

Syllabus CPSE 466R
Brigham Young University
Department of Counseling Psychology and Special Education
SPRING Term 2018

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: MCKB, Mondays 4 – 6 pm
Instructor: Elizabeth A. Cutrer, PhD
elizabethcutrer@byu.edu

Office Hours: By Appointment

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 403, 420, 410, 430, 440, 442, 452, 462.

Course Objectives:

1. Develop a classroom management plan that include 4-6 operational rules, positive and negative consequences, reinforcement menu and explanation of routines and reward system.
2. Administer DIBELS, reading, writing and math CBA assessment to students and record data.
3. Compile and organize summer teaching materials, including instructional binder.
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.

To complete the spring practicum, you will:

- a. Prepare instructional binder for use in 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.

Assignments:

1. **Classroom Management:** Create a classroom management plan.
 - As a teaching pod develop positively stated **classroom rules**, positive and negative consequences, and a reinforcement menu. (4 points)
 - 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.) (3 points)
 - Create and prepare **Praise Notes** for daily use (enough for Summer: 1/day) (3 points)
2. **Setting Up a Classroom:** prepare your teaching area on the scheduled set-up day using the requirements stated on the rubric (15 points)
3. **Materials Preparation:** prepare a Summer Practicum Binder
 - Section One will contain Summer Practicum Materials Binder sub divided into sections:
 1. Syllabus/rubrics
 2. Schedules
 3. Assessment Initial Placement
 4. Lesson Planning/Data Collection
 - Math
 - SRSD Writing, Penmanship
 - TRI Reading
 - Social/behavior strategies
 5. Feedback (3 points)

- Section 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. You will hand the materials in this section to your mentor teacher at 8:00 am for daily review.
 - Section Three will contain testing materials (3 points)
 1. DIBELS
 2. Administration and Scoring Guide
 3. Progress Monitoring
 4. The Names Test
 5. The PAST Test
 6. Writing and Penmanship CBA
 7. Math CBA
4. **Testing Night:** administer DIBELS Benchmark Assessment as well as math, writing and reading CBA; record student data and create instructional groups.
5. **TRI Reading:**
- Review how to use teaching and student materials
 - Review diagnostic maps for each level
 - Review feedback for students
 - With your mentor and your teaching pod you will design your first week of lesson plans for teaching reading:
 1. TRI Reading (5 points)
 - a. Books
 - b. Pocket Phrases (PINK, BLUE, PURPLE)
 - c. Search for the Sound (GREEN)
 2. TRI Word Work (5 points)
 - a. Re-reading for fluency
 - b. Word Work sections

PINK/BLUE: Segmenting Words, Change One Sound, Read Write Say

GREEN: Segmenting Words, Sort Write Say, Word Division

PURPLE: Segmenting Words by Chunk, Read Write Say by Chunk, Word Division by Chunk
 3. TRI Writing (5 points)
 - a. Comprehension
 - b. Interactive writing
6. **Writing and Penmanship:**
- Review how to administer the writing and penmanship CBA
 - Teach penmanship directives (3 points)
 - Create a laminated penmanship letter poster (2 points)
 - Complete the Daily Teaching Schedule 6 week form (5 points)

- Write & submit one scripted daily lesson plan (5 points)
- Teach the lesson plan and receive feedback (5 points)

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 for number sense (5 points)
- Write & submit one scripted daily lesson plan (5 points)
- Teach the lesson plan and receive feedback (5 points)

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 cures.	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 learning 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

Assignments	Points
Classroom Management	10
Classroom Set-up	15
Binders (3 sections x 4 pts each)	12

District Testing Night	20
TRI Reading	15
Writing and Penmanship Microteaching	20
Math Microteaching	15
Collaboration and Self-Reflection	5
Attendance Log	20
Total	132 points

Class Overview

Classes and location	To Cover
May 7, 2017 On Campus 4-6 pm	Expectations, Grading Policies, Projects, Behavior, TWS-Writing (CBA)
May 14, 2017 Testing Night	SEV PELI DIBELS Math BRIGANCE M/M DIBELS Interest Survey for Parents to complete while child being tested. PAST Writing CBA Writing Penmanship Math
May 21, 2017	Reading Content, Assignments Writing Content, Assignments
June 4, 2017 On Campus 4-6 pm	Math Content and assignments Social Skills

June 8, 2017

At practicum Site 8:15 am -12:15 pm

Site Expectations

Set Up

References

Arbinger Institute (2010). Leadership and self-deception. Berrett-Koehler Publishers, Inc. Oakland, CA.

Bursuck, W. & Damer, M. (2011). Teaching Reading to Students Who Are At Risk or Have Disabilities. Pearson.

Carpenter, T. P., Fennema, E., Franke, M. L., Levi, L., & Empson, S. B. (1999). *Children's Mathematics. Cognitively Guided Instruction*. Portsmouth, NH: Heinemann.

Carter, N., Prater, M. A., & Dyches, T. T. (2009). *Making accommodations and adaptations for students with mild to moderate disabilities (What every teacher should know about series)*. Upper Saddle River, NJ: Merrill/Pearson.

Goldstein, A., (1999). *The Prepare Curriculum: Teaching Prosocial Competencies*. Champaign, IL: Research Press.

Hudson, P., & Miller, S..P., (2006). *Designing and Implementing Mathematics Instruction for Students with Diverse Learning Needs*. Boston: Ally & Bacon.

Johnson, K.R., Desjardins, A., & Slocum, T. (1985). Morningside Math.

Simonsen, B., Fairbanks, S., Briesch, A., et al (2008). *Evidence-based Practices in Classroom Management: Considerations for Research to practice*. Education and Treatment of Children Vol. 31, No. 3, 2008.

Latham, G., (1998). Keys to Classroom Management. North Logan, UT: P & T ink.

National Mathematics Advisory Panel. *Foundations for Success: The Final Report of the National Mathematics Advisory Panel*, U.S. Department of Education: Washington, DC, 2008.

Available at <http://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf>

Prater, M. A. (2007). *Teaching strategies for students with mild/moderate disabilities*. Boston: Allyn & Bacon.

Rhode, G., Jenson, W., & Reavis, H. K. (1992). The Tough Kid Book: Practical Classroom Management Strategies. Longmont, CO: Sopris West.

Sheridan, S. M. (2000). *The Tough Kid Social Skills Book*. Longmont, CO: Sopris West.

Sprick, R., & Howard, L. (1995). *Teacher's Encyclopedia of Behavior Management*. Longmont, CO: Sopris West.

Steadly, K., Dragoo, K., Arafah, S., & Luke, S. D. (2008). Effective mathematics instruction. *Evidence for Education*, 3(1). Available at <http://nichcy.org/wp-content/uploads/docs/eemath.pdf>