

Syllabus CPSE 466R
Brigham Young University
Department of Counseling Psychology and Special Education
SPRING Term 2016

Course & Title: CPSE 466R, Practicum in Teaching Students with Mild/Moderate Disabilities Preparation Course

Course Credit: 2.0 Hour (T grade for Spring)

Room & Time: 355 MCKB, Wed 3:30-5:20

Instructor: Jo Ann Munk, M.S.
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422-9133

Office Hours: Open door policy

Course Description: This course introduces teacher candidates to the requirements for Summer Term 466R by reviewing effective teaching strategies, classroom management techniques, collaboration and assessment procedures.

Prerequisites: Admission to the special education program. Successful completion of CPSE 420, 410, 400, 430, 440, 442, 452, 462.

Course Objectives:

1. Develop a classroom management plan that includes 4-6 operational rules, positive and negative consequences, reinforcement menu and explanation of routines and reward system.
2. Administer DIBELS, math CBA assessment to students and record data.
3. Compile and organize summer teaching materials, including instructional binders.
4. Practice effective self-reflection skills.
5. Teach and evaluate language arts and math lessons.
6. Review forms and expectations for Summer Term 466R.
7. Set-up summer teaching classroom.

Course Expectations:

1. Observe BYU Honor Code on and off campus.
2. Be prepared to fulfill all teaching obligations for Summer Term.
3. Demonstrate appropriate professional behaviors by attending required classes and being punctual to those classes.
4. Demonstrate appropriate collaboration skills with staff, students, and parents.
5. All written reports and assignments should be professional: proof-read prior to submission. Reports should be free of spelling, grammatical and typographical errors. All assignments must be typed.
6. Hand in all assignments on or prior to the due date. Late assignments will be accepted *if* prior arrangements were made and approved by the instructor.
7. To complete the spring practicum, you will:
 - a. Prepare four instructional binders for use Summer Term.
 - b. Plan, teach and review instructional lessons with your mentor teacher.
 - c. Participate in District Testing Night completing all items on associated rubric.

- d. Set-up classroom and post classroom management plan, schedule and routines in teaching area.
- e. Complete a written test on the 466R Summer Syllabus.

Course Content:

The practicum experience is an opportunity to implement skills taught in courses taken to date from the Special Education Department and courses enrolled in this term.

Methodologies/Teaching Strategies:

Group work, one-on-one supervision and feedback.

Grading: All assignments in this course are designed to prepare you to be successful in your future teaching settings. You are expected to perform all tasks at the mastery level. You have been well trained in your classes and will do well. I'm confident!! You will receive a "T" grade on your transcript for this term. The points you earn in this term will be included in your final point total for Summer Term when a letter grade is assigned.

Materials:

Mild/Moderate Summer Practicum Materials Binder packet

Morningside Math Facts Packet

DIBELS Materials from CPSE 430

Assignments:

1. *Collaboration/Self-Reflection: View videos & meet with mentor*
2. *Classroom Management: As a teaching site develop positively stated **classroom rules**, positive and negative consequences, and a reinforcement menu.*
 - Create and prepare a **Home Note** to be handed out after weeks 1, 3, and 6 (as a minimum) (activities, academic and social skills taught, good news, etc.)
 - Create and prepare **Praise Notes** for daily use (enough for Summer: 1/day)
3. *Setting Up a Classroom: prepare your teaching area on the scheduled set-up day using the requirements stated on the rubric*
4. *Materials Preparation: prepare four binders.*
 - **Binder One** will contain Summer Practicum Materials Binder divided into sections with tabs
 1. *Syllabus/rubrics*
 2. *Schedules*
 3. *Assessment Initial Placement*
 4. *Lesson Planning/Data Collection*
 - *Math*
 - *Writing*

- *Reading Mastery*

5. *Social/behavior strategies*

6. *Feedback*

- **Binder Two** will contain all current daily instructional teaching materials and daily lesson plans, Summer Framework for each teaching area, current Weekly Teaching Overview, and current Weekly Data Overview. Purchase a 1" binder. You will hand this daily binder to your mentor teacher for daily review at 8:00 am.
- **Binder Three** (spiral bound) will contain DIBELS materials
 1. Progress Monitoring Assessments
 2. Benchmark Assessment
 3. Administration and Scoring Guide (**PRINT THIS!!**)
- **Binder Four** will be the Morningside Math Fluency Packet purchased at the bookstore.

5. *Testing Night*: administer DIBELS Benchmark Assessment and Math CBA, record student data and create instructional groups.

6. *Language Arts*

Reading Mastery: You will complete a teaching video for the grade level you have been assigned to teach.

- Review how to use teaching and student materials
- Review visual signals, auditory signals, touch signals
- Review feedback for students (error correction for signal and response errors) (praise for academic and behavior correct responses)
- Video the entire lesson

Writing and Penmanship: You will learn to administer the writing CBA and teach the penmanship directives

7. *Math*: You will group students based on Testing Night CBA. With your Mentor Teacher, you will:

- Complete the Daily Teaching Schedule 6 week form
- Write & submit one scripted daily lesson plan
- Teach the lesson plan and receive feedback

Morningside Math: You will learn and practice how to implement program materials. You will memorize each directive.

8. *Summer Syllabus Test*: You will read and study the 466R Summer Term syllabus and complete a test of the information listed.

Objective	INTASC Standard	Assessment
CC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.	8	Math curriculum based assessment Reading--IRI
GC4S1 Use research-supported methods for academic and nonacademic instruction of individuals with disabilities.	4	Direct instruction observations
GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities.	4	Strategy assignments Final project
GC4S4 Use reading methods appropriate to individuals with disabilities.	7	RM/direct instruction daily instruction
GC4S5 Use methods to teach mathematics appropriate to the individuals with disabilities.	4	Direct instruction observations Lesson plan evaluations
GC4S6 Modify pace of instruction and provide organizational cues.	7	Direct instruction observation Daily formative feedback
GC4S11 Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.	4	RM methodologies
GC4S12 Use responses and errors to guide instructional decisions and provide feedback to learners.	8	Corrective teaching Daily data assessment
GC4S14 Implement systematic instruction in teaching reading comprehension and monitoring strategies.	4	RM methodologies
GC4S15 Teach strategies for organizing and composing written products.	4	RM methodologies
GC4S16 Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.	4	RM methodologies
CC5S1 Create a safe equitable, positive and supportive learning environment in which diversities are valued.	5	Observations Teacher behavior scale
CC5S2 Identify realistic expectations for personal and social behavior in various settings.	5	Social skills instruction
CC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments	8	Math daily data Reading practice time checklists
CC5S10 Use effective and varied behavior management strategies.	9, 5	Classroom management implementation
GC5S4 Teach individuals with disabilities to give and receive meaningful feedback from peers and adults.	2, 4	Social skills instruction
GC6S1 Enhance vocabulary development.	4	RM methodologies
GC6S2 Teach strategies for spelling accuracy and generalization.	4	RM methodologies
GC6S3 Teach individuals with disabilities to monitor for errors in oral and written language.	8	RM methodologies
GC6S4 Teach methods and strategies for producing legible documents.	4	RM methodologies
CC7S5 Use task analysis.	7	Daily math lesson plans
CC7S6 Sequence, implement, and evaluate individualized learning objectives.	7	Summer IEP and objectives
CC7S7 Integrate affective, social, and life skills with academic curricula.	2, 4	Social skills instruction
CC7S10 Prepare lesson plans.	1, 4	Graded academic lesson plans Graded social skills lesson plans
CC7S11 Prepare and organize materials to implement daily lesson plans.	7	Daily instruction binder
CC7S12 Use instructional time effectively.	7	Direct instruction observation Praise and response rates

GC7S1 Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.	5	Classroom management system
GC7S3 Plan and implement age- and ability-appropriate instruction for individuals with disabilities.	2	Curriculum Based assessment Data collection procedures
GC7S8 Design, implement, and evaluate instructional programs that enhance social participation across environments	1, 2, 5	Site-wide social skills instruction and generalize techniques

Disability Accommodation Statement: Brigham Young University is committed to providing a working and leaning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the University Accessibility Center.

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. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

Preventing 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. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. IF you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 422-2847.

Evaluation: Spring—these points will roll over to your Summer 466R point total

Collaboration/Self-Reflection	5 points
Binders (4 binders x 3 pt each)	12 points
Summer Syllabus Quiz	10 points
Classroom Management	10 points
District Testing Night	15 points
Reading Mastery	10 points
Math Microteaching	10 points
Morningside Math	10 points
Writing/Penmanship	10 points
Classroom Set-up	15 points
Attendance Log	25 points
TOTAL	132 points

Bibliography.

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