

CPSE 452 - Eff Tch Str: M/M Disabilities

Fall 2016

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

Instructor/TA Info

Instructor Information

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TA 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

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.

Evidence-based Practices

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

Introduction

The role of an educator

Grading Scale

Grades	Percent
A	94%
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 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 class.

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

Core Curriculum Information

Due: Tuesday, Sep 06 at 8:50 am

Log on the site listed below:

<http://www.corestandards.org/about-the-standards/frequently-asked-questions/>

As a small group (a team of two) review the information listed in the bolded topics. Prepare an objective discussion (4 parent questions & 4 teacher answers) you could have with a parent who is questioning the use of Core Standards in your school.

Complete this assignment in writing. Be prepared to present in class.

Both team members will submit the same paper on Learning Suite. Remember to write your name and your teammate's name on your submission.

Reading #1

Due: Tuesday, Sep 06 at 8:50 am

Read the article that is under Reading #1 in the content tab. Create a list of academic difficulties and accompanying accommodations that students with learning concerns might manifest in their early school instruction. During class discussion on learner characteristics, be prepared to share a minimum of two insights with your group.

2 points for difficulty (one in reading/writing/and math)

2 points for accommodations (one in reading/writing/and math)

Submit difficulties and accommodations in writing through Learning Suite
Education in Zion DUE

Due: Tuesday, Sep 06 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

Core Curriculum Search DUE

Due: Thursday, Sep 08 at 8:50 am

CORE CURRI ASSIGN SHEET.docx Download

Access the USOE Common Core then complete the worksheet provided.

Gibb & Dyches "Guide to Writing Quality IEPs"

Due: Thursday, Sep 08 at 8:50 am

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

Submit a brief (3-5 sentences) statement on *your thoughts* as to the role of the IEP in special education.

Submit on Learning Suite

Gibb & Dyches "Guide to Writing Quality IEPs" 2

Due: Tuesday, Sep 13 at 8:50 am

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

Write a sentence stating you read the assignment.

Write the definition of standards-based IEP in your own words.

Submit both (in one document) on Learning Suite

Written IEP Description DUE

Due: Tuesday, Sep 13 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" 3

Due: Thursday, Sep 15 at 8:50 am

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

Submit a statement saying you read the outlined pages through Learning Suite.

Case study & PLAAFP

Due: Thursday, Sep 15 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.

Unit Task Analysis

Due: Thursday, Sep 22 at 8:50 pm

Complete the Unit Task Analysis

The template is posted under the Content tab, Unit Planning section.

Grade, Unit Title, PLAAFP (from previous assignment) = 1 point

IEP Annual Goal (written from the Core)= 4 points

3 Unit goals in ABCD format (Unit goals are rephrased/written from the

MASTERY patterns of aligned Core used above = 6 points

Choose one unit goal (state as topic, not ABCD)= .5

Task analyze skills = minimum of 5 @ .5 each = 2.5 points

Mock IEP

Due: Tuesday, Sep 27 at 8:50 am

This is an in-class assignment to be completed in groups.

MAG quiz

Due: Tuesday, Sep 27 at 8:50 am

Format for writing an ABCD objective

Weekly Teaching Plan

Due: Tuesday, Sep 27 at 8:50 am

Transfer the information from your Unit Task Analysis = 1 pt

Write the first 5 task analyzed lesson statements in ABCD format = 10 points

Write the name of all group members on your submission.

EBP IRIS module

Due: Thursday, Sep 29 at 8:50 am

Complete the assessment section of the IRIS module, Evidence Based Practice Part 1.

http://iris.peabody.vanderbilt.edu/module/ebp_01/

Reading 2 Direct Instruction (Kozloff) Reading Guide

Due: Thursday, Sep 29 at 8:50 am

Complete the accompanying Reading Guide as you complete the reading assignment.

Unit Task Analysis & Weekly Teaching Plan

Due: Thursday, Sep 29 at 8:50 am

Revised the Unit Task assignment with PLAAFP, MAG, UNIT, and a minimum of 5 task analyzed steps is due. Corrections completed = **2 points**

Revise the Weekly Teaching Plan with corrections completed = 2 points

The original NEEDS to be handed in with the revisions to each points.

DI Observation

Due: Tuesday, Oct 04 at 8:50 am

Use the posted [DI Observation Form 2016](#). The form is posted on the Content tab under the Rubrics heading.

Watch the "Direct Instruction HLA" video lesson. As you watch, fill out the [DI Form](#) based on the information from class discussions and Prater 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** to class on 10/4.

Reading 4 Prater Reading

Due: Tuesday, Oct 04 at 8:50 am

Read the posted chapter written by Dean Prater.

Create a visual representation to depict your impression of the phases. Include a brief written description of each phase of your visual.

Reading 3 See comments for your required reading

Due: Thursday, Oct 06 at 8:50 am

Read the article your group has been assigned as indicated below. Come class 10/6 having written three questions you had while reading the article and your response to those questions. Be prepared to *individually* discuss your assigned article. This is NOT a group effort.

Groups 1-4 Read: Principles of Instruction

Groups 5-8 Read: Other Direct Instruction Models

Groups 9-11 Read: Putting Students on the Path to Learning

Lesson Task Analysis

Due: Tuesday, Oct 11 at 8:50 am

Task analyze one objective from your Weekly Teaching Plan using a maximum of 5 steps.

Write as a group and submit on LS. Include all group member names.

ABCD objective = .5

TA = 2.5 points

Review/Opening Sections

Due: Thursday, Oct 13 at 8:50 am

Bring a **hard copy** of the review and opening sections to class, each member of the group needs a copy. You will teach, video and self-evaluate.

Be prepared to teach your sections.

Reading 5 Stein

Due: Thursday, Oct 13 at 11:59 pm

Submit a statement saying that you read the article and one meaningful point you learned.

Modeling Section

Due: Tuesday, Oct 18 at 8:50 am

Bring a **hard copy** of the modeling section to class, each member of the group needs a copy. You will teach, video and self-evaluate.

Revised Review/Opening Sections

Due: Tuesday, Oct 18 at 11:59 pm

Submit revised review and opening sections of your lesson plan

Guided Practice-Early

Due: Thursday, Oct 20 at 8:50 am

Bring a **hard copy** of the early guided practice section to class, each member of the group needs a copy.

You will teach, video, and self-evaluate your teaching.

Items on the rubric for this section are marked with an *.

Revised Modeling Section

Due: Thursday, Oct 20 at 11:59 pm

Submit the revised modeling section of your lesson plan.

Guided Practice-Middle & Late

Due: Tuesday, Oct 25 at 8:50 am

Bring a **hard copy** of the guided practice (middle and late sections) to class, each member of the group needs a copy. You will teach, video and self-evaluate.

Revised Early Guided Practice

Due: Tuesday, Oct 25 at 11:59 pm

Submit revised group oral section of your lesson plan.

Independent Practice & Closing

Due: Thursday, Oct 27 at 8:50 am

Bring a **hard copy** of the independent practice and closing sections to class, each member of the group needs a copy. You will teach, video and self-evaluate.

Revised Middle & Last Guided Practice

Due: Thursday, Oct 27 at 11:59 pm

Submit revised middle & last sections of guided practice.

Revised Independent Practice & Closing

Due: Friday, Oct 28 at 11:59 pm

Submit revised independent practice & closing sections of your lesson plan.

Teach LP #1

Due: Tuesday, Nov 01 at 8:50 am

Video yourself teaching your scripted lesson plan #1. Using the observation form provided, watch your lesson plan and fill in the observation form according to your performance.

Submit the video on Digital Dialog and turn in the observation form hard copy at the beginning of class with your final lesson plan.

Final Copy LP #1

Due: Tuesday, Nov 01 at 8:50 am

Combine the all sections of your lesson into one document and submit hard copy.

Mid Term Exam 2015

Due: Thursday, Nov 03 at 11:00 am

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

Lesson plan #2

Due: Tuesday, Nov 08 at 8:50 am

Submit lesson plan #2

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.

IRIS Module: Data based decision making

Due: Tuesday, Nov 08 at 8:50 am

Complete the IRIS module

<http://iris.peabody.vanderbilt.edu/module/dbi2/#content>

Reading 6 - How Student Progress Monitoring Improves Instruction

Due: Thursday, Nov 10 at 8:50 am

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

Two paragraph minimum

Gibb & Dyches "Guide to Writing Quality IEPs" 4

Due: Thursday, Nov 10 at 8:50 am

Third Edition: Read page 75-80

Second Edition: Read pages 59-64

READ THE PAGES LISTED AND POST A STATEMENT ON LS STATING THAT YOU COMPLETED THE READING

Reading Mastery CD

Due: Thursday, Nov 17 at 8:50 am

Complete the RM Overview worksheet by watching the RM videos associated with the worksheet with a partner.

Penmanship Teaching Video

Due: Tuesday, Nov 29 at 9:50 am

Memorize the directives for capital letter "S" of the alphabet. Video yourself teaching the letter of your choice and post on LS under Digital Dialog.

7 points

Create a laminated lined penmanship teaching chart for use in this video. Keep the chart for use in Summer Practicum.

3 points

IRIS UDL Assessment Questions

Due: Tuesday, Dec 06 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

Final exam Part 2

Due: Saturday, Dec 10 at 10:00 am

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Practical Video Exam

Due: Saturday, Dec 10 at 10:15 am

Complete the observation form provided as you view the video posted on Learning Suite.

Return the completed observation form to the instructor.

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> 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	Topics	Individual Assignment
M Aug 29 Monday	First Day of Fall Semester (08/29/2016 - 12/08/2016)	
T Aug 30 Tuesday	Introduction, overview of calendar and syllabus Your role as a teacher of students with disabilities.	
Th Sep 01 Thursday	Education in Zion	Tour the Education in class time.
M Sep 05 Monday	Labor Day	
T Sep 06 Tuesday	Add/Drop Deadline (Full Semester & 1st Term) Devotional: President and Sister Worthen	Education in Zion DU Reading #1

Objective #1

Learner Characteristics

What do we know about children's learning difficulties with reading, writing, math?

Objective #3

Using the USOE curriculum standards

<http://www.schools.utah.gov>

<http://www.schools.utah.gov/CURR/mathelem/Core.aspx>

Th Sep 08

Objective #4

Core Curriculum Search

Thursday

Writing PLAAFPS, IEP goals: Understanding the big picture.

Gibb & Dyches "Guidelines"

T Sep 13

Devotional: Elder Dallin H. Oaks, Quorum of the Twelve Apostles

Gibb & Dyches "Guidelines"

Tuesday

Written IEP Descriptions

Objective #2 & #4

Form learning teams.

Student case study

PLAAFP statements

Th Sep 15

Objective #4

Gibb & Dyches "Guidelines"

Thursday

Annual Goals for case study student

Writing goal format

T Sep 20

Forum: Former White House Press Secretary Ari

Tuesday

Fleischer

Objective #4

Unit task analysis for case study student

Unit objectives

Th Sep 22 Thursday	Objective #4 Unit task analysis for case study student Weekly teaching plan Lesson planning for direct instruction Guest: Ingrid Shurtleff, Provo District, Timpview High Resource	
T Sep 27 Tuesday	Devotional: David Dollahite, BYU Family Life Professor Objective #4 Weekly teaching plan Guest: Barbara Smith, Mock IEP on case study student	MAG quiz
Th Sep 29 Thursday	Objective #5 & #6 Wrap up Unit Task Analysis and Weekly Teaching Plans	EBP IRIS module Reading 2 Direct Instr
T Oct 04 Tuesday	Objective #6 Direct Instruction/Constructivism	Reading 4 Prater Rea DI Observation
Th Oct 06 Thursday	Objective #5 & #6 Direct instruction, effective teaching cycle Lesson task analysis	Reading 3 See comm
T Oct 11 Tuesday	Devotional: Homecoming Opening Ceremonies Objective #5 & #6 Lesson planning for direct instruction	

	Learn: Review and opening sections	
Th Oct 13 Thursday	Objective #5 & #6 Lesson planning for direct instruction Teach and revise: Review/opening BRING HARD COPY Learn: Modeling & cue, pause, signal	Reading 5 Stein
T Oct 18 Tuesday	Objective #5 & #6 Lesson planning for direct instruction Teach and revise: Modeling BRING HARD COPY Learn: Guided Practice --early or group oral Fading	Revised Review/Oper
Th Oct 20 Thursday	Objective #5 & #6 Lesson planning for direct instruction Teach and revise: early Guided Practice BRING HARD COPY Learn: Guided Practice --middle or individual oral and late or individual written Error Correction	Revised Modeling Se
T Oct 25 Tuesday	Objective #5 & #6 Lesson planning for direct instruction Teach and revise: middle & late Guided Practice BRING HARD COPY Learn: Independent Practice & Closing Data Collection	Revised Early Guided
Th Oct 27 Thursday	Objective #5 & #6 & #7 Lesson planning for direct instruction Teach and revise: Independent Practice & Closing BRING HARD COPY Data Collection	Revised Middle & Las

F Oct 28 Friday	Corrections to your written Independent Practice and Closing will be returned by this date. Pick up in 340 MCBK by 5:00 pm	Revised Independent
T Nov 01 Tuesday	Devotional: Brother Tad R. Callister, Sunday School General President Objective #5 & #6 & #7 Video Example of Effective Teaching Cycle and Data Collection Teaching Direct Instruction Teach entire lesson plan #1 and video	Final Copy LP #1 Teach LP #1
Th Nov 03 Thursday	Receive Scripted Penmanship Directives IN CLASS MID-TERM	Mid Term Exam 2015
M Nov 07 Monday	Withdraw Deadline (Full Semester)	
T Nov 08 Tuesday	Devotional: Dance Assembly Objective #7 Data-based decision making Reporting Student Progress	Lesson plan #2 IRIS Module: Data ba
Th Nov 10 Thursday	Objective #7 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.	Gibb & Dyches "Guided Reading 6 - How Stud Instruction

T Nov 15 Tuesday	Forum: Paralympian Bonnie St. John, First African-American Winter Olympic Medalist Objective #9 Penmanship Scripted Directives	
Th Nov 17 Thursday	Objective #9 Reading Mastery Overview	
T Nov 22 Tuesday	Friday Instruction No Class Happy Thanksgiving	NO CLASS
W Nov 23 Wednesday	No Classes	
Th Nov 24 Thursday	Thanksgiving Holiday No Class Happy Thanksgiving	Enjoy the Holiday!
T Nov 29 Tuesday	Teaching Scripted Programs No Class	Penmanship Teaching
Th Dec 01 Thursday	Objective #7 & #9 Reading Mastery Practice & Data Collection	
T Dec 06 Tuesday	Objective #8 Response to Intervention Multi-tiered Student Support (MTSS) Teaching academic skills in upper grades Guest: Megan Langford, Nebo School District	Universal Design for Learning instructional planning general and special education accommodate a variety of education classroom UDL. Read pages 1-3 Questions. Post on LSA http://iris.peabody.vanderbilt.edu/can-teachers-at-sycamore/ educational-needs-of-

Th Dec 08 **Last Day of Fall Semester (08/29/2016 - 12/08/2016)**

Thursday

Review Planning – instruction – decision making – reporting

Flex day – everything completed?

F Dec 09 **Fall Exam Preparation (12/09/2016 - 12/09/2016)**

Friday

Sa Dec 10 **First Day of Fall Final Exams (12/10/2016 - 12/15/2016)**

Saturday

Final exam Part 2

Practical Video Exam

Final Exam:

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7:00am - 10:00am