

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

Oct
31

Due: Tuesday, Oct 31 at 3:00 pm

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

Individualized Education Programs Quiz

Nov
02

Due: Thursday, Nov 02 at 3:00 pm

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

IRIS Module

Nov
02

Due: Thursday, Nov 02 at 11:55 pm

IRIS Module 1- RTI- Assessment Questions

Co-Teaching and Co-Planning Quiz

Nov
07

Due: Tuesday, Nov 07 at 3:00 pm

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

Co-Teaching Assignment

Nov
14

Due: Tuesday, Nov 14 at 1:00 pm

Co-Teaching Assignment.2014.whole class.doc [Download \(plugins/Upload/fileDownload.php?fileId=48fe858e-cgfR-K10T-5Zbw-ji8abfb3beb1&pubhash=HHkmr7YLsFg1GmFjAgZzkOPIJzrDIH6uN7PSUmALCNws_wV2tEX42vDKsg4CT1h1_YmYLhv_fEJkxYYJLqSwSg==\)](http://download.plugins/Upload/fileDownload.php?fileId=48fe858e-cgfR-K10T-5Zbw-ji8abfb3beb1&pubhash=HHkmr7YLsFg1GmFjAgZzkOPIJzrDIH6uN7PSUmALCNws_wV2tEX42vDKsg4CT1h1_YmYLhv_fEJkxYYJLqSwSg==)

Communication Disorders Quiz

Nov
16

Due: Thursday, Nov 16 at 3:00 pm

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

Brittney

Nov
16

Due: Thursday, Nov 16 at 3:00 pm

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

Isabel

Nov
16

Due: Thursday, Nov 16 at 3:00 pm

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

James

Nov
16

Due: Thursday, Nov 16 at 3:00 pm

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

Shawn

Nov
16

Due: Thursday, Nov 16 at 3:00 pm

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

Learning Goals Assignment

Nov
30

Due: Thursday, Nov 30 at 11:00 am

Professional Learning Community Assignment Fall 2015 .docx [Download \(plugins/Upload/fileDownload.php?fileId=bf1a93a0-JYgr-VTvq-0zrw-Ud2182eca362&pubhash=ISYAHu82V18geRhafpj_mSwqGRnuQXxsUlbpEbHFZIE0Tj8cYYRciXmqoE2ogipTGjB-DrrEzwp9dSmzSfgcZA==\)](#)

Common Assessment Plan

Dec
05

Due: Tuesday, Dec 05 at 11:00 am

Professional Learning Community Assignment Fall 2015 .docx [Download \(plugins/Upload/fileDownload.php?fileId=bf1a93a0-JYgr-VTvq-0zrw-Ud2182eca362&pubhash=ISYAHu82V18geRhafpj_mSwqGRnuQXxsUlbpEbHFZIE0Tj8cYYRciXmqoE2ogipTGjB-DrrEzwp9dSmzSfgcZA==\)](#)

Classroom Strategies Quiz

Dec
05

Due: Tuesday, Dec 05 at 3:00 pm

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

Universal Design Quiz

Dec
05

Due: Tuesday, Dec 05 at 3:00 pm

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

Classroom Management Quiz

Dec
07

Due: Thursday, Dec 07 at 3:00 pm

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

Universal Design for Instruction

Dec
07

Due: Thursday, Dec 07 at 11:55 pm

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		

Common Management Plan

Dec
12

Due: Tuesday, Dec 12 at 11:00 am

Assessment Quiz

Dec
12

Due: Tuesday, Dec 12 at 3:00 pm

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

Supplementary and Intensive Instruction Quiz

Dec
12

Due: Tuesday, Dec 12 at 3:00 pm

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

Teaching Video

Dec
12

Due: Tuesday, Dec 12 at 11:59 pm

Complete 12 observation hours

Dec
14

Due: Thursday, Dec 14 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.

Professional Learning Community Instruction Decision Making

Dec
14

Due: Thursday, Dec 14 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

Disability Experiences

Dec
14

Due: Thursday, Dec 14 at 11:55 pm

Disability Experiences

Experiences in Working with Students with Disabilities.doc [Download \(plugins/Upload/fileDownload.php?fileId=7dd81afe-gK8W-jVMd-qdg1-n2fb30f86961&pubhash=vcJThFTLdzwXHZUSGTyj_z2SJN9f6AkpQH1yzTO5ELxogTG4v1pDDOd9Q7ScRwD-wCEMGYWFf8vGY972t_FNQ==\)](#)

PLC Meeting

Dec
14

Due: Thursday, Dec 14 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

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

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

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	Column 2	Column 3
Week 1			
Th Oct 26 Thursday	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Introduction to Course Special Education Law What is a disability?	Special Ed Law Quiz Opens James Opens Isabel Opens Brittney Opens Shawn Opens
Week 2			
T Oct 31 Tuesday	How to I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)	No class. Response to Intervention (RTI) Reading Due: Special Ed Law and Brittany, Shawn, Isabel, or James	Special Ed Law Quiz Closes 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 Individualized Education Programs Quiz Opens Sign up sheet for classrooms https://docs.google.com/spreadsheets/d/1SGdkMDH_PYn9w3inRH2fKmk829DLnfMUQR4XbieWwc/edit#gid=0
Th Nov 02 Thursday	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Response to Intervention (RTI) Individualized Education Programs (IEP's) Reading Due: Individualized Education Programs and Brittany, Shawn, Isabel, or James Get organized into Co-teaching groups. Bring references to class next time.	Individualized Education Programs Quiz Closes IRIS Module Co-Teaching and Co-Planning Quiz Opens
Week 3			

T Nov 07 Tuesday	How do I choose appropriate strategies, accommodations, resources, sequencing, technical tools and demonstration of learning that addresses students specific needs? (UETS Standard #6 and #7)	Co-Teaching Co-Plan for Co-Teaching Assignment Readings: Co-Teaching and Co-Planning and Brittany, Shawn, Isabel, or James	Co-Teaching and Co-Planning Quiz Closes
Th Nov 09 Thursday	How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)	Co-Teaching Assignment	
Week 4			
T Nov 14 Tuesday	How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)	High Incidence Disabilities: Intellectual Disabilities High Incidence Disabilities: Learning Disabilities	Co-Teaching Assignment Communication Disorders Quiz Opens
Th Nov 16 Thursday	How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)	High Incidence Disabilities: Communication Disorders Low Incidence Disabilities: Autism Readings: Communication Disorders and Brittany, Shawn, Isabel, and James all due today	Communication Disorders Quiz Closes Brittney Closes Isabel Closes James Closes Shawn Closes
Week 5			
T Nov 21 Tuesday	Friday Instruction	No class	Classroom Strategies Quiz Opens
W Nov 22 Wednesday	No Classes		
Th Nov 23 Thursday	Thanksgiving	No class	
Week 6			

T Nov 28 Tuesday	<p>How do I participate actively as a part of a learning community to share responsibility for decision-making and accountability for each student's learning? (UETS Standard #9)</p>	<p>Professional Learning Communities in Secondary Settings</p> <p>Readings: Professional Learning Communities</p> <p>Readings: Read one classroom strategies content page (visual, writing, reading, math, science, memory). You will take the quiz when you have completed three.</p> <p>Complete the <i>Learning Goals Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>	<p>Assessment Quiz Opens</p>
Th Nov 30 Thursday	<p>How do I design and select preassssments, formative, and summative assessments in a variety of formats that match learning objectives and engage all learners in demonstrating knowledge and skills? (UETS Standard #5)</p>	<p>Assessment</p> <p>Readings: Assessment</p> <p>Readings: Read one classroom strategies content page (visual, writing, reading, math, science, memory). You will take the quiz when you have completed three.</p> <p>Complete the <i>Common Assessment Plan Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>	<p>Universal Design Quiz Opens Learning Goals Assignment</p>
Week 7			

T Dec 05 Tuesday	<p>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)</p>	<p>Universal Design for Learning Whole Class Instruction</p> <p>Readings: Read one classroom strategies content page (visual, writing, reading, math, science, memory). You will take the quiz after you have completed three.</p> <p>Complete the <i>Universal Design for Instruction Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>	<p>Classroom Strategies Quiz Closes Universal Design Quiz Closes Common Assessment Plan Classroom Management Quiz Opens</p>
Th Dec 07 Thursday	<p>How do I use classroom management strategies that allow me to maintain a positive learning environment for all students? (UETS Standard #3)</p> <p>How do I create an environment that maximizes the potential of students with disabilities while maintaining appropriate expectations for all students? (UETS Standard #2 and #3)</p>	<p>Classroom Management</p> <p>Readings: Classroom Management and Classroom Strategies</p> <p>Complete the <i>Common Classroom Management Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>	<p>Classroom Management Quiz Closes Universal Design for Instruction Supplementary and Intensive Instruction Quiz Opens</p>

Week 8

T Dec 12 Tuesday	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)	<p>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</p> <p>Complete the <i>Teacher Instructional Decision-Making Assignment</i> and the <i>Professional Learning Community Instructional Decision-Making Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p> <p>Readings: Supplementary and Intensive Instruction</p>	<p>Supplementary and Intensive Instruction Quiz Closes Assessment Quiz Closes Common Management Plan Teaching Video</p>
Th Dec 14 Thursday		<p>Sign up for a final PLC meeting</p> <p>PLC Meetings</p>	<p>Professional Learning Community Instruction Decision Making Complete 12 observation hours Disability Experiences PLC Meeting</p>
Week 9			
W Dec 20 Wednesday	<p>Final Exam: 160 MCKB 3:00pm - 6:00pm</p>		
Th Dec 21 Thursday			