

CPSE 452 - Eff Tch Str: M/M Disabilities

Fall 2015

Section 001: 160 MCKB on T Th from 9:00 am - 10:15 am

Instructor/TA Info

Instructor Information

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Course Information

Description

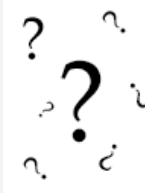
Students will design and implement instructional planning and teaching strategies to meet the educational needs of students with mild/moderate disabilities.

Prerequisites

This course is to be taken after CPSE 425 and CPSE 403.

Materials

Item	Price (new)	Price (used)
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	<p>DESIGNING & IMPLEMENTING MATH INSTR 101.00 75.75 ETC <i>Required</i> by HUDSON, P</p>
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Learning Outcomes

Characteristics of students with mild/moderate disabilities

Describe educational characteristics of students with mild/moderate disabilities.

Components of the Individualized Education Program (IEP)

List and describe the components of a standards-based IEP.

Utah Core Curriculum for mathematics

Demonstrate understanding of the Utah core curriculum for mathematics.

Standards-based planning

Write standards-based PLAAFP statements, IEP and unit goals, and lesson objectives for case study students.

Lesson planning for the effective teaching cycle

Write scripted direct instruction lesson plans with recording methods for student achievement data.

Enacting the effective teaching cycle

Use direct instruction lesson plans to enact the effective teaching cycle with high student response rates, praise, and corrective feedback.

Informal curriculum based assessments

Demonstrate how to design and collect data with curriculum based assessments, and how to use data to make instructional decisions for case study students.

Response to Intervention

Describe the RtI concept and process, and use progress-monitoring data to make RtI decisions for case study students.

Direct Instruction Scripted Directives

Demonstrate how to deliver instruction using scripted directives, unision responding, and signals.

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%

Grading Policy

All assignments are expected to be submitted at the **beginning** of class on the due date. There will be a deduction in points of 10% per day for assignments turned in after the set due date. According to University Policy, assignments will not be accepted after the last day of semester classes.

Participation Policy

Each student is expected to maintain a positive and professional attitude in this course. Expectations include regular attendance, arriving on-time, being prepared and completing work assignments by due dates, collaborating and participating willingly, and staying until the appointed departure time. Please work with the professor if you will need to miss time in class. If there is a concern in any of these areas or other areas of professionalism, a PIBS will be completed by the professor and submitted to the program coordinator. The PIBS is used to make decisions about eligibility to continue in the Special Education Program.

Attendance Policy

Students are expected to attend every class period. Each unexcused absence will result in 3% deduction from final grade. Absences must be cleared with the instructor via email. Patterns of arriving late or leaving early indicate a lack of professionalism and will also affect your final grade.

Assignments

Assignment Descriptions

Education in Zion DUE

Due: Tuesday, Sep 08 at 8:50 am

Find a meaningful example of one of the 4 moral dimensions (discussed in class) while touring the exhibit and write a one page, single spaced reflection.

3 points = find a meaningful example from the exhibit and describe how it aligns one of the four moral dimensions

5 points = as a future educator describe insights you gained on the importance of being a teacher

2 points = paper is free from spelling and grammatical errors

Hudson Text chapter 1 p. 1-6

Due: Tuesday, Sep 08 at 8:50 am

Complete and post on LS

Check Your Understanding 1.1 questions 3 & 4

Gibb & Dyches "Guide to Writing Quality IEPs"

Due: Thursday, Sep 10 at 8:50 am

Third Edition: Read & review pages 1-15 prior to class

Second Edition: Read & review pages 1-7

Hudson Text chapter 1 p 6-10

Due: Thursday, Sep 10 at 8:50 am

Complete and Post on LS

Check Your Understanding 1.2 questions 2-3

Check Your Understanding 1.3 questions 1-3

Core Curriculum Search DUE

Due: Thursday, Sep 10 at 8:50 am

Access the USOE Common Core then complete the worksheet provided.

Written IEP Description DUE

Due: Tuesday, Sep 15 at 8:50 am

Provide a description of the IEP by listing and describing each step in the IEP process. List and describe the components of the IEP based on class lecture and Gibb & Dyches. (Approximately one page- single spaced.)

Gibb & Dyches "Guide to Writing Quality IEPs" 2

Due: Tuesday, Sep 15 at 8:50 am

Third Edition: Read & review pages 47-58 prior to class

Second Edition: Read & review pages 39-46

Case study (Submit online in LS)DUE

Due: Thursday, Sep 17 at 8:50 am

Provide family background for student (3 points), behavioral indicators (3 points), and present levels of academic achievement and functional performance (PLAAFP) (3 points) with appropriate citing from the UT Core (3 points). **Underline the what the student cannot do.**

Include names of *all* members in your group on your submission.

Gibb & Dyches "Guide to Writing Quality IEPs" 3

Due: Thursday, Sep 17 at 8:50 am

Third Edition: Read & review pages 59-74 prior to class

Second Edition: Read & review pages 47-58

MAG behobj quiz

Due: Tuesday, Sep 29 at 8:50 am

Unit Task Analysis DUE

Due: Tuesday, Sep 29 at 5:00 pm

Work through the Weekly Teaching Plan sheet given in class today.

As a group bring your completed assignment sheet to class on Tuesday. We will work through it and also consider other units that will help your students to meet their annual IEP goal.

You will only be graded on the PLAAFP & MAG

This will be due by the end of class on Tuesday, 9/29.

IRIS UDL Assessment Questions

Due: Thursday, Oct 01 at 8:50 am

Universal Design for Learning IRIS Module

Complete Assessment Questions found at the conclusion of the module.

Question #1- 1 point

Question #2- 1 point

Question #3- 3 points

Question #4- 2 points

Question #5- 3 points

unit task analysis TA

Due: Thursday, Oct 01 at 11:59 pm

This assignment is for the task analysis of your unit goal. The ABCD format will be completed in class.

Unit Task Analysis & Weekly Teaching Plan

Due: Tuesday, Oct 06 at 11:59 pm

The Unit Task assignment with PLAAFP, MAG, UNIT, and a minimum of 5 task analyzed steps is due.

In class you will write the task analyzed steps into daily lesson objectives. You will transfer this information on to your Weekly Teaching Plan.

The final Weekly Teaching Plan is worth 15 points.

Reading 6 Direct Instruction (Kozloff) Reading Guide

Due: Thursday, Oct 08 at 8:50 am

Reading guide to fill in as you complete the reading assignment.

Hudson Text p. 13-22

Due: Tuesday, Oct 13 at 8:50 am

Complete the following and post on LS

Check Your Understanding 1.8 question #3 (1 point)

Check Your Understanding 1.9 (2 points)

Check Your Understanding 1.10 (1 point)

Check Your Understanding 1.12 questions # 2 - 4 (2 points)

Lesson Task Analysis

Due: Tuesday, Oct 13 at 11:59 pm

Task analyze how to make hot cocoa using a maximum of 5 steps. Write as a group and submit on LS

ABCD objective = 1

TA = 2 points

Quiz

Due: Wednesday, Oct 14 at 11:59 pm

Write a definition of Explicit Instruction based on our class discussion and the Hudson text reading. Rewrite the following to make it a more specific daily objective: Given a verbal prompt and a worksheet with 10 subtraction problems, students will use their fingers to solve 9/10 problems correctly.

Hudson Text p 22-29

Due: Thursday, Oct 15 at 8:50 am

Complete the following and post on LS

Check Your Understanding 1.13 questions # 1-3

Check Your Understanding 1.14 questions # 1- 3

Intro: First Lesson Plan

Due: Thursday, Oct 15 at 11:59 pm

Refer to DI LP Grading Rubric SHORT

Complete componets listed in class.

DI Observation

Due: Tuesday, Oct 20 at 8:50 am

Use the posted [DI Form #2](#). The form is posted on the Content tab under the Rubrics heading. DO NOT BE CONCERNED WITH THE POINTS column, ONLY refer to THE DESCRIPTIONS.

Watch the "Direct Instruction HLA" video lesson. As you watch, fill out the [DI Form #2](#) based on the information from class discussions and Hudson text reading.

Share/write at least 5 specific observations of the effective teaching cycle in this teaching sequence. What did you see? What insight did you gain? How will you incorporate your observations into your teaching?

This is to be one page single spaced. (Double spaced between paragraphs.)

Submit this write up through Learning Suite.

Bring your completed [DI Form #2](#) to class on 10/20.

Draft lesson plan #1

Due: Tuesday, Oct 20 at 10:15 am

As a group, submit a completed direct instruction lesson plan using any one of the objectives you wrote in for your Unit/Weekly Lesson Plan assignment. Write your lesson as completely as possible.

BRING A HARD COPY TO CLASS TUESDAY

You will teach your lesson then revise and re-submit by 10/27.

The grading rubric can be found under Content tab, Rubrics, [DI LP Grading Rubric Template](#).

Demonstrate direct instruction 1

Due: Tuesday, Oct 20 at 10:15 am

Teach complete effective teaching cycle in class.

Opening: Written ABCD objective =1 pt, Anticipatory set/rationale demonstrated=1pt, Objective stated in student terms=1 pt

Modeling: State skills of TA using "I do" language=1 pt

Guided Practice: Prompt Group oral "We do"=1 pt, Individual Oral "We do"=1 pt, Individual Written "We do"=1 pt

Independent Practice: Exercises align to objective "You do"=1 pt

Closing: Summarize learning objective & student behavior=1 pt

Reading 9 See comments for your required reading

Due: Tuesday, Oct 27 at 8:50 am

Read the article your group has been assigned as indicated below. Come class 10/27 prepared to *individually* describe the basic elements of your assigned article. This is NOT a group assignment. Group numbers with group members names are listed on the Content tab under "GROUPS."

Groups 1 & 2 Read: Teaching in Today's Inclusive Classrooms

Groups 3 & 4 Read: Explicit Instruction

Groups 5 & 6 & 7 Read: Other Direct Instruction Models

Demonstrate direct instruction 2

Due: Tuesday, Oct 27 at 10:15 am

Teach complete effective teaching cycle in class.

Use rubric Direct Instruction Observation (2) (5)

Draft Lesson Plan #2

Due: Thursday, Oct 29 at 5:00 pm

Direct Instruction group lesson

Write a lesson plan using another daily objective from your Weekly Teaching Plan

Final lesson plan

Due: Tuesday, Nov 03 at 8:50 am

Submit final lesson plan

This is an individual assignment. You will use one of the daily objectives from your group unit assignment, but you will write it without the support of your group.

Mid Term Exam 2015

Due: Thursday, Nov 05 at 11:00 am

This evaluative mid-term covers CPSE Course Objectives 1-5 as listed on Learning Suite.

Partner Direct Instruction 3

Due: Tuesday, Nov 10 at 10:15 am

Deliver a direct instruction lesson in pairs

Hudson Chapter 2

Due: Thursday, Nov 12 at 11:59 pm

Hudson Chapter 2 pages 31-

Check Your Understanding 2.1 questions 1-4

Check Your Understanding 2.2 questions 1-4, 11-12

Check Your Understanding 2.4 questions 1-6

Check Your Understanding 2.5 questions 1, 2, 5

Check Your Understanding 2.6 questions 4, 5

Reading 2--How Student Progress Monitoring Improves Instruction

Due: Tuesday, Nov 17 at 8:50 am

After reading the article, define progress monitoring and describe any benefits to the student and teacher.

Two paragraph minimum

CBA Data recording and display

Due: Tuesday, Nov 17 at 11:00 am

Data recording and display and CBA for case study student.

PLAAFP Statement, IEP Goal, Unit Goal = 1 points

Teacher Instructions = 3 point

3-5 problems aligned to assess each of 5 objectives = 6 points

Penmanship Directives

Due: Thursday, Nov 19 at 9:00 am

Please memorize these

Providing Instructional Supports IRIS module

Due: Tuesday, Dec 01 at 5:00 pm

Complete this out of class. Answer the Assessment questions at the end of the module and submit on Learning Suite.

Rtl Summary

Due: Tuesday, Dec 01 at 5:00 pm

Summary of Rtl after watching Rtl videos in class.

This assignment closes at 5:00 pm on 11/19/15

Gibb & Dyches "Guide to Writing Quality IEPs" 4

Due: Thursday, Dec 03 at 8:50 am

Third Edition: Read page 75-80

Second Edition: Read pages 59-64

Rtl decision making

Due: Tuesday, Dec 08 at 8:50 am

Making data-based decisions for response to intervention.

This assignment is based on class session 12/2

Final exam

Due: Thursday, Dec 10 at 10:00 am

Dec 15,2014

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Practical Video Exam

Due: Thursday, Dec 10 at 10:15 am

Point Breakdown

Categories	Percent of Grade
Direct Instruction	10.61%
Individual assignment	40.58%
Group assignments	21.75%
Exams	27.06%

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.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Topic	Reading/Individual Assignments

T Sep 01 Tuesday	Introduction, overview of calendar and syllabus Your role as a special educator.	
Th Sep 03 Thursday	Education in Zion	
M Sep 07 Monday	Labor Day Holiday	
T Sep 08 Tuesday	What do we know about children's learning difficulties with reading, writing, math? Using the USOE curriculum standards http://www.schools.utah.gov	Hudson Text chapter 1 p. 1-6 Education in Zion DUE
Th Sep 10 Thursday	Writing PLAAFPS, IEP goals: Understanding the big picture. Objective 4	Core Curriculum Search DUE Gibb & Dyches "Guide to Writing Quality IEPs" Hudson Text chapter 1 p 6-10
T Sep 15 Tuesday	Form learning teams. Student case study PLAAFP statements	Written IEP Description DUE Gibb & Dyches "Guide to Writing Quality IEPs" 2
Th Sep 17 Thursday	Unit task analysis for case study student Annual Goals	Gibb & Dyches "Guide to Writing Quality IEPs" 3
T Sep 22 Tuesday	Lesson planning for direct instruction	

Guest: Ingrid Shurtleff,
Provo District, Timpview
High Resource

Unit task analysis for case
study student
Weekly teaching plan

Th Sep 24
Thursday
Unit task analysis for case
study student
Unit objectives

T Sep 29
Tuesday
Unit task analysis for case
study student
Weekly teaching plan

MAG behobj quiz

Th Oct 01
Thursday
Response to Intervention
Multi-tiered Student Support
(MTSS)
Teaching academic skills in
upper grades
Guest: Megan Langford,
Nebo School District

Universal Design for Learning (UDL) is an approach to
instructional planning and lesson delivery that allows
general and special education teachers to work together
to accommodate a variety of learning needs within the
education classroom. Click the link to learn more about
UDL. Read pages 1-10 and complete the Assessment
Questions. Post on LS
http://iris.peabody.vanderbilt.edu/module/udl/crescent-city-can-teachers-at-sycamore-middle-school-meet-the-educational-needs-of-all-of-their-students/udl_01/

IRIS UDL Assessment Questions

T Oct 06
Tuesday
Wrap up Unit Task Analysis
and Weekly Teaching Plans

Th Oct 08 Direct instruction, effective **Reading 6 Direct Instruction (Kozloff) Reading Gu**
Thursday teaching cycle
Lesson task analysis

T Oct 13 Lesson planning for direct **Hudson Text p. 13-22**
Tuesday instruction
Review Modeling

Quiz Opens

W Oct 14 **Quiz Closes**
Wednesday

Th Oct 15 Lesson planning for direct **Hudson Text p 22-29**
Thursday instruction
Guided Practice
Independent Practice

T Oct 20 Lesson Planning **DI Observation**
Tuesday

Th Oct 22 Lesson Planning
Thursday

T Oct 27 Tuesday	Teaching with direct instruction	Reading 9 See comments for your required reading
Th Oct 29 Thursday	Teaching with direct instruction-- LP #2 will be turned in. You will also teach LP #2 in class.	
T Nov 03 Tuesday	Teaching with direct instruction Signal and error correction discussed	Final lesson plan
Th Nov 05 Thursday	Mid Term Exam 2015	Midterm Exam in class
M Nov 09 Monday	Withdraw Deadline (Full Semester)	
T Nov 10 Tuesday	video example Direct Instruction teaching with partner	

Th Nov 12 Thursday	Data-based decision making	Hudson Chapter 2
T Nov 17 Tuesday	Reporting Student Progress	Reading 2--How Student Progress Monitoring Imp Instruction
Th Nov 19 Thursday	Teaching with Directives	
T Nov 24 Tuesday	Friday Instruction No Class Happy Thanksgiving	NO CLASS
W Nov 25 Wednesday	No Classes	
Th Nov 26 Thursday	Thanksgiving Holiday No Class Happy Thanksgiving	Enjoy the Holiday!
T Dec 01 Tuesday	Complete IRIS module RTI assignment discussion	Providing Instructional Supports IRIS module Rtl Summary
Th Dec 03 Thursday	Dr. Gordon Gibb will instruct the class. Topics to be covered (A) Collecting and recording learning data. (B) Curriculum Based Measurement. (C) Tukey Method for determining	Gibb & Dyches "Guide to Writing Quality IEPs" 4

slope. (D) Calculating an Aim Line and identifying students at risk.

T Dec 08 Tuesday	Response to Intervention Multi-tiered Student Support (MTSS) Differentiated instruction Decision Making Guest: Cade Charlton	Rtl decision making
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Th Dec 10 Thursday	Last Day of Fall Semester (08/31/2015 - 12/10/2015)
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Review Planning –
instruction – decision
making – reporting

Flex day – everything
completed?

Final exam
Practical Video Exam

F Dec 11 Friday	First Day of Fall Exam Preparation (12/11/2015 - 12/12/2015)
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M Dec 14 Monday	First Day of Fall Final Exams (12/14/2015 - 12/18/2015)
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T Dec 15 Tuesday	Final Exam: 160 MCKB 11:00am - 2:00pm
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