

# **CPSE 467R - Prac Tchg Stdnts w/ Severe Dis**

**Spring 2018**

**Section 001: 359 MCKB on M from 4:00 pm - 5:50 pm**

## **Instructor/TA Info**

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### **Course Information**

### **Assignments**

### **Assignment Descriptions**

## Prep for Assessment Night

Due: Monday, May 14 at 4:00 pm

**Have all of the following testing materials ready and bring them with you to testing night:**

### FOR STUDENTS MAJORING IN SEVERE:

- 1) Parent interest survey (**will be provided**)
- 2) PELI: Have testing materials checked out along with 3 protocol forms to administer the PELI to the same standards as done in CPSE 430
- 3) DIBELS: NWF and DORF progress monitoring booklets (**will be provided**) along with necessary testing materials to administer these on testing night. (**you provide**) Familiarize yourself with the booklets that will be provided:  
DIBELS\_NWF Short Booklet.pdf [Download](#) DIBELS\_DORF, Level 1 Short Booklet.pdf [Download](#)
- 4) Writing CBM as handed out in class with 5 sheets of blank paper and pencils to use for administration.
- 5) Brigance Math: (**Will be provided**) Please familiarize yourselves with the following materials: Brigance\_COMPUTATIONAL SKILLS.pdf [Download](#)  
Brigance\_FIRST GRADE PUPIL DATA SHEET.pdf [Download](#)  
Brigance\_KINDERGARTEN PUPIL DATA SHEET.pdf [Download](#)

## Testing night administration

Due: Monday, May 14 at 7:00 pm

Attend testing night and administer assessments correctly  
**Lesson plans-Social Skills or Routines**

Due: Monday, May 21 at 4:00 pm

Submit 2 lesson plans to mentor teachers via email for feedback

### Rubric for Lesson Plans

#### Student

Name: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Task	Points Earned	Points Possible
Unit, lesson topic, & materials are listed w/o any missing elements		1/2
Objective is written in a measurable way		1/2
Students considerations are listed and thought/concern is well reflected		1/2
Anticipatory Set/Opening is well described and behavioral expectations are explained		1/2
Objective is written as it will be said to students along with a rationale		1/2
Input has been broken down into small		1

manageable parts for the students to follow		
A good explanation of how teacher will MODEL the skill w/o students involvement		1
Teacher explains an effective method to check for understanding & how this will occur		1/2
Guided practice is written w/ at least 3 examples for students to be guided through the practice. How data will be taken BEFORE the teacher will move students on to Independent Practice is explained well		2
Independent practice is written w/ at least 3 examples for students to do independently. How data will be taken is explained well. Data sheet is included		2
Teacher explains well how she will close her lesson w/ restating what was learned/objective & how she will transition her students to the next activity smoothly.		1
<b>TOTAL</b>		<b>10</b>

**Lessons Plans-Social Skills/Routines and/or Math based off of Assessments**

Due: Monday, Jun 04 at 4:00 pm

Submit 2 more lesson plans to mentor teachers via email for feedback

**Rubric for Lesson Plans**

**Student**

**Name:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_

<b>Task</b>	<b>Points Earned</b>	<b>Points Possible</b>
Unit, lesson topic, & materials are listed w/o any missing elements		1/2
Objective is written in a measurable way		1/2
Students considerations are listed and thought/concern is well reflected		1/2
Anticipatory Set/Opening is well described and behavioral expectations are explained		1/2
Objective is written as it will be said to students along with a rationale		1/2
Input has been broken down into small manageable parts for the students to follow		1
A good explanation of how teacher will MODEL the skill w/o students involvement		1
Teacher explains an effective method to check for understanding & how this will occur		1/2
Guided practice is written w/ at least 3 examples for students to be guided through the practice. How data will be taken BEFORE the teacher will		2

move students on to Independent Practice is explained well		
Independent practice is written w/ at least 3 examples for students to do independently. How data will be taken is explained well. Data sheet is included		<b>2</b>
Teacher explains well how she will close her lesson w/ restating what was learned/objective & how she will transition her students to the next activity smoothly.		<b>1</b>
<b>TOTAL</b>		<b>10</b>

### Lesson Plan

Due: Friday, Jun 08 at 4:00 pm

Submit ONE lesson plan to your mentor teacher via email for feedback

### Rubric for Lesson Plans

#### Student

Name: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Task	Points Earned	Points Possible
Unit, lesson topic, & materials are listed w/o any missing elements		<b>1/2</b>
Objective is written in a measurable way		<b>1/2</b>
Students considerations are listed and thought/concern is well reflected		<b>1/2</b>
Anticipatory Set/Opening is well described and behavioral expectations are explained		<b>1/2</b>
Objective is written as it will be said to students along with a rationale		<b>1/2</b>
Input has been broken down into small manageable parts for the students to follow		<b>1</b>
A good explanation of how teacher will MODEL the skill w/o students involvement		<b>1</b>
Teacher explains an effective method to check for understanding & how this will occur		<b>1/2</b>
Guided practice is written w/ at least 3 examples for students to be guided through the practice. How data will be taken BEFORE the teacher will move students on to Independent Practice is explained well		<b>2</b>
Independent practice is written w/ at least 3 examples for students to do independently. How data will be taken is explained well. Data sheet is included		<b>2</b>
Teacher explains well how she will close her		<b>1</b>

lesson w/ restating what was learned/objective & how she will transition her students to the next activity smoothly.		
<b>TOTAL</b>		<b>10</b>

### Behavior Plan

Due: Friday, Jun 08 at 11:59 pm

Design a Behavior management plan that includes a poster with your classroom rules along with creating materials you will use to increase positive behaviors and decrease negative ones.

### Point Breakdown

Categories	Percent of Grade
Assignments	100%

### 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.

#### Preventing 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](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be

submitted through EthicsPoint at <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> 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.

### Schedule

Date	Column 1	Column 2
M May 07 Monday	Intro Syllabus Overview: Spring & Summer Expectations, Grading, Projects, Behavior, TWS  <b>Prep for Testing night:</b> Parent interest survey, PELI, Writing, DIBELS, Brigance: Math	
T May 08 Tuesday		
M May 14 Monday	<b>Testing Night: 3-7pm</b> <b>We will be meeting OFF-CAMPUS to conduct testing night.</b> <b>Alpine folks</b> will meet at the Alpine District Special Education Offices: 350 N State Street Lindon, Utah	<b>Prep for Assessment Night</b> <b>Testing night administration</b>

	<p><b>Nebo Folks</b> will meet at Canyon Elementary 1492 E 1240 S, Spanish Fork, UT 84660</p> <p><b>Have testing materials ready:</b> Parent interest survey (provided), PELI, Writing, DIBELS, Brigance: Math</p>	
M May 21 Monday	<p>Review Assessments and make placements for practicum Draft PLAAFPS and MAGS: work with mentors to design these Review: TRI (Dr. Cutrer)</p>	<b>Lesson plans-Social Skills or Routines</b>
M May 28 Monday	<b>Memorial Day</b>	
M Jun 04 Monday	<p>DLM-Ben Tillotson Social Skills Universal precautions: Mentor Teachers Review Practicum Assignments: Mock IEP, Observations, Lesson Plans, TWS, Post Assessments</p>	<b>Lessons Plans-Social Skills/Routines and/or Math based off of Assessments</b>
F Jun 08 Friday	<p>Set up Summer Practicum Classroom 8am-12:30pm</p>	<b>Behavior Plan Lesson Plan</b>
M Jun 11 Monday	No class-Practicum	
M Jun 18 Monday	No class-Practicum	
T Jun 19 Tuesday	<b>Spring Exam Preparation (06/19/2018 - 06/19/2018)</b>	
W Jun 20 Wednesday	<p><b>First Day of Spring Final Exams (06/20/2018 - 06/21/2018)</b></p> <p>Final Exam: 359 MCKB 5:00pm - 6:50pm</p>	