

CPSE 430 - Teaching Reading/LA Disabilities

Winter 2017

Section 002: 341 MCKB on M W from 9:00 am - 10:15 am

Instructor/TA Info

Instructor Information

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Course Information

Description

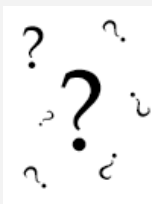
This course teaches a practical and hands on approach for teaching reading and writing to students with disabilities. Teacher candidates will learn to develop and deliver instruction and assess student performance in the critical areas of reading and writing.

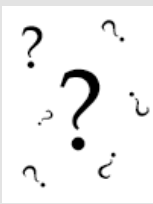
Prerequisites

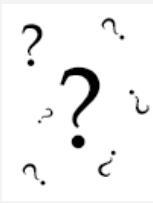
Admission to special education major or licensure program.

Materials

Item	Price (new)	Price (used)
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	FUND IN SENTENCE WRITING STUDENT MATERIALS (NOT CD) <i>Required</i> by SHELDON, J	16.70
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	<p>TEACHING RDG STUDENTS AT RISK W/ACCESS PKG 3E 3-HOLE <i>Required</i> by BURSUCK, W</p>	<p>72.00</p>
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	<p>FUND IN SENTENCE WRITING INSTR MANUAL #4-1015A <i>Required</i> by SCHUMAKER, J</p>	<p>26.65</p>
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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

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 are expected to come to each class session prepared and to participate professionally throughout class. This means that you are engaged with the lecture or group discussions and not using electronic devices for anything other than note taking or completing in class assignments. Concerns with attendance and/or professionalism will result in a conference with the professor and a 10% drop in your grade.

The Interstate New Teachers Assessment and Support Consortium (INTASC)

The CEC Standards

In 1922 the founders of CEC embraced professional standards and ethics for the field of special education. As the recognized leader for special education professional standards, CEC develops standards, ethics and practices and guidelines to assure that individuals with exceptionalities have well-prepared, career-oriented special educators.

CEC Initial Preparation Standards (2012)

Learner and Learning

1.Learner Development and Individual Learning Differences

2.Learning Environments

Content Knowledge and Professional Foundations

3. Curricular Content Knowledge
Instructional Pedagogy
4. Assessment
5. Instructional Planning and Strategies
Professionalism and Collaboration
6. Professional Learning and Practice
7. Collaboration

Assignments

Assignment Description

IRIS Module Exam

Due: Wednesday, Jan 11 at 9:00 am

Take this test as a measure of your understanding of the RTI IRIS Module
Print DIBELS Next Benchmark materials

Due: Wednesday, Jan 18 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**

*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 11. 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.

Study Guide #1

Due: Wednesday, Jan 25 at 9:00 am

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

Study Guide #1 Quiz

Due: Wednesday, Jan 25 at 9:00 am

This is the individual portion of your study guide. This is a closed book quiz. 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 30 at 9:00 am

Benchmark Assignment

1. Find two students who you will progress monitor this semester.

-One student should be reading between pre K and 1st grade.

Actual Age/Grade Level: Age 3-Grade 6

Skill Level: minimum skills know some letter names and sounds and maximum skills read on a 1st grade level

-One student should be reading above 2nd grade

Actual Age/Grade Level: Grade 1-Grade 12

Skill Level: minimum skills read on a third grade level and maximum skills read on a 8th grade level

2. Give the following benchmark tests to the student reading preK to 1st grade

-Give the 1st grade DIBELS Assessment LNF, PSF, NWF, DORF

-Writing CBA

3. Give the following benchmark tests to the student reading above 2nd grade

-Give the 1st grade DIBLES Benchmark Assessment LNF, PSF, NWF, DORF

-Give the DIBELS Benchmark Assessment for their grade level

-Writing CBA

-DAZE 3rd Grade

4. Bring completed benchmark materials to class on Jan 30th

Study Guide #2

Due: Wednesday, Feb 01 at 9:00 am

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

Study Guide #2 Quiz

Due: Wednesday, Feb 01 at 9:00 am

This is the individual portion of your study guide. This is a closed note quiz. 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 13 at 9:00 am

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

Study Guide #3 Quiz

Due: Monday, Feb 13 at 9:00 am

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

Phonemic Awareness Assignment

Due: Monday, Feb 13 at 11:59 pm

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

Please complete this assignment on a google doc and share the google doc with CPSE430nelson@gmail.com

Phonemic Awareness Assignment.2017.docx [Download](#)

Phonemic Awareness Assignment Rubric.2017.docx [Download](#)

Progress Monitoring Graphs

Due: Wednesday, Feb 15 at 11:59 pm

Progress Monitoring Graphs

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

1. For the beginning reader progress monitor in all deficit areas as determined by your DIBELS benchmark Data (at least 2 areas). Prepare graphs in all areas in which you are progress monitoring.
2. For the advanced reader progress monitor in all deficit areas as determined by your DIBELS, Daze, and writing benchmark Data. You must progress monitor this student in ORF, DAZE and Writing (Using the writing CBM). Prepare graphs in all areas in which you are progress monitoring.
3. For the advanced reader Use Survey Level Assessment to determine students reading level and what level you will progress monitor them in DORF (Turn in survey level assessment form if used to determine progress monitoring level)
4. Each graph should include a benchmark, target, and aimline.
5. The graph should be labeled according to instructions learned in CPSE 410.

Summary

Younger student (at least 2 DIBELS graphs)

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

6. Upload your graphs to your IP&T Website
7. Submit a link to your graphs on Learning Suite by Feb 15.
8. Turn in your Survey Level Assessment and Writing CBM for your advanced reader in class on Feb 15.

Study Guide #4

Due: Wednesday, Feb 22 at 9:00 am

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

Study Guide #4 Quiz

Due: Wednesday, Feb 22 at 9:00 am

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

Phonics Beginning Reading-Alphabetic Principle

Due: Wednesday, Feb 22 at 11:59 pm

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

Please complete this assignment on google docs and share it with CPSE430nelson@gmail.com

Alphabetic Principle Assignment.2017.docx Download

Alphabetic Principle Assignment Rubric.2017.docx Download

Pinterest Boards Evidence Based Practices

Due: Monday, Feb 27 at 11:59 pm

Send your link to your pinterest boards to CPSE430nelson@gmail.com

Study Guide #5

Due: Wednesday, Mar 01 at 9:00 am

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

Study Guide #5 Quiz

Due: Wednesday, Mar 01 at 9:00 am

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

Progress Monitoring Midterm Submission

Due: Monday, Mar 06 at 9:00 am

Progress Monitoring Mid Term

1. You must have one benchmark score and one progress monitoring score for each graph you submit.
2. Each graph should include a benchmark, target and aimline. The graph should be labeled according to instructions learned in CPSE 410.
3. The graphs should be uploaded to your IP&T website.

4. Submit your link to all your progress monitoring graphs on Learning Suite by March 1.

4. Turn in your progress monitoring booklets and writing CBM in class on March 1.

Study Guide #6

Due: Wednesday, Mar 08 at 9:00 am

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

Study Guide #6 Quiz

Due: Wednesday, Mar 08 at 9:00 am

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

Advanced Word Reading and Fluency Assignment

Due: Wednesday, Mar 08 at 11:59 pm

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

Complete this assignment using Google docs and share it with

CPSE430nelson@gmail.com

Study Guide Quiz #7

Due: Wednesday, Mar 15 at 9:00 am

This is the individual portion of your study guide. This is a closed book quiz. 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 15 at 9:00 am

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

Comprehension Assignment

Due: Monday, Apr 03 at 11:59 pm

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

Complete this assignment on Google docs. Share it with CPSE430nelson@gmail.com

Comprehension Individual Lesson Plan

Due: Monday, Apr 03 at 11:59 pm

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.

Submit the lesson plan on Learning Suite.

THE OFFICIAL DI LP Template 2015.docx [Download](#)

Promethean Board Individual

Due: Monday, Apr 10 at 9:00 am

You will receive an individual score out of 10 points for your lesson. You will be graded on your teaching manner, your understanding of the reading elements you are teaching, your use of the lesson enhancements we learned in class, your comfort level with using technology, and using your time well.

Prometheum Board Assignment Group

Due: Monday, Apr 10 at 9:00 am

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

You will work with your study guide group to prepare a 20 minute lesson using any of the strategies you have learned in class this semester. Your lesson can cover one of the 5 elements of reading we have discussed in class or it can cover multiple elements. You should submit a written lesson plan that includes a PLAAFP, IEP goal, unit objective, and daily objective based on one of your DIBELS students. Please also include an outline of your teaching strategies and how you will assess the lesson.

You will be given a group score out of 15 based on your skills in using the promethean board, your knowledge of reading instruction, your ability to use the lesson enhancements we have discussed in class, and your teaching demeanor.

CPSE 430 CBM

Due: Monday, Apr 17 at 1:00 am

The CPSE 430 Curriculum Based Measure is taken in class. It is worth 20 points. To receive full points you need to score 50/55. 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.

Progress Monitoring Final Submission

Due: Wednesday, Apr 19 at 9:00 am

Progress Monitoring Final Submission

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. Each graph should be added to your IP&T Website
4. Submit your link to all your progress monitoring graphs on Learning Suite by April 19.
5. Submit a page with 2 recommendations for each area the student was progress monitored in on learning suite by April 19.

6. You do not need to re-submit your booklets.

Writing Assignment

Due: Wednesday, Apr 19 at 11:59 pm

Writing Assignment

This assignment will be completed individually based on your summer practicum assignment. Submit this assignment on LS.

You will use the Summer Writing Scope and Sequence to plan your unit.

Summer Writing Scope and Sequence .docx [Download](#)

Writing Individual Lesson Plan

Due: Wednesday, Apr 19 at 11:59 pm

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.

Submit the lesson plan on Learning Suite

THE OFFICIAL DI LP Template 2015.docx [Download](#)

Schedule

Date	Column 3	Column 2	Assignments
M Jan 09 Monday	No class today	IRIS Module http://iris.peabody.vanderbilt.edu/module/rti03-reading/#content	Complete the IRIS module outside of class. After you have completed the module, study the key information and then take the

			closed note quiz.
			IRIS Module Exam Opens
W Jan 11 Wednesday	Introduction to Course		IRIS Module Exam Closes
M Jan 16 Monday	Martin Luther King Jr Day No Class		
W Jan 18 Wednesday	Benchmark Review DIBELS Daze Writing CBA		Print DIBELS Next Benchmark materials
M Jan 23 Monday	Progress Monitoring for Reading and Writing in a Multi-Tiered Model		Study Guide # Quiz Opens
W Jan 25 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 # Quiz Closes Study Guide # Quiz Opens Study Guide #

M Jan 30 Monday	Progress Monitoring for Reading and Writing in a Multi-Tiered Model		Progress Monitoring Benchmark
W Feb 01 Wednesday	Phonemic Awareness	Read Ch. 2 in <i>Teaching Reading to Students Who Are at Risk or Have Disabilities</i> Bring your benchmark data for your younger reader.	Study Guide # Quiz Closes Study Guide # Quiz Opens Study Guide #
M Feb 06 Monday	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.	Bring Bursick and Damer Text to class Bring your benchmark data for your younger reader.	
W Feb 08 Wednesday	Phonemic Awareness In Class Assignment You must be present in class	Bring your benchmark data for your younger reader.	

to receive full credit for this assignment
Bring your DIBELS benchmark data for your early reader.

M Feb 13 Monday	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.	Read Ch. 3 in <i>Teaching Reading to Students Who Are at Risk or Have Disabilities</i>	Study Guide #1 Phonemic Awareness Assignment Study Guide #1 Quiz Opens Study Guide #1 Quiz Closes
W Feb 15 Wednesday	Alphabetic Principle		Progress Monitoring Graphs
M Feb 20 Monday	Presidents Day No class		
T Feb 21 Tuesday	Monday Instruction	Bring your benchmark data for your younger reader.	

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 22
Wednesday

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.

Read Ch. 4 in *Teaching Reading to Students
Who Are at Risk or Have Disabilities*

Bring your benchmark data for your younger
reader.

Study Guide #
Quiz Closes
Study Guide #
Phonics
Beginning
Reading-
Alphabetic
Principle
Study Guide #
Quiz Opens

M Feb 27
Monday

Advanced
Word Reading

Bring your benchmark data for your
older reader.

**Pinterest
Boards
Evidence**

			Based Practices
W Mar 01 Wednesday	Reading and Writing Fluency	Read Ch. 5 in <i>Teaching Reading to Students Who Are at Risk or Have Disabilities</i> Bring a chapter books that you think is on your older reader's level	Study Guide # Study Guide # Quiz Opens Study Guide # Quiz Closes
M Mar 06 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	Bring your benchmark data for your older reader.	Progress Monitoring Midterm Submission
W Mar 08 Wednesday	Advanced Word Reading In Class Assignment You must be present in class to receive full	Read Ch. 6 in <i>Teaching Reading to Students Who Are at Risk or Have Disabilities</i> Bring your benchmark data for your older reader.	Advanced Word Reading and Fluency Assignment Study Guide # Study Guide # Quiz Closes

	credit for this assignment Bring your DIBELS Benchmark data for your advanced reader		Study Guide Quiz #7 Open
M Mar 13 Monday	Vocabulary		
W Mar 15 Wednesday	Reading Comprehension	Read Ch. 7 in <i>Teaching Reading to Students Who Are at Risk or Have Disabilities</i>	Study Guide # Study Guide Quiz #7 Close
		Bring your benchmark data for your older reader.	
M Mar 20 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	Bring your benchmark data for your older reader.	

W Mar 22 Comprehension
Wednesday 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

M Mar 27 Comprehension
Monday 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

W Mar 29 Reading
Wednesday Mastery
 Prepare your
 lessons

M Apr 03 Monday	Reading Mastery teach your lessons		Comprehensi Individual Lesson Plan Comprehensi Assignment
W Apr 05 Wednesday	Fundamentals of Sentence Writing Bring Fundamentals of Sentence Writing Instructor's Manual and Student Materials to class.	Read Fundamentals of Sentence Writing Instructors Manual	
M Apr 10 Monday	Fundamentals of Sentence Writing Bring Fundamentals of Sentence Writing Instructor's Manual and Student Materials to class.		Prometheum Board Assignment Group Promethean Board Individual
W Apr 12 Wednesday	Fundamentals of Sentence Writing		

	Bring Fundamentals of Sentence Writing Instructor's Manual and Student Materials to class.	
M Apr 17 Monday	Writing Process	
W Apr 19 Wednesday	Secondary Writing SRSD	Progress Monitoring Final Submission Writing Assignment Writing Individual Lesson Plan
M Apr 24 Monday	Final Exam 11:00-2:00 We will have a proctored exam on this date at this time.	

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 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> 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.