

CPSE 402 - Educ Stdnts w/Disablts in ScEd

Fall 2015

Section 002: 160 MCKB on M W from 11:00 am - 11:50 am

Instructor/TA Info

Instructor Information

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TA Information

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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

Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Late assignments are scored 10% late each day.

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

Come to class every day and be prepared.

Concurrent Field Experience

Work a minimum of 8 hours with a student with disabilities in a general education secondary school classroom

Work a minimum of 4 hours in a service opportunity that involves persons with disabilities.

You must complete 9 hours of the field experience to pass the course. Complete all 12 hours to avoid losing points on your final grade.

Service opportunities can be found by contacting the Center for Service at 422-8686 or visiting them online at centerforservice.byu.edu

Assignments

Assignment Descriptions

Special Ed Law Quiz

Due: Wednesday, Sep 02 at 10:30 am

This is an assessment of your completion of the readings for Special Ed Law.

IRIS Module

Due: Wednesday, Sep 16 at 1:00 pm

IRIS Module 1- RTI- Assessment Questions

Individualized Education Programs Quiz

Due: Monday, Sep 21 at 10:30 am

This is an assessment of your completion of the readings for Individualized Education Programs.

Co-Teaching and Co-Planning Quiz

Due: Monday, Sep 28 at 11:00 am

This is an assessment of your completion of the readings for Co-Planning and Co-Teaching.

Optional Lecture Assignment

Due: Monday, Oct 05 at 11:59 pm

Attend the lecture by Dr. Don Deshler and write a 1/2 pg single spaced paper about what you learned and how you can apply it your classroom.

Co-Teaching Assignment

Due: Monday, Oct 12 at 1:00 pm

Co-Teaching Assignment.2014.whole class.doc [Download](#)

Isabel

Due: Wednesday, Oct 14 at 10:30 am

This is an assessment of your completion of the readings for your case study student Isabel.

Brittney

Due: Wednesday, Oct 14 at 10:30 am

This is an assessment of your completion of the readings for your case study student Brittney

James

Due: Wednesday, Oct 14 at 10:30 am

This is an assessment of your completion of the readings for your case study student James.

Shawn

Due: Wednesday, Oct 14 at 10:30 am

This is an assessment of your completion of the readings for your case study student Shawn.

Communication Disorders Quiz

Due: Monday, Oct 19 at 10:30 am

This is an assessment of your completion of the readings for Communication Disorders.

Assessment Quiz

Due: Monday, Oct 26 at 10:30 am

This is an assessment of your completion of the readings for Assessment.

Learning Goals Assignment

Due: Wednesday, Oct 28 at 11:00 am

Professional Learning Community Assignment Fall 2015 .docx [Download](#)

Universal Design Quiz

Due: Monday, Nov 02 at 10:30 am

This is an assessment of your completion of the readings for Universal Design.

Classroom Strategies Quiz

Due: Wednesday, Nov 04 at 10:30 am

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.

Common Assessment Plan

Due: Wednesday, Nov 04 at 11:00 am

Professional Learning Community Assignment Fall 2015 .docx [Download](#)

Classroom Management Quiz

Due: Wednesday, Nov 11 at 10:30 am

This is an assessment of your completion of the readings for Classroom Management.

Supplementary and Intensive Instruction

Due: Wednesday, Nov 18 at 10:30 am

This is an assessment of your completion of the readings for Supplementary and Intensive Instruction.

Universal Design for Instruction

Due: Wednesday, Nov 18 at 11:00 am

Lesson is a part of the unit of study. Lesson is unique but related to group members. 3

Learning goal is written in SWBAT format 3
Instructional strategies are appropriate 3
Universal Designs for Learning are appropriate 3
Necessary accommodations or modifications are described 3
Link to teaching video posted on google doc 3
Appropriate permissions if needed 3
Lesson is 12-16 minutes in length 3
Lesson is visible 3
Lesson is delivered clearly 3
Instructional strategies are used appropriately in lesson video 3
Universal Designs for Learning are used appropriately in lesson video 3
Assignment is posted on google doc 3
Assignment is neat and free of mechanical errors 3

Total: 42

Professional Learning Community Instruction Decision Making

Due: Monday, Nov 30 at 11:00 am

Pre Assessment is appropriate 3
Formative assessment is appropriate 3
Post assessment is appropriate 3
Brittany's expected performance is described 3
Isabel's expected performance is described 3
Shawn's expected performance is described 3
James's expected performance is described 3
Assignment is submitted on google doc 3
Assignment is neat and free of mechanical errors 3

Total: 27

Complete 12 observation hours

Due: Wednesday, Dec 09 at 12:00 am

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

Due: Wednesday, Dec 09 at 11:55 pm

Disability Experiences

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

PLC Meeting

Due: Wednesday, Dec 09 at 11:59 pm

A method of cooperative learning is described for each member of the group. 3

An example of how the cooperative learning will be used for each member of the group. 3

A description is given of how a flexible schedule will be used to address students who struggle on assessments. 9

A description is given of how you will work with SPED to meet the needs of individual students. 9

Assignment is submitted on google doc. 3

Assignment is neat and free of mechanical errors. 3

Total: 30

CPSE 402 Final Exam

Due: Monday, Dec 14 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 issues 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.

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 Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their

attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

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.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character.

"President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Grading Expectations

Teacher Candidates need to earn a B- or higher in all education courses in order to receive a Utah Teaching License. Teacher candidates should plan to put the time and effort into this course in order to receive a B- and meet that requirement. All teacher candidates in this course will not receive an A grade. A grades are given for exceptional performance. Meeting all requirements, completing all coursework, and participating in all class activities does not directly translate into an A grade in this course. Teacher candidates who are working toward an A grade, should plan to demonstrate performance that is beyond the stated requirements for the course.

Schedule

Date	Column 1	Topic/Readings Due	Assignments
M Aug 31 Monday	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?	Brittney Opens Individualized Education Programs Quiz Opens Special Ed Law Quiz Opens Isabel Opens Co-Teaching and Co-Planning Quiz Opens James Opens Communication Disorders Quiz Opens Shawn Opens
W Sep 02 Wednesday	What are my responsibilities as defined by federal law including the Individuals with	Special Education Law Reading Due: Special Ed Law	Special Ed Law Quiz Closes

	Disabilities Education Act? (UETS Standard #10)		
M Sep 07 Monday	Labor Day Holiday		
W Sep 09 Wednes day	What are my responsibilitie s as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Special Education Law No reading due.	
M Sep 14 Monday	How to I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)	Response to Intervention (RTI) No class.	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

W Sep 16 Wednes day	How to I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)	Response to Intervention (RTI) No reading due.	IRIS Module Due IRIS Module
M Sep 21 Monday	How do I choose appropriate strategies, accommodati ons, resources, materials, sequencing, technical tools and demonstratio n of learning that addresses students specific needs? (UETS Standard #6)	Individualize d Education Programs (IEP's) Reading Due: Individualize d Education Programs	Individualized Education Programs Quiz Closes

	and #7)		
W Sep 23 Wednes day	How do I choose appropriate strategies, accommodati ons, resources, materials, sequencing, technical tools and demonstratio n of learning that addresses students specific needs? (UETS Standard #6 and #7)	Individualize d Education Programs (IEP's)	Complete Content Page and Quiz for the student who's IEP you read in class today.
M Sep 28 Monday	How do I design and implement instruction for individuals and groups of students that address students specific	Get organized into Co- teaching groups. Bring references to class next time. Reading	Co-Teaching and Co-Planning Quiz Closes

	needs? (UETS Standard #6 and #7)	Due: Co- Teaching and Co- Planning	
			Co-Teaching
W Sep 30 Wednes day	How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)	Co-Plan for Co-Teaching Assignment	
Th Oct 01 Thursday			Attend Lecture on Adolescent Literacy by Dr. Don Deshler 2258 Harmon Building 4-5 pm Submit a half page response about the presentation and how you can apply what you learned. This assignment can be used to drop your lowest quiz score.
M Oct 05 Monday	How do I design and implement	Co-Teaching Assignment	Optional Lecture Assignment

instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)

W Oct 07 Wednes day	How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)	Co-Teaching Assignment High Incidence Disabilities: Intellectual Disabilities
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M Oct 12 Monday	How do the characteristics of students with disabilities affect their learning and participation	High Incidence Disabilities: Learning Disabilities	Co-Teaching Assignment
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in the
classroom
environment?
(UETS
Standard #2)

W Oct 14 How do the Low **Brittney Closes**
Wednes characteristic Incidence **Isabel Closes**
day s of students Disabilities: **James Closes**
with Autism **Shawn Closes**

disabilities
affect their
learning and
participation
in the
classroom
environment?
(UETS
Standard #2)

M Oct 19 How do the High **Communication Disorders Quiz**
Monday characteristic Incidence **Closes**
s of students Disabilities:
with Communicati
disabilities on Disorders

affect their
learning and
participation
in the
classroom
environment?
(UETS
Standard #2)

Reading
Due:
Communicati
on Disorders

W Oct 21 How do I Professional **Assessment Quiz Opens**

Wednes day	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)	Learning Communities in Secondary Settings Reading Due: Professional Learning Communities Complete the <i>Learning Goals Assignment</i> f rom the <i>Professio nal Learning Community Assignment</i> i n class today. <i>You must be present in class to receive full credit for group assignments. If you have</i>	Classroom Management Quiz Opens Universal Design Quiz Opens Classroom Strategies Quiz Opens Supplementary and Intensive Instruction Opens
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*an excused
absence you
can submit
an individual
version of
the
assignment
for 85%
credit.*

M Oct 26
Monday

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)

Professional
Learning
Communities
in Secondary
Settings

Assessment Quiz Closes

Assessment

*You must be
present in
class to
receive full
credit for
group
assignments.*

*If you have
an excused
absence you
can submit
an individual
version of
the*

*assignment
for 85%
credit.*

W Oct 28
Wednes
day

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

How do I
design and
select
preassssment
s, formative,
and
summative
assessments
in a variety of
formats that

Assessment

Complete
the *Common
Assessment
Plan
Assignment* f
rom
the *Professio
nal Learning
Community
Assignment* i
n class
today.

*You must be
present in
class to
receive full
credit for
group
assignments.
If you have
an excused
absence you
can submit
an individual
version of*

Learning Goals Assignment

Complete one classroom strategies
content page of your choice. No
quiz until you have completed all 3.

match *the*
learning *assignment*
objectives *for 85%*
and engage *credit.*
all learners in
demonstratin
g knowledge
and skills?
(UETS
Standard #5)

Reading
Due: Read
one
classroom
strategies
content page
(visual,
writing,
reading,
math,
science,
memory)

M Nov
02
Monday

How do I
design and
select
preassssment
s, formative,
and
summative
assessments
in a variety of
formats that
match
learning
objectives
and engage
all learners in

Universal
Design for
Learning
*You must be
present in
class to
receive full
credit for
group
assignments.
If you have
an excused
absence you*

Universal Design Quiz Closes
Complete one classroom strategies
content page of your choice. No
quiz until you have completed all 3.

demonstrating knowledge and skills? (UETS Standard #5) *can submit an individual version of the assignment for 85% credit.*

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) Reading Due: Read one classroom strategies content page (visual, writing, reading, math, science, memory)

W Nov
04
Wednes
day

How do I adjust learning activities and assessments in order to make appropriate

No Class.
Work on
Observation
Hours or
videos.

**Common Assessment Plan
Classroom Strategies Quiz Closes**

Complete one classroom strategies content page of your choice and take quiz.

accommodations for students with disabilities who are not meeting learning goals? (UETS Standard #5 and #7)

How do I choose appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstration of learning that addresses students' specific needs? (UETS Standard #6 and #7)

M Nov 09 Monday	Withdraw Deadline (Full Semester)	Universal Design for Learning Whole Class Instruction Complete the <i>Universal Design for Instruction Assignment f rom the Professio nal Learning Community Assignment i n class today. You must be present in class to receive full credit for group assignments. If you have an excused absence you can submit</i>
	How do I adjust learning activities and assessments in order to make appropriate accommodati ons for students with disabilities who are not meeting learning goals? (UETS Standard #5 and #7)	
	How do I choose appropriate strategies, accommodati ons, resources, materials, sequencing,	

technical tools, and demonstration of learning that addresses students' specific needs? (UETS Standard #6 and #7)

an individual version of the assignment for 85% credit.

Reading
Due: Read one classroom strategies content page (visual, writing, reading, math, science, memory)

W Nov 11
Wednes day

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

Classroom Management
Reading
Due:
Classroom Management and Classroom Strategies
Complete

Classroom Management Quiz Closes
Complete all readings due before class.

for all students? (UETS Standard #2 and #3)

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

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

You must be present in class to receive full credit for group assignments.

If you have an excused absence you can submit an individual version of the assignment for 85% credit.

M Nov 16 Monday	How do I create an environment	Classroom Management	Classroom Management PLC assignment Due
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that maximizes the potential of students with disabilities while maintaining appropriate expectations for all students? (UETS Standard #2 and #3)

No reading due.

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

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

You must be present in class to receive full credit for group assignments.

If you have an excused absence you can submit an individual version of the

*assignment
for 85%
credit.*

W Nov 18 Wednes day	How do I design and implement instruction for individuals and groups of students that address students' specific needs? (UETS Standard #6 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	Universal Design for Instruction Supplementary and Intensive Instruction Closes
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Reading
Due:
Supplementa
ry and
Intensive
Instruction

Complete
the *Teacher
Instructional
Decision-
Making
Assignment*
and

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

You must be present in class to receive full credit for group assignments.

If you have an excused absence you can submit an individual version of the assignment for 85% credit.

M Nov 23 Monday How do I design and implement instruction for individuals and groups of students that address students' specific needs? (UETS Standard #6 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

Complete the *Teacher Instructional Decision-Making Assignment* and the *Professional Learning Community Instructional Decision-Making Assignment* from the *Professional Learning Community*

*Assignment i
n class
today.*

*You must be
present in
class to
receive full
credit for
group
assignments.*

*If you have
an excused
absence you
can submit
an individual
version of
the
assignment
for 85%
credit.*

T Nov 24 **Friday**
Tuesday **Instruction**

W Nov **No Classes**
25
Wednes
day

M Nov How do I PLC Professional Learning Community
30 adjust Meetings Instruction Decision Making
Monday learning activities and

assessments
in order to
make
appropriate
accommodati
ons for
students with
disabilities
who are not
meeting
learning
goals? (UETS
Standard #5
and #7)

W Dec 02 Wednes day	How do I adjust learning activities and assessments in order to make appropriate accommodati ons for students with disabilities who are not meeting learning goals? (UETS Standard #5 and #7)	PLC Meetings
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M Dec 07 Monday	How do I adjust learning activities and assessments in order to make appropriate accommodati ons for students with disabilities who are not meeting learning goals? (UETS Standard #5 and #7)	PLC Meetings	
W Dec 09 Wednes day	How do I adjust learning activities and assessments in order to make appropriate accommodati ons for students with disabilities who are not meeting	PLC Meetings	Complete 12 obervation hours Disability Experiences PLC Meeting

learning
goals? (UETS
Standard #5
and #7)

Th Dec 10
Thursday
**Last Day of
Fall Semester
(08/31/2015 -
12/10/2015)**

F Dec 11
Friday
**First Day of
Fall Exam
Preparation
(12/11/2015 -
12/12/2015)**

M Dec 14
Monday
**First Day of
Fall Final
Exams
(12/14/2015 -
12/18/2015)**

Final Exam:
160 MCKB
11:00am -
2:00pm