

CPSE 402 - Educ Stdnts w/Disablts in ScEd

Spring 2015

Section 001: 355 MCKB on M W from 10:00 am - 11:50 am

Instructor/TA Info

Instructor Information

Name: Darlene Anderson

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Or By Appointment

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TA Information

Name: Annelise Baggett

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Course Information

Description

This course prepares future secondary classroom teachers to understand how students with exceptionalities learn and to use basic strategies for meeting their educational needs. Participants will identify the way individuals differ, the exceptionalities defined in the Individuals with Disabilities Education Act, strategies to instruct students with various learning needs, curricular adaptations and accommodations for students with disabilities, and ways to collaborate with parents and professionals.

Prerequisites

Admission to Secondary Education program or consent of instructor.

Learning Outcomes

Sensitivity

Demonstrate sensitivity to individuals with disabilities.

Effects of Diversity

Describe the effects of cultural, ethnic, and language diversity on the education of individuals with disabilities

IEP

Describe the steps in the Individual Education Program (IEP) process, including Individualized Transition Plans for students aged 14-22.

Research-supported Methods

Use research-supported methods for academic instruction of individuals with disabilities including explicit instruction, learning strategies, task analysis, and active participation.

Models and Strategies of Consultation

Describe models and strategies of consultation and collaboration including co-planning and co-teaching.

Definitions and Descriptions of Legal Structure

Define special education and describe the legal structure of services for individuals with disabilities, including the Individuals with Disabilities Education Act (IDEA).

Personal Philosophy

Develop a personal philosophy of special education which includes an understanding of the implications of Least Restrictive Environment as defined in IDEA.

Classroom Management Theories

Demonstrate knowledge of basic classroom management theories and an understanding of teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.

High and Low Incidence Disabilities

Describe the characteristics and educational implications of students with high and low incidence disabilities

General Curriculum

Demonstrate ability to identify and prioritize areas of the general curriculum and provide accommodations for individuals with exceptional learning needs

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Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
E	0%

Grading Policy

Late assignments are scored 10% late each week.

Participation Policy

The class sessions are designed with you in mind. Please plan to attend each of them and to participate actively in the problem solving activities. You will complete several in-class assignments that will count toward your grade. You will work in cooperative teams throughout the semester. Your participation in

these teams will be valued. It is important to share your experiences and insights.

Attendance Policy

This course is a flipped model. The major assignment is the Professional Learning Community (PLC) assignment. The PLC assignment will be completed in class. It is necessary to be in class and to participate with your group to receive full points on the PLC assignment

Attendance and Participation Policy

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Concurrent Field Experience

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Assignments

Assignment Descriptions

Special Ed Law

Due: Monday, May 04 at 10:00 am

This is an assessment of your completion of the learning activities content page for Special Ed Law.

Class Participation (Presentation)

Due: Monday, May 04 at 12:00 pm

Individualized Education Programs

Due: Monday, May 11 at 10:00 am

This is an assessment of your completion of the learning activities content page for Individualized Education Programs

IRIS Module

Due: Monday, May 11 at 10:00 am

IRIS Module 1- RTI- Answer Assessment Questions and submit

IEP Activity

Due: Monday, May 11 at 11:59 pm

Identify important areas of the IEP designed to meet the needs of a case study student.

Co-Teaching and Co-Planning

Due: Wednesday, May 13 at 10:00 am

This is an assessment of your completion of the learning activities content page for Co-Planning and Co-Teaching

Participation Points 1

Due: Wednesday, May 13 at 12:00 pm

Questions will be asked at the beginning of each class period about the content pages assignment. Students names will be chosen randomly. You will be given the opportunity to answer a question or participate in a think pair share with your group. Participation points are also awarded randomly.

Communication Disorders

Due: Wednesday, May 20 at 10:00 am

This is an assessment of your completion of the learning activities content page for Communication Disorders.

High Incidence Disabilities Participation in Class

Due: Wednesday, May 20 at 12:00 pm

Learning Disability Quiz/Discussion Activity in class (High Incidence Disabilities)

Co-Teaching Assignment

Due: Friday, May 22 at 2:00 pm

Co-Teaching Assignment.2012.doc Download

Brittney

Due: Monday, Jun 01 at 11:59 am

This is an assessment of your completion of the learning activities content page for your case study student Brittney

Common Assessment Plan (Group)

Due: Monday, Jun 01 at 12:00 pm

Part Two

Learning Goals Assignment

Due: Monday, Jun 01 at 12:00 pm

Shawn

Due: Wednesday, Jun 03 at 10:00 am

This is an assessment of your completion of the learning activities content page for your case study student Shawn

Isabel

Due: Wednesday, Jun 03 at 10:00 am

This is an assessment of your completion of the learning activities content page for your case study student Isabel

James

Due: Wednesday, Jun 03 at 10:00 am

This is an assessment of your completion of the learning activities content page for your case study student James

UDL Discussion

Due: Wednesday, Jun 03 at 12:00 pm

Universal Design

Due: Thursday, Jun 04 at 12:00 am

This is an assessment of your completion of the learning activities content page for Universal Design.

Universal Design for Learning (Part 1 - Lesson Plan - group)

Due: Thursday, Jun 04 at 11:59 pm

Common Management Plan (Group)

Due: Monday, Jun 08 at 11:59 pm

Classroom Management

Due: Monday, Jun 08 at 11:59 pm

This is an assessment of your completion of the learning activities content page for Classroom Management.

Classroom Strategies

Due: Tuesday, Jun 09 at 11:59 pm

Complete three of the six content pages under the tab Learn More About Classroom Strategies. After you have completed all three content pages, complete the quiz.

Supplementary and Intensive Instruction

Due: Wednesday, Jun 10 at 12:00 pm

This is an assessment of your completion of the learning activities content page for Supplementary and Intensive Instruction.

Universal Design for Instruction (Part 2 - Video - Individual)

Due: Wednesday, Jun 10 at 11:59 pm

Teacher Instructional Decision Making Assignment (Individual)

Due: Wednesday, Jun 10 at 11:59 pm

PLC Instructional Decision Making Assignment

Due: Wednesday, Jun 10 at 11:59 pm

Work as a group

Complete 12 Observation Hours

Due: Monday, Jun 15 at 11:00 pm

You will be required to complete 12 hours of observation in the school. You must complete 8 hours in a secondary education classroom. The classroom must be taught by a general education teacher and must include students without disabilities. It must also include at least one student with a disability.

You have the option to complete 4 hours in a volunteer experience of your choice with a person with a disability. The person can be of any age. You can complete these hours in a special education classroom if you choose, but it is not required.

You must complete 9 hours to pass the course. If you complete 9-11 hours you will lose 2 points of your final course grade for each hour you do not complete.

Disability Experiences 1

Due: Monday, Jun 15 at 11:59 pm

Disability Experiences

Experiences in Working with Students with Disabilities.doc [Download](#)

Disability Experience 3

Due: Monday, Jun 15 at 11:59 pm

Experiences in Working with Students with Disabilities.doc [Download](#)

Disability Assignment 2

Due: Monday, Jun 15 at 11:59 pm

Experiences in Working with Students with Disabilities.doc Download

Assessment

Due: Tuesday, Jun 16 at 11:59 pm

This is an assessment of your completion of the learning activities content page for Assessment.

CPSE 402 Final Exam

Due: Thursday, Jun 18 at 11:59 pm

This is a closed book closed note final exam. Please plan to take the final exam in one sitting. I would strongly advise that you type your answers to the essay questions into a word document and cut and paste them into learning suite. This will resolve any pain that might occur with Learning Suite. Please delete your final exam questions in the word doc once you know your grade has been submitted. Good luck and email me at darlene_anderson@byu.edu with any questions you have.

Point Breakdown

Categories	Percent of Grade
Content Page Quizzes	27.33%
Final	20.7%
Professional Learning Community Assignment	36.65%
Disability Experiences	6.21%
Participation	9.11%

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.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and

procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Schedule

Date	Column 1	Column 2	Assignments Due
W Apr 29 Wednes day	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Introduction to Course What is a disability?	
M May 04 Monday	How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6)	Special Education Law	Complete all the learning activities in the following content pages before class today. Special Ed Law and One of the following -Learn more about Brittney -Learn more about Shawn -Learn more about James

	and #7)		-Learn more about Isabel
	How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)		
W May 06 Wednesday	How do I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)	Response to Intervention	IRIS Module Go to the IRIS module at the link below and complete all sections. http://iris.peabody.vanderbilt.edu/module/rti01-overview/ Answer questions in assessment section and submit on Learning Suite
M May 11 Monday	What are my responsibilities as defined by federal law including	Individual Education Programs (IEP's)	Individualized Education Programs and

	the individuals with Disabilities Education Act? (UETS Standard #10)	Get organized into Co-teaching groups. Bring references to class next time.	One of the following -Learn more about Brittney -Learn more about Shawn -Learn more about James -Learn more about Isabel
W May 13 Wednesday	How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)	Co-Teaching and Co-Planning	Complete all the learning activities in the following content pages before class today. Co-planning and Co-teaching and One of the following -Learn more about Brittney -Learn more about Shawn -Learn more about James -Learn more about Isabel
M May 18 Monday	How do the characteristic s of students with disabilities affect their learning and participation in the	Low Incidence Disabilities Co-Teaching Assignment	Complete all the learning activities in the following content pages before class today. One of the following -Learn more about Brittney -Learn more about Shawn -Learn more about James -Learn more about Isabel

	classroom environment ? (UETS Standard #2)		
W May 20 Wednes day	How do the characteristics of students with disabilities affect their learning and participation in the classroom environment ? (UETS Standard #2)	High Incidence Disabilities: Learning Disabilities, Communication Disorders, and Intellectual Disabilities	Complete all the learning activities in the following content pages before class today. Communication Disorders
M May 25 Monday	Memorial Day Holiday	No Class	
W May 27 Wednes day	How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities	Professional Learning Communities in Secondary Settings Complete the <i>Learning Goals Assignment</i> from the <i>Professional</i>	Complete all the learning activities in the following content pages before class today. Professional Learning Communities-No Quiz and One of the following

	<p>who are not meeting learning goals (UETS Standard #5 and #7)</p> <p>How do I participate actively as a part of a learning community to share responsibility for decision-making and accountability for each student's learning? (UETS Standard #9)</p>	<p><i>Learning Community Assignment</i> in class today.</p>	<ul style="list-style-type: none"> -Visual Strategies -Writing Strategies -Reading Strategies -Math Strategies -Science Strategies -Memory Strategies <p>You will take a quiz on these content pages after you have completed three.</p>
<p>M Jun 01 Monday</p>	<p>How do I design and select preassessments, formative, and summative assessments</p>	<p>Assessment</p> <p>Complete the <i>Common Assessment Plan Assignment</i> from the</p>	<p>Complete all the learning activities in the following content pages before class today.</p> <p>Assessment and</p>

in a variety of *Professional Learning Community Assignment* in class today. formats that match learning objectives and engage all learners in demonstrating knowledge and skills (UETS Standard #5)

- One of the following
- Visual Strategies
 - Writing Strategies
 - Reading Strategies
 - Math Strategies
 - Science Strategies
 - Memory Strategies

You will take a quiz on these content pages after you have completed three.

How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)

W Jun

How do I

Whole Class

Complete all the learning activities

03 Wednes day	<p>design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)</p> <p>How do I choose appropriate strategies, accommodations, resources, materials, sequencing, technical tools and demonstration of learning that addresses students specific</p>	<p>Instruction Universal Design for Learning</p> <p>Complete the <i>Universal Design for Instruction Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>	<p>in the following content pages before class today.</p> <p>Universal Design for Learning</p> <p>and</p> <p>One of the following</p> <ul style="list-style-type: none"> -Visual Strategies -Writing Strategies -Reading Strategies -Math Strategies -Science Strategies -Memory Strategies <p>You will take a quiz on these content pages after you have completed three.</p>
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needs?
(UETS
Standard #6
and #7)

Th Jun
04
Thursda
y

M Jun
08
Monday

How do I use
classroom
management
strategies
that allow me
to maintain a
positive
learning
environment
for all
students?
(UETS
Standard #3)

Classroom
Management

Complete the
*Common
Classroom
Management
Assignment*
from the
*Professional
Learning
Community
Assignment* in
class today.

Classroom Management

How do I
create an
environment
that
maximizes
the potential
of students
with
disabilities
while

maintaining appropriate expectations for all students? (UETS Standard #2, #3)

T Jun 09
Tuesday

W Jun 10 Wednesday	How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)	Making Data Based Decisions for students who need support at Tier II and Tier III as a classroom teacher and in a professional learning community	Supplementary Instruction and Intensive Instruction
		Complete the <i>Teacher Instructional Decision-Making Assignment</i> and the <i>Professional Learning</i>	

*Community
Instructional
Decision-
Making
Assignment*
from the
*Professional
Learning
Community
Assignment*
in class today.

Finish
Instructional
Decision
Making Group
and Individual
Assignments.
Check Grades

M Jun 15
Monday
Last Day to
Turn in
Assignments
[Assignment
s may be
submitted
online or
please place
the
assignments
in the
instructor's
box in 340

MCKB.]
*No Face-to-
Face Class*

T Jun 16 **Exam**
Tuesday **Preparation**
Day

W Jun 17 Final Exam
will be made
Wednes available
day Online in LS
Under
Exams Tab
Opens at
6:00 am - on
Wednesday,
June
17th. Closes
at 5:00 pm
on Thursday,
June 18th.

Th Jun
18
Thursda
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