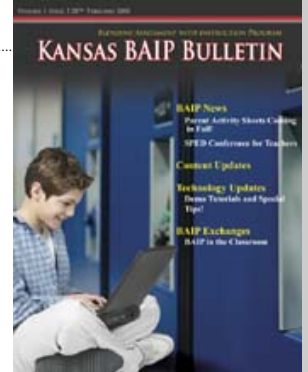
When you sign in as one of your students and take a tutorial, your answers get permanently saved to that student's record. There is no way to delete demo tutorial from a real student's account. Even deleting and re-adding that student will not clear the fake tutorial scores.

**Top Secret: There is one way to clear demo tutorial data from a real student's account**

Contact Dan Spurgin (contact information below) if you logged in as a real student and took a tutorial. I'd be happy to manually go into the database and clean things up.

Thanks for using BAIP and thanks for helping us make BAIP better. Please feel free to contact me with your questions and comments.

Dan Spurgin  
 BAIP Technical Assistance  
[spurgin@ku.edu](mailto:spurgin@ku.edu)  
 785-864-1039



[Return to Top](#)

## Exchange

### Snippets from last week's BAIP Exchange

Cyndy Detlefson from Holy Trinity Catholic School in Lenexa wrote,

"I want to thank you for providing the BAIP program! I am able to catch and correct many mistakes/misunderstandings before the students take the state assessment. I truly appreciate the detailed data that analyzes each student's response and the class's correct/incorrect answers."

**BAIP Response:**

Thank you, Cyndy, for your positive comments. The ongoing encouragement and praise we receive from the field continues to drive us to create and provide additional instructional tools that will support teachers in the classroom.

Sherrie Rebel from Derby, USD 260, wrote,

"I recently started using BAIP with my students. We are able to use the tutorials as whole class instruction while we project the work from our LightWare to the screen. Students have also made use of this during the school day. During conferences I shared with parents about the website and how beneficial it will be to work through some of the tutorials at home. I'm looking forward to watching my students' math skills become sharper due to the use of this great tool we have access to now."

**BAIP Response:**

What a great way to get all students engaged in the learning process. In fact, you can actually make a game out of the tutorials by breaking the class into groups and having them work as teams to decide which choice is correct. Then before moving on, have the group of students who answered the question correctly explain to the entire class how to solve the problem. Thanks, Sherrie.

Thank you, Cyndy and Sherrie, for taking the time to post your thoughts on the BAIP Exchange. We continue to encourage all of you to express your opinions and suggestions on the exchange.

Until next, time.

[Return to Top](#)

If you have a question or comment you would like to send to the BAIP team, which might be used in future BAIP Exchange posts, please complete the form below. (\*Required)

Name:\*  Email:\*

City:  State

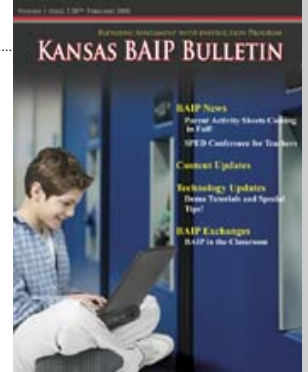
School:

Comment or Question:

You can use my name and comment or question in a future BAIP Bulletin.  Yes  No

*Thank you for submitting your comment or question to the BAIP team! If you have asked a specific question, a BAIP team member will contact you with an answer. Your submission may or may not be published in future BAIP Bulletins, but if selected, the BAIP team reserves the right to modify the content and use your name. If you do not wish your comment or question to be used in a BAIP Bulletin, please check the appropriate option above.*

[Return to Top](#)





VOLUME 1 ISSUE 3 28<sup>TH</sup> FEBRUARY 2008

*BLENDING ASSESSMENT WITH INSTRUCTION PROGRAM*

## KANSAS BAIP BULLETIN

**BAIP News**  
Parent Activity Sheets Coming in Fall!  
SPED Conference for Teachers

**Content Updates**

**Technology Updates**  
Demo Tutorials and Special Tips!

**BAIP Exchanges**  
BAIP in the Classroom

[Return to Top](#)