

# CPSE 452 - Eff Tch Str: M/M Disabilities

Fall 2014

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

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## Instructor/TA Info

### Instructor Information

**Name:** JoAnn Munk  
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### TA Information

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## Course Information

### Course Objectives Fall 2014

CPSE 452 w Fall 2014

Course Objectives

Participants in this course will:

Course Objective
1. Describe educational characteristics of students with mild/moderate (high-incidence) disabilities.
2. Describe the required components of a standards-based IEP.
3. Demonstrate understanding of the Utah core curriculum for mathematics.
4. Write standards-based PLAAFP statements, IEP and unit goals, and lesson objectives for case study students.
5. Write scripted direct instruction lesson plans with recording methods for student achievement data.
6. Use direct instruction lesson plans to enact the effective teaching cycle with high student response rates, praise, and corrective feedback.
7. Demonstrate how to design and collect data on curriculum based assessments, and how to use data to make instructional decisions for case study students.
8. Describe the RtI concept and process, and use progress-monitoring data to make RtI decisions for case study students.

### Description

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

### Materials

Image	Item	Vendor	Price (new)	Price (used)
	No text required Required by none required (1969-12-31) This course uses open-source materials.			

### 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%

## Learning Outcomes

### Educational Characteristics

Describe educational characteristics of students with mild/moderate disabilities.

### IEP components

Describe the components of the IEP process and curriculum scope and sequence standards.

### Goals, objectives, and task analysis

Describe the process of writing goals, objectives and developing a task analysis.

### Writing effective lesson plans

Discuss the components of writing effective lesson plans.

### Effective teaching cycle

Describe the effective teaching cycle, student response rates, praise, and corrective feedback.

### Models of collaboration

Identify models of collaboration with parents and general education.

### Differentiated instruction

Discuss differentiated instruction and classroom accommodations for students with disabilities.

### Student-mediated strategies

Recognize examples of student-mediated strategies and how they can best be included in teacher-directed lessons.

### Teaching learning strategies and academic skills

Demonstrate an understanding of how to teach learning strategies and academic skills.

### Incorporate learning strategies in content area instruction

Demonstrate how to incorporate learning strategies in content area instruction.

### Technologies

Discuss appropriate technologies to support instructional planning and individualized instruction.

### Informal curriculum based assessments

Describe how to design and collect data on informal curriculum based assessments.

### Role of the educator IEP

Discuss the role of the special educator in writing IEPs and conducting IEP meetings.

### Role of the educator with families, schools, and community

Demonstrate the collaborative role of the special educator with families and school and community personnel in planning of an individualized program.

## Grading Policy

All assignments are expected to be submitted at the **beginning** of class on the due date. Late work will not be accepted without prior instructor approval. 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 Description

#### Core Curriculum Search

Sep  
09

Due: Tuesday, Sep 09 at 8:50 am

Access the USOE Common Core for math then complete the worksheet provided.

### Written IEP Description

Sep  
11

Due: Thursday, Sep 11 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. (Approximately one page- single spaced.)

### Reading 3 Prater & UDL

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Sep  
11

Due: Thursday, Sep 11 at 8:50 am

Submit a self-made 3 question study guide for the Prater Chapter. Submit a self-made 3 question study guide for the IRIS UDL Chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole reading with no grammar or spelling errors in order to receive full credit.

### Case study (Submit online in LS)

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Sep  
16

Due: Tuesday, Sep 16 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.

### Reading 4 Garguilo & Metcalf

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Sep  
16

Due: Tuesday, Sep 16 at 8:50 am

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole reading with no grammar or spelling errors in order to receive full credit. Study guide questions are to be submitted prior to class to receive credit.

### Reading 5 Prater Direct Teaching

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Sep  
25

Due: Thursday, Sep 25 at 8:50 am

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole reading with no grammar or spelling errors in order to receive full credit. Study guide questions are to be submitted prior to class to receive credit.

### Unit Task Analysis for case study student

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Sep  
25

Due: Thursday, Sep 25 at 5:00 pm

IEP Goal, unit goals, task analysis, lesson objectives  
NOTE: THIS IS DUE BY 5:00 ON 9/25

### Reading 6 Direct Instruction (Kozloff) Reading Guide

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Sep  
30

Due: Tuesday, Sep 30 at 8:50 am

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

### Reading 7 Principles of Instruction

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Oct  
02

Due: Thursday, Oct 02 at 8:50 am

Principles of Instruction Article.pdf [Download \(plugins/Upload/fileDownload.php?fileId=ad48a569-X4jM-DQeh-Ajh4-sze640cb0a96&pubhash=Ih-zGc7YHtokXw442s72CuKbOWVLektbp2E|zpj3nggHuHEefiRvzmWY57uchbucqEDf96pHbtTt-o239IH3g==\)](http://www.peabody.vanderbilt.edu/plugin/Upload/fileDownload.php?fileId=ad48a569-X4jM-DQeh-Ajh4-sze640cb0a96&pubhash=Ih-zGc7YHtokXw442s72CuKbOWVLektbp2E|zpj3nggHuHEefiRvzmWY57uchbucqEDf96pHbtTt-o239IH3g==)

There are two articles in this download. Scroll past the first article to find the required reading. Feel free to read the first one too!

After reading the article choose and elaborate on any 3 points from the article that support the use of direct instruction as a means to enhance learning and close the achievement gap.

### Demonstrate direct instruction 1

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Oct  
02

Due: Thursday, Oct 02 at 10:15 am

Teach complete effective teaching cycle in class.  
One point for each category listed on the rubric.

### Content Standards IRIS Module

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Oct  
14

Due: Tuesday, Oct 14 at 11:59 pm

<http://iris.peabody.vanderbilt.edu/module/cnm-5/>

### Providing Instructional Supports IRIS module

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Oct  
16

Due: Thursday, Oct 16 at 11:59 pm

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

### Reading 9 Assigned to read one of three articles

Oct  
21

Due: Tuesday, Oct 21 at 8:50 am

You will be assigned to read on of the three articles and write study guide questions. Questions and answers must be well written and well thought out. Questions must be reflective of the whole reading with no grammar or spelling errors in order to receive full credit.  
Study guide questions are to be submitted prior to class to receive credit. AND bring your questions to class HARD COPY.

### Draft lesson plan #1

Oct  
21

Due: Tuesday, Oct 21 at 10:15 am

Submit complete direct instruction lesson plan as a group.  
Each rubric category will be worth half of the possible points on the posted rubric.

### IPT Newspaper

Oct  
23

Due: Thursday, Oct 23 at 8:50 am

Send a link to your IP&T newspaper to [joann\\_munk@byu.edu](mailto:joann_munk@byu.edu)  
The grading rubric is found under the content tab on LS

### Demonstrate direct instruction 2

Oct  
28

Due: Tuesday, Oct 28 at 10:15 am

### Draft Lesson Plan #2

Oct  
30

Due: Thursday, Oct 30 at 5:00 pm

Direct Instruction group lesson

### Final lesson plan

Nov  
04

Due: Tuesday, Nov 04 at 8:55 am

Submit final lesson plan

### Mid Term Exam

Nov  
06

Due: Thursday, Nov 06 at 10:15 am

### Partner Direction Instruction 3

Nov  
11

Due: Tuesday, Nov 11 at 10:15 am

Deliver a direct instruction lesson in pairs

### Reading 2--How Student Progress Monitoring Improves Instruction

Nov  
13

Due: Thursday, Nov 13 at 8:50 am

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

### Data recording and display

Nov  
18

Due: Tuesday, Nov 18 at 9:00 am

Data recording and display for case study lesson plan

### Math Span of Skills test

Nov  
18

Due: Tuesday, Nov 18 at 10:00 am

### Rtl Summary

Nov

20

Due: Thursday, Nov 20 at 5:00 pm

Summary of RtI after watching RtI videos in class.  
This assignment closes at 5:00 pm on 11/20/14

### RtI decision making

Dec

04

Due: Thursday, Dec 04 at 8:50 am

Making data-based decisions for response to intervention.  
This assignment is based on class session 12/2

### Final exam

Dec

11

Due: Thursday, Dec 11 at 10:00 am

Dec 16, 2014, 7 am to 10 am  
160 MCKB

## Schedule

Date	Class Topic	Group Assignments	Individual Assignments
Week 1			
T Sep 02 Tuesday	Introduction, overview of calendar and syllabus Your role as a special educator.  How to Find the Core Standards.docx <a href="#">Download</a>		
Th Sep 04 Thursday	What do we know about children's learning difficulties with reading, writing, math? Using the USOE curriculum standards <a href="http://www.schools.utah.gov">http://www.schools.utah.gov</a> <ul style="list-style-type: none"> <li>Core standards for Math K-6: <a href="http://schools.utah.gov/CURR/mathelem/Core/Utah-Core-Standards-in-Mathematics-Approved-Versio.aspx">http://schools.utah.gov/CURR/mathelem/Core/Utah-Core-Standards-in-Mathematics-Approved-Versio.aspx</a></li> <li>Core standards for Language Arts K-5: <a href="http://www.schools.utah.gov/CURR/langartsec/Language-Arts-Secondary-Home/LangArts-CE-web.aspx">http://www.schools.utah.gov/CURR/langartsec/Language-Arts-Secondary-Home/LangArts-CE-web.aspx</a></li> </ul>	Utah Core Curriculum Search bookmark on your personal electronic devise.  Review of Learner Characteristics from 403	
Week 2			
T Sep 09 Tuesday	Writing PLAAFPS, IEP goals: Understanding the big picture.		Read/review Chapters 1 and 2 "Guide to Writing Quality IEPs" (Gibb & Dyches, 2007)  <b>Core Curriculum Search</b>
Th Sep 11 Thursday	Form learning teams. <b>Student case study</b> PLAAFP statements		<b>Written IEP Description</b> <b>Reading 3 Prater &amp; UDL</b>  Read pages 51-57 from "Teaching Strategies for Students with Mild/Moderate Disabilities" (Prater, 2007). [Posted in LS under CONTENT]  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 general education classroom Click the link to learn more about UDL. Read pages 1-10. <a href="http://iris.peabody.vanderbilt.edu/module/udl/cresource/how-can-teachers-at-sycamore-middle-school-meet-the-educational-needs-of-all-of-their-students/udl_01/">http://iris.peabody.vanderbilt.edu/module/udl/cresource/how-can-teachers-at-sycamore-middle-school-meet-the-educational-needs-of-all-of-their-students/udl_01/</a>
Week 3			
T Sep 16 Tuesday	Unit task analysis for case study student Annual Goals	<b>Case study (Submit online in LS)</b>	<b>Reading 4 Garguilo &amp; Metcalf</b>  Read pages 188-201 from "Teaching in Today's Inclusive Classrooms" (Garguilo & Metcalf, 2013). (Posted in LS under CONTENT)
Th Sep 18 Thursday	Unit task analysis for case study student		

	Unit objectives		
Week 4			
T Sep 23 Tuesday	Unit task analysis for case study student Weekly teaching plan		
Th Sep 25 Thursday	Direct instruction, effective teaching cycle Lesson task analysis	<b>Unit Task Analysis for case study student</b>	<b>Reading 5 Prater Direct Teaching</b>
Week 5			
T Sep 30 Tuesday	Direct instruction, effective teaching cycle Write a scripted lesson plan--group Write a scripted lesson plan--individual		<b>Reading 6 Direct Instruction (Kozloff) Reading Guide</b>
Th Oct 02 Thursday	Lesson planning for direct instruction		<b>Demonstrate direct instruction 1</b> <b>Reading 7 Principles of Instruction</b>
Week 6			
T Oct 07 Tuesday	Lesson planning for direct instruction Guest: Ingrid Shurtleff, Provo District, Timpview High Resource		Reading 8 - Rationale for teachers from "Reading Mastery" 3rd grade level
Th Oct 09 Thursday	Lesson planning for direct instruction		
Week 7			
T Oct 14 Tuesday	Complete IRIS module NO CLASS	NO CLASS	<b>Content Standards IRIS Module</b>
Th Oct 16 Thursday	NO CLASS	NO CLASS	<b>Providing Instructional Supports IRIS module</b>
Week 8			
T Oct 21 Tuesday	Lesson Planning	<b>Draft lesson plan #1</b> Grading rubric posted under Content	<b>Reading 9 Assigned to read one of three articles</b>
Th Oct 23 Thursday	Lesson Planning		<b>IPT Newspaper</b>
Week 9			
T Oct 28 Tuesday	Teaching with direct instruction	Grading Rubric posted under Content in Learning Suite	<b>Demonstrate direct instruction 2</b> Reading 9- Comparing Direct Instruction, Explicit Instruction, and Universal Principles of Design (posted under Content in LS)
Th Oct 30 Thursday	Teaching with direct instruction	<b>Draft Lesson Plan #2</b>	
Week 10			
T Nov 04 Tuesday	Teaching with direct instruction		<b>Final lesson plan</b>
Th Nov 06 Thursday	<b>Mid Term Exam</b>	Midterm Exam in class	
Week 11			
T Nov 11 Tuesday	video example Direct Instruction teaching with partner preparation day	lesson plan	<b>Partner Direction Instruction 3</b>
Th Nov 13 Thursday	Data-based decision making		<b>Reading 2--How Student Progress Monitoring Improves Instruction</b>
Week 12			
T Nov 18 Tuesday	Reporting Student Progress	<b>Math Span of Skills test</b> <b>Data recording</b>	

		recording and display	
Th Nov 20 Thursday	RTI assignment discussion		<b>Rti Summary</b>
Week 13			
T Nov 25 Tuesday	<b>Friday Instruction</b>	NO CLASS	
W Nov 26 Wednesday	<b>No Classes</b>		
Th Nov 27 Thursday	<b>Thanksgiving Holiday</b>	Enjoy the Holiday!	
Week 14			
T Dec 02 Tuesday	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 slope. (D) Calculating an Aim Line and identifying students at risk.		
Th Dec 04 Thursday	Response to Intervention Multi-tiered Student Support (MTSS) Differentiated instruction Guest: Devan Healey, Director UMTSS, Teaching & Learning		<b>Rti decision making</b>
Week 15			
T Dec 09 Tuesday	Response to Intervention Multi-tiered Student Support (MTSS) Teaching academic skills in upper grades Guest: Megan Langford, Nebo School District		
Th Dec 11 Thursday	Review Planning – instruction – decision making – reporting Flex day – everything completed?  <b>Final exam</b>		
Week 16			
T Dec 16 Tuesday			
Th Dec 18 Thursday			

## 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.

### 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.

### Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

## **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