

CPSE 430 - Teaching Read/LA Disabilities

Winter 2015

Section 002: 235 RB on M W from 9:00 am - 10:15 am

Instructor/TA Info

Instructor Information

Name: Heidi Nelson

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TA Information

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Course Information

Description


This course teaches a practical and hands on approach for teaching reading and writing to students with disabilities. Teacher candidates will learn to develop and deliver instruction and assess student performance in the critical areas of reading and writing.


Prerequisites

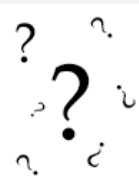
Admission to special education major or licensure program.

Materials

Item	Price (new)	Price (used)
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	<p>FUND IN SENTENCE WRITING STUDENT MATERIALS (NOT CD) <i>Required</i> by SHELDON, J</p>	<p>16.70</p>
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	<p>TEACHING RDG STUDENTS AT RISK W/ACCESS PKG 3E <i>Required</i> by BURSUCK, W</p>	<p>69.00</p>
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	<p>FUND IN SENTENCE WRITING INSTR MANUAL #4-1015A <i>Required</i> by SCHUMAKER, J</p>	<p>18.00</p>
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Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Learning Outcomes

IEP

1. Write IEP present levels of educational performance and, measurable annual goals for reading.

Core curriculum for reading and language arts

2. Demonstrate knowledge of core curriculum for reading and language arts

Analyze learning objectives

3. Task analyze learning objectives for reading and language arts

Daily lesson plans

4. Plan daily lessons for reading and language arts.

Dynamic Indicators

5. Use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to benchmark and monitor reading progress of one early elementary student.

Matching student instructional reading levels

6. Choose reading materials to match student instructional reading levels.

Teaching of the 5 areas of the national reading panel

7. Demonstrate the teaching of the 5 areas of the national reading panel

Teach writing

8. Demonstrate the teaching of writing.

Progress monitoring data

9. Demonstrate the use of progress monitoring data to make instructional decisions.

1. Write IEP present levels of educational performance and, measurable annual goals for reading.

2. Demonstrate knowledge of core curriculum for reading and language arts

3. Task analyze learning objectives for reading and language arts

4. Plan daily lessons for reading and language arts.

5. Use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to benchmark and monitor reading progress of one early elementary student.

6. Choose reading materials to match student instructional reading levels.

7. Demonstrate the teaching of the 5 areas of the national reading panel

8. Demonstrate the teaching of writing.

9. Demonstrate the use of progress monitoring data to make instructional decisions.

Attendance Policy

You will receive 4 points each class period for attending, arriving on time, participation, and staying to the end of class. You must attend class to receive these points and there will not be an alternate assignment to make up these points. Please speak with the professor if you have special circumstances.

The Interstate New Teachers Assessment and Support Consortium (INTASC)

The INTASC standards center on five major propositions: (1) Teachers committed to students and their learning. (2) Teachers know the subjects they teach and how to teach those subjects to diverse learners. (3) Teachers are responsible for managing and monitoring student learning. (4) Teachers think systematically about their practice and learn from experience. (5) Teachers are members of learning communities.

Assignments

Assignment Description

Print DIBELS Next Benchmark materials

Due: Wednesday, Jan 07 at 9:00 am

1. Go to DIBELS Next Website <http://www.dibels.org/next.html>
2. Sign up for a password and log in
3. Print Benchmark Student Materials for all grades
4. Print Daze Benchmark student worksheets for all grades
5. Print Daze Benchmark scoring keys for all grades

*Do not print Benchmark booklets or progress monitoring materials until you receive instructions from me in class.

Bring all printed materials to class on Jan 9. The printed pages should be organized. You can have them bound or in a notebook.

This assignment is worth 10 points. All pages must be printed and brought to class in an organized format to receive full credit.

IRIS Module

Due: Wednesday, Jan 07 at 9:00 am

Click on the following link to go to IRIS Module Part 3 Reading Instruction
IRIS Module Part 3 Reading Instruction

Complete all pages of the module

Go to Assessment and answer questions 1, 2, 4, 5, and 6 on a separate document.

Submit answers to learning suite.

Study Guide #1

Due: Wednesday, Jan 21 at 9:00 am

Go to digital dialog and complete this assignment with your group members.

Study Guide #1 Quiz

Due: Wednesday, Jan 21 at 11:55 pm

This is the individual portion of your study guide. Please complete this short assessment to indicate your reading completion of the chapter and to discuss your group members performance.

Progress Monitoring Benchmark

Due: Monday, Jan 26 at 9:00 am

1. Find two students who you will progress monitor this semester.
 - One student should be reading between pre K and 1st grade.
 - One student should be reading above 2nd grade
2. Give the following benchmark tests to the student reading preK to 1st grade
LNF, PSF, NWF, ORF, and Writing CBA
Give the 1st grade DIBELS Assessment.
3. Give the following benchmark tests to the student reading above 2nd grade
LNF, PSF, NWF, ORF, DAZE, and Writing CBA
Give the 1st grade DIBLES Benchmark Assessment.
4. Bring completed benchmark materials to class.

Study Guide #2 Quiz

Due: Monday, Feb 02 at 12:00 am

This is the individual portion of your study guide. Please complete this short assessment to indicate your reading completion of the chapter and to discuss your group members' performance.

Study Guide #2

Due: Monday, Feb 02 at 9:00 pm

Go to digital dialog and complete this assignment with your group members.

Study Guide #3 Quiz

Due: Monday, Feb 09 at 12:00 am

This is the individual portion of your study guide. Please complete this short assessment to indicate your reading completion of the chapter and to discuss your group members' performance.

Study Guide #3

Due: Monday, Feb 09 at 9:00 am

Go to digital dialog and complete this assignment with your group members.

Progress Monitoring Graphs

Due: Wednesday, Feb 11 at 9:00 am

Using your knowledge from IP&T prepare graphs for students you are progress monitoring.

1. For the student who is reading preK-1st Grade progress monitor in all deficit areas as determined by your DIBELS benchmark Data. Prepare graphs in all areas in which you are progress monitoring. (PSF, NWF, ORF)
2. For the student who is reading above 2nd Grade progress monitor in all deficit areas as determined by your DIBELS benchmark Data. You must progress monitor this student in ORF and DAZE. Prepare graphs in all areas in which you are progress monitoring.
3. For the student who is reading above 2nd Grade progress monitor using the writing CBM. Prepare a graph to progress monitor in writing.
4. Each graph should include a benchmark, target, and aimline. The writing graph will only include a benchmark.
5. The graph should be labeled according to instructions learned in CPSE 410.
6. Bring your survey level assessment and your writing CBM to class to turn in.

Summary

Younger student (at least 2 DIBELS graphs)

Older student (at least 1 DIBELS ORF Graph, Daze graph, Writing CBM graph)

Phonemic Awareness Assignment

Due: Wednesday, Feb 11 at 9:00 am

You will complete this assignment in groups. Groups will be assigned based on your early readers performance on the DIBELS PSF assessment. This assignment will be completed in class.

Phonemic Awareness Assignment.2015.docx [Download](#)

Study Guide #4 Quiz

Due: Wednesday, Feb 18 at 12:00 am

This is the individual portion of your study guide. Please complete this short assessment to indicate your reading completion of the chapter and to discuss your group members' performance.

Study Guide #4

Due: Wednesday, Feb 18 at 9:00 am

Go to digital dialog and complete this assignment with your group members.

Alphabetic Principle Assignment

Due: Wednesday, Feb 18 at 10:15 am

This assignment will be completed in a group. Groups will be arranged based on your early readers performance on DIBELS NWF.

Alphabetic Principle Assignment.docx [Download](#)

Progress Monitoring Midterm Submission

Due: Monday, Feb 23 at 9:00 am

1. You must have one bench mark score and one progress monitoring score for each graph you submit.
2. Each graph should include a benchmark, target, aimline. The graph should be labeled according to instructions learned in CPSE 410.

3. Turn in your progress monitoring booklets and writing CBM in class on Feb 23.

Midterm Participation

Due: Monday, Feb 23 at 9:00 am

You will receive 4 points each class period for professional and in class behaviors.

You will receive these points for coming to class on time, participating appropriately during class discussions and activities, and staying for the full duration of class.

You must attend class to receive these points and there will not be an alternate assignment to make up these points. Please speak with the professor if you have special circumstances.

If your participation points are low at midterm, I will complete a Professionalism and Interpersonal Behavior Rating Scale(PIBS) and invite you to discuss individual concerns with me.

Study Guide #5 Quiz

Due: Wednesday, Feb 25 at 12:00 am

This is the individual portion of your study guide. Please complete this short assessment to indicate your reading completion of the chapter and to discuss your group members' performance.

Advanced Word Reading Assignment

Due: Wednesday, Feb 25 at 9:00 am

This assignment will be completed in groups. Groups will be arranged based on your advanced readers performance on DIBELS DORF.

[Advanced Word Reading Assignment.docx](#) Download

Study Guide #5

Due: Wednesday, Feb 25 at 9:00 pm

Go to digital dialog and complete this assignment with your group members.

Study Guide #6 Quiz

Due: Wednesday, Mar 04 at 12:00 am

This is the individual portion of your study guide. Please complete this short assessment to indicate your reading completion of the chapter and to discuss your group members' performance.

Study Guide #6

Due: Wednesday, Mar 04 at 9:00 am

Go to digital dialog and complete this assignment with your group members.

Voice Thread

Due: Monday, Mar 09 at 9:00 am

Voice Thread Assignment

This assignment will be completed individually based on instructions given in your IP&T class.

Requirements for CPSE 430

1. Prepare a Voice Thread with the information you used about Fluency in mind.
2. You should have the words of a story or passage in the presentation. They may be all on one slide or divided out on multiple slides.
3. Leave a comment giving instructions to your student on what they should do to record their voice reading the story or passage.
4. Leave a comment or comments reading the story or passage your self.
5. Have a friend, who will act as your student, go to your voice thread and leave a comment or comments reading the story or passages.
6. Embedd your Voice Thread to your website for grading purposes.

Study Guide Quiz #7

Due: Wednesday, Mar 11 at 12:00 am

This is the individual portion of your study guide. Please complete this short assessment to indicate your reading completion of the chapter and to discuss your group members' performance.

Study Guide #7

Due: Wednesday, Mar 11 at 9:00 am

Go to digital dialog and complete this assignment with your group members.

Comprehension Individual Lesson Plan

Due: Monday, Mar 23 at 9:00 am

This is the individual portion of your comprehension assignment. Each student will complete a lesson plan using one of your objectives from the unit framework. Each student should submit a lesson plan on learning suite. The lesson plan is worth 10 points.

Daily Scripted Instructional Lesson Plan.docx [Download](#)

Comprehension Assignment

Due: Monday, Mar 23 at 9:00 am

This assignment will be completed in groups and individually. Groups will be arranged based on your advanced readers performance on DIBELS Daze. You will complete the Unit Framework and Assessment plan as a group. Each student in the group will then write a scripted direct instruction lesson plan for one objective listed in your unit framework.

All group members will receive a score out of 20 points for the unit framework and assessment plan. Individual members will receive a score out of 10 points for the scripted direct instruction lesson plan.

Comprehension Assignment.2013.docx [Download](#)

Progress Monitoring Final Submission

Due: Monday, Apr 06 at 9:00 am

1. You must have one benchmark and three progress monitoring scores for each graph you submit.
2. Each graph should include a benchmark, target, aimline, and trendline. The graph should be labeled according to instructions learned in CPSE 410.
3. Submit a page with 2 recommendations for each area the student was progress monitored in on learning suite on April 6.

Prometheum Board Assignment

Due: Wednesday, Apr 08 at 9:00 am

You will prepare a Prometheum Board Lesson on Writing using knowlege from your IP&T class and your CPSE 430 class.

You will work with group members to prepare a scripted direct instruction writing lesson. You will sign up to prepare and teach one of the following sections of the lesson opening, modeling, guided practice, or independent practice.

You will recieve a group score out of 10 points and individual score out of 15 points for your lesson.

Your group will be responsible to record your video in class and load it to each group members website.

CPSE 430 Final Closed Book

Due: Monday, Apr 13 at 1:00 am

Final

Final Exam Part One

Due: Monday, Apr 13 at 1:00 am

The final exam will contain two parts

Part One consists of the CPSE 430 Curriculum Based Measure taken in class. It is worth 25 points. To receive full points you need to score 17/17 on section one, 54/54 on section two , and 55/59 on section three. This CBM will be taken 6 times in class during the course of the semester. If you need to receive additional administrations of the assessment, see the professor.

CPSE 430 Final Open Book

Due: Monday, Apr 13 at 1:00 am

After you have completed the closed book portion of the exam, you will take this portion of the exam using the Teaching Reading to Students who are at Risk or Have Disabilities textbook.

Final Participation

Due: Monday, Apr 13 at 9:00 am

You will receive 4 points each class period for professional and in class behaviors.

You will receive these points for coming to class on time, participating appropriately during class discussions and activities, and staying for the full duration of class.

You must attend class to receive these points and there will not be an alternate assignment to make up these points. Please speak with the professor if you have special circumstances.

If your participation points are low at midterm and have not improved, I will complete a Professionalism and Interpersonal Behavior Rating Scale(PIBS) and submit it to the Special Education program coordinator.

Schedule

Date	Column 1	Column 2	Assignments
M Jan 05 Monday		Introduction to Course	
		IRIS Module Multi-Tiered Instruction in Reading	
W Jan 07 Wednesday		DIBELS Review LNF, PSF, NWF	Print DIBELS Next Benchmark materials IRIS Module

M Jan 12 Monday		DIBELS Review ORF DIBELS Survey Level Assessment Writing CBA	Study Guide #6 Quiz Opens Study Guide Quiz #7 Opens
T Jan 13 Tuesday			Study Guide #1 Quiz Opens Study Guide #2 Quiz Opens Study Guide #3 Quiz Opens Study Guide #4 Quiz Opens Study Guide #5 Quiz Opens
W Jan 14 Wednesday		Principles of Direct Instruction for Teaching Reading and Writing	
M Jan 19 Monday	Martin Luther King Jr. Holiday		No Class
W Jan 21 Wednesday		Principles of Direct Instruction for Teaching Reading and Writing	Read Ch. 1 in <i>Teaching Reading to Students Who Are at Risk or Have Disabilities</i> Study Guide #1 Study Guide #1 Quiz Closes
M Jan 26 Monday		Data Collection for Reading and Writing in a Multi-Tiered	Progress Monitoring Benchmark

	Model	
W Jan 28 Wednesday	Data Collection for Reading and Writing in a Multi-Tiered Model	
M Feb 02 Monday	Phonemic Awareness	Read Ch. 2 in <i>Teaching Reading to Students Who Are at Risk or Have Disabilities</i> Study Guide #2 Study Guide #2 Quiz Closes
W Feb 04 Wednesday	Phonemic Awareness In Class Assignment You must be present in class to receive full credit for this assignment Bring your DIBELS benchmark data for your early reader.	
M Feb 09 Monday	Phonemic Awareness In Class Assignment You must be	Read Ch. 3 in <i>Teaching Reading to Students Who Are at Risk or Have Disabilities</i>

		present in class to receive full credit for this assignment Bring your DIBELS benchmark data for your early reader.	Study Guide #3 Study Guide #3 Quiz Closes
W Feb 11 Wednesday		Alphabetic Principle	Phonemic Awareness Assignment Progress Monitoring Graphs
M Feb 16 Monday	President's Day Holiday		
T Feb 17 Tuesday	Monday Instruction	Alphabetic Principle In Class Assignment You must be present in class to receive full credit for this assignment Bring your DIBELS Benchmark Data for your early reader.	
W Feb 18 Wednesday		Advanced Word Reading	Read Ch. 4 in <i>Teaching Reading to Students Who Are</i>

at Risk or Have Disabilities

Study Guide #4
Alphabetic Principle
Assignment
Study Guide #4 Quiz Closes

M Feb 23
Monday

Advanced
Word Reading
In Class
Assignment
You must be
present in class
to receive full
credit for this
assignment
Bring your
DIBELS
Benchmark
data for your
advanced
reader

Midterm Participation
Progress Monitoring Midterm
Submission

W Feb 25
Wednesday

Reading and
Writing Fluency

Read Ch. 5 in *Teaching
Reading to Students Who Are
at Risk or Have Disabilities*

Study Guide #5
Advanced Word Reading
Assignment
Study Guide #5 Quiz Closes

M Mar 02 Monday	Spelling and Handwriting	
W Mar 04 Wednesday	Vocabulary	Read Ch. 6 in <i>Teaching Reading to Students Who Are at Risk or Have Disabilities</i> Study Guide #6 Study Guide #6 Quiz Closes
M Mar 09 Monday	Vocabulary	Voice Thread
W Mar 11 Wednesday	Reading Comprehension	Read Ch. 7 in <i>Teaching Reading to Students Who Are at Risk or Have Disabilities</i> Study Guide #7 Study Guide Quiz #7 Closes
M Mar 16 Monday	Comprehension In Class Assignment You must be present in class to receive full credit for this assignment Bring your DIBELS Daze data for your advanced reader	

<p>W Mar 18 Wednesday</p>	<p>Comprehension In Class Assignment You must be present in class to receive full credit for this assignment Bring your DIBELS Daze data for your advanced reader</p>	
<p>M Mar 23 Monday</p>	<p>Fundamentals of Sentence Writing Bring Fundamentals of Sentence Writing Instructor's Manual and Student Materials to class.</p>	<p>Read Fundamentals of Sentence Writing Instructors Manual Comprehension Assignment Comprehension Individual Lesson Plan</p>
<p>W Mar 25 Wednesday</p>	<p>Fundamentals of Sentence Writing Bring Fundamentals of Sentence Writing</p>	

	Instructor's Manual and Student Materials to class.	
M Mar 30 Monday	Fundamentals of Sentence Writing Bring Fundamentals of Sentence Writing Instructor's Manual and Student Materials to class.	
W Apr 01 Wednesday	Writing Process	
M Apr 06 Monday	Video tape Prometheum board lessons in class.	Progress Monitoring Final Submission
W Apr 08 Wednesday	Video tape Prometheum board lessons in class.	Prometheum Board Assignment
M Apr 13 Monday	Reading Mastery Introduction	Final Participation

W Apr 15	Exam
Wednesday	Preparation Day
M Apr 20	Final
Monday	Exam: 235 RB 11:00am - 2:00pm
W Apr 22	
Wednesday	

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.

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.

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.