

Instructor/TA Info

Instructor Information

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Course Information

Description

This course prepares future secondary classroom teachers to understand how students with exceptionalities learn and to use basic strategies for meeting their educational needs. Participants will identify the way individuals differ, the exceptionalities defined in the Individuals with Disabilities Education Act (IDEA), their legal responsibilities under IDEA, strategies to instruct students with various learning needs, curricular adaptations and accommodations for students with disabilities, and ways to collaborate with parents and professionals.

Learning Outcomes

Special education and the Individuals with Disabilities Education Act (IDEA)

1. Define special education and describe the legal structure of services for individuals with disabilities, including the Individuals with Disabilities Education Act (IDEA).

Students with disabilities

2. Describe the academic and behavioral characteristics and educational implications of students with high and low incidence disabilities.

Culture, ethnicity, language diversity, and disability

3. Describe the effects of cultural, ethnic, and language diversity on the education of individuals with disabilities.

Teaching students with disabilities in the general classroom

4. Explain research-supported methods for academic instruction of individuals with disabilities, including explicit instruction, learning strategies, task analysis, active participation, classroom management, and accommodation for the general curriculum.

Models and strategies for collaboration and consultation

5. Describe models and strategies of consultation and collaboration including co-planning and co-teaching.

Prerequisites

Admission to Secondary Education program or consent of instructor. ScEd 350 or concurrent enrollment; ScEd 276 or comparable major course; FBI fingerprint background clearance.

Materials

No materials

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%

D+	67%
D	63%
D-	60%
E	0%

Participation Policy

The class sessions are designed with you in mind. Please plan to attend each of them and to participate actively in the problem solving activities. You will complete several in-class assignments that will count toward your grade. You will work in cooperative teams throughout the semester. Your participation in these teams will be valued. It is important to share your experiences and insights.

Attendance Policy

Students are expected to attend each class. **Attendance will be taken at the beginning of each class. Points are given for being on time to class and staying until class is over.** *At the discretion of the instructor a students final grade may be lowered if the student has excessive non-university excused absences or tardies.* This will be done on a case by case basis. It is the students responsibility for documenting any university excused absences. University excused absences will not count against a student. Please note that emailing the instructor before class letting them know you will not be in class does not make the absence excused.

Grading Policy

Assignments are due at the beginning of class. Late assignments are worth 50% for up to a week. After a week late assignments will not be accepted.

Some assignments are completed during class. If you are absent you will not be able to make up the missed work. In the case of university excused absences please speak to the professor.

Note that a 12 hour practicum is required as part of this course. These 12 hours must be spent with individuals with disabilities. At least 8 of the 12 hours must be completed in a classroom setting. A maximum of 4 hours can be spent in a volunteer experience working with one or more individuals with a disability. *You must complete 9 hours to pass the course. If you complete 9-11 hours, you will lose 2 percentage points of your final course grade for each hour you do not complete.*

Assignments

Assignment Descriptions

1/9/2019

Jan
09

Due: Wednesday, Jan 09 at 11:59 pm

Special Ed Law Quiz

Jan
16

Due: Wednesday, Jan 16 at 3:59 pm

This is an assessment of your completion of the readings for Special Ed Law.

1/16/2019

Jan
16

Due: Wednesday, Jan 16 at 11:59 pm

**Jan
23**

Due: Wednesday, Jan 23 at 6:00 pm

IRIS Module 1- RTI- Assessment Questions

Individualized Education Plans Quiz**Jan
30**

Due: Wednesday, Jan 30 at 3:59 pm

This is an assessment of your completion of the readings for Individualized Education Plans.

1/30/2019**Jan
30**

Due: Wednesday, Jan 30 at 11:59 pm

Co-Teaching and Co-Planning Quiz**Feb
06**

Due: Wednesday, Feb 06 at 3:59 pm

This is an assessment of your completion of the readings for Co-Planning and Co-Teaching.

2/6/2019**Feb
06**

Due: Wednesday, Feb 06 at 11:59 pm

Co-Teaching Assignment**Feb
13**

Due: Wednesday, Feb 13 at 3:59 pm

Co-Teaching Assignment.2012.doc [Download \(plugins/Upload/fileDownload.php?fileId=772d286a-ND23-NQlw-B2Ap-eA7cc1208cab&pubhash=BpODN6lkekDZUDnpfjZ4g3sl73YN-GkjGw9Cw2XxlPv78l2rD6tnavOMRxvXGFiEKPQFLk1ktUfX-0NWvQpDWg==\)](#)

2/13/2019**Feb
13**

Due: Wednesday, Feb 13 at 11:59 pm

James**Feb
20**

Due: Wednesday, Feb 20 at 3:59 pm

This is an assessment of your completion of the readings for your case study student James.

Brittney**Feb
20**

Due: Wednesday, Feb 20 at 3:59 pm

Shawn

**Feb
20**Due: Wednesday, Feb 20 at 3:59 pm

This is an assessment of your readings for your case study student Shawn.

Isabel

**Feb
20**Due: Wednesday, Feb 20 at 3:59 pm

This is an assessment of your completion of the readings for your case study student Isabel.

Communication Disorders Quiz

**Feb
20**Due: Wednesday, Feb 20 at 3:59 pm

This is an assessment of your completion of the readings for Communication Disorders.

2/20/2019

**Feb
20**Due: Wednesday, Feb 20 at 11:59 pm

2/27/2019

**Feb
27**Due: Wednesday, Feb 27 at 11:59 pm

Learning Goals Assignment

**Feb
27**Due: Wednesday, Feb 27 at 11:59 pm

Assessment Quiz

**Mar
06**Due: Wednesday, Mar 06 at 3:59 pm

This is an assessment of your completion of the readings for Assessment.

3/6/2019

**Mar
06**Due: Wednesday, Mar 06 at 11:59 pm

Common Assessment Plan

**Mar
06**Due: Wednesday, Mar 06 at 11:59 pm

Mar
13

Due: Wednesday, Mar 13 at 3:59 pm

Complete three of the six content pages under the tab Classroom Strategies. After you have completed all three content pages, complete the quiz.

Classroom Management**Mar**
13

Due: Wednesday, Mar 13 at 3:59 pm

This is an assessment of your completion of the readings for Classroom Management.

Common Management Plan**Mar**
13

Due: Wednesday, Mar 13 at 11:59 pm

in class

3/13/2019**Mar**
13

Due: Wednesday, Mar 13 at 11:59 pm

Universal Design Quiz**Mar**
20

Due: Wednesday, Mar 20 at 3:59 pm

This is an assessment of your completion of the readings for Universal Design.

Universal Design for Learning**Mar**
20

Due: Wednesday, Mar 20 at 11:59 pm

This assignment has two parts.

Part 1: Lesson plan. Collaborate with your group in class to develop a cohesive unit but you will write an individual lesson for one concept during the unit. Each group member will design and submit their own lesson plan.

Part 2: Make a video of yourself teaching your lesson from the unit. Lesson must be 15 minutes in length.. Due, November 15th before class.

3/20/2019**Mar**
20

Due: Wednesday, Mar 20 at 11:59 pm

Video of Universal Design for Learning Lesson**Mar**
27

Due: Wednesday, Mar 27 at 3:59 pm

LS. If students are in your video please obtain the necessary permission and upload your video to a password protected site.

Teaching Instructional Decision Making (individual)

Mar
27

Due: Wednesday, Mar 27 at 3:59 pm

To be completed as an individual

3/27/2019

Mar
27

Due: Wednesday, Mar 27 at 11:59 pm

Supplementary and Intensive Instruction

Apr
03

Due: Wednesday, Apr 03 at 3:59 pm

This is an assessment of your completion of the learning activities content page for Supplementary and Intensive Instruction.

4/3/2019

Apr
03

Due: Wednesday, Apr 03 at 11:59 pm

PLC Instructional decision making (group)

Apr
03

Due: Wednesday, Apr 03 at 11:59 pm

To be completed as a group

Disability Experiences

Apr
10

Due: Wednesday, Apr 10 at 3:59 pm

Disability Experiences

Review the full explanation of the Practicum assignment [here](https://docs.google.com/document/d/1MNA6a6kcZUAdpjxgU6OkL2ht3cfrDG6fPLGlgN-s9Y4/edit) (<https://docs.google.com/document/d/1MNA6a6kcZUAdpjxgU6OkL2ht3cfrDG6fPLGlgN-s9Y4/edit>).

Complete 12 observation hours

Apr
10

Due: Wednesday, Apr 10 at 3:59 pm

You will be required to complete 12 hours of observation in the school.

You must complete at least 8 of the 12 hours in a secondary education classroom. The classroom must be taught by a general education teacher and must include students without disabilities and it must also include at least one student with a disability. You may complete all 12 hours in the classroom if desired.

You have the option to complete 4 hours in a volunteer experience of your choice with a person with a disability. The paper can be of any age. You can complete these hours in a special education classroom if

course grade for each hour you do not complete.

Please submit a one page single spaced description of your experience and a log that includes, the dates, times, locations and cooperating teacher(s).

4/10/2019

Apr
10

Due: Wednesday, Apr 10 at 11:59 pm

Final PLC Meeting

Apr
17

Due: Wednesday, Apr 17 at 6:00 pm

Purpose: To demonstrate skills of working together to plan and implement instruction and to use data to respond to the needs of individual students who are struggling with learning goals.

On this assignment:

- As a group, schedule a 20 minute meeting with the professor
- Attend the meeting
- Discuss the unit of instruction
- Discuss the common assessment for the unit
- Discuss the performance of and accommodations provided to each of the case study students (each group member should choose one case study student to discuss)
- Discuss how small group instruction is used in each classroom to support students who struggle with lesson outcomes
- Discuss how small group instruction is used with a flexible schedule to support students to do not perform well on the common assessment
- Discuss how collaboration with special education will occur to meet the needs of students with disabilities who need individualized instruction

This assignment will be given an individual score.

4/17/2019

Apr
17

Due: Wednesday, Apr 17 at 11:59 pm

CPSE 402 Final Exam

Apr
20

Due: Saturday, Apr 20 at 10:00 am

This is a closed book closed note final exam. Please plan to take the final exam in one sitting. You may choose to type your answers to the essay questions into a word processing document and cut and paste them into learning suite. Please delete your final exam questions in the word doc once you know your grade has been submitted. Good luck and email me at megan.langford@nebo.edu with any questions you have.

University Policies

Honor Code

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 or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<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> (<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	Topic	Course Question	Assignment due BEFORE Class
Week 1			
W Jan 09 Wednesday	Introduction to Course What is a disability?	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	

W Jan 16 Wednesday	Special Education Law	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Readings and Assignments on the Special Ed Law Content Pages (including the quiz)
Week 3			
W Jan 23 Wednesday	Response to Intervention (RTI)	How to I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)	<p>***Class will not meet in person on Jan 23. The following assignment must be completed and submitted on Learning Suite by 6 pm.</p> <p>IRIS Module Go to the IRIS module at the link below and complete all sections.</p> <p>http://iris.peabody.vanderbilt.edu/module/rti01-overview/</p> <p>Answer questions in assessment section and submit on Learning Suite</p> <p>Finalize your arrangement for the Practicum on the google doc:</p> <p>https://docs.google.com/spreadsheets/d/1M7q1cZ6QswY2jWmtVw7bt3Na1EIC5neJrKUZRaH8Jps/edit#gid=0</p>
Week 4			
W Jan 30 Wednesday	Individual Education Plans (IEP's) Get organized into Co-teaching groups. Bring references to class next time.	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	<p>Readings: Individualized Education Plans and</p> <p>One of the following: Brittney, Shawn, Isabel, or James.</p>
Week 5			

W Feb 06 Wednesday	Co-Teaching and Co-Planning	How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)	Readings: Co-Teaching and Co-Planning and One of the following: Brittney, Shawn, Isabel, or James.
Week 6			
W Feb 13 Wednesday	Co-Teaching Assignment Low Incidence Disabilities	How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)	One of the following: Brittney, Shawn, Isabel, or James. Co-Teaching Assignment- You will be giving your lesson in class
Week 7			
T Feb 19 Tuesday	Monday Instruction		
W Feb 20 Wednesday	High Incidence Disabilities: Learning Disabilities, Communication Disorders, and Intellectual Disabilities	How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)	Readings: Communication Disorders and One of the following: Brittney, Shawn, Isabel, or James.
Week 8			

W Feb 27 Wednesday	Professional Learning Communities in Secondary Settings	How do I participate actively as a part of a learning community to share responsibility for decision-making and accountability for each student's learning? (UETS Standard #9)	<p>Readings: Professional Learning Communities and</p> <p>One of the following</p> <ul style="list-style-type: none"> _Visual Strategies _Writing Strategies _Reading Strategies _Math Strategies _Science Strategies _Memory Strategies <p><i>You will take a quiz on these content pages after you have completed three.</i></p> <p>Complete the <i>Learning Goals Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>
Week 9			
W Mar 06 Wednesday	Assessment	<p>How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)</p> <p>How do I design and select preassessments, formative, and summative assessments in a variety of formats that match learning objectives and engage all learners in demonstrating knowledge and skills (UETS Standard #5)</p>	<p>Readings: Assessment and</p> <p>One of the following</p> <ul style="list-style-type: none"> _Visual Strategies _Writing Strategies _Reading Strategies _Math Strategies _Science Strategies _Memory Strategies <p><i>You will take a quiz on these content pages after you have completed three.</i></p> <p>Complete the <i>Common Assessment Plan Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>
Week 10			

W Mar 13 Wednesday	Classroom Management	<p>How do I use classroom management strategies that allow me to maintain a positive learning environment for all students (UETS Standard #3)</p> <p>How do I create an environment that maximizes the potential of students with disabilities while maintaining appropriate expectations for all students? (UETS Standard #2, #3)</p>	<p>Readings: Classroom Management</p> <p>One of the following</p> <ul style="list-style-type: none"> _Visual Strategies _Writing Strategies _Reading Strategies _Math Strategies _Science Strategies _Memory Strategies <p><i>***This is the third week for these strategies so the Quiz must be taken before class TODAY.</i></p> <p>Complete the <i>Common Classroom Management Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>
Week 11			
W Mar 20 Wednesday	Whole Class Instruction Universal Design for Learning	<p>How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)</p> <p>How do I choose appropriate strategies, accommodations, resources, materials, sequencing, technical tools and demonstration of learning that addresses students specific needs? (UETS</p>	<p>Readings: Universal Design for Learning and</p> <p>Complete the <i>Universal Design for Learning Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>

Week 12			
W Mar 27 Wednesday	Making Data Based Decisions for students who need support at Tier II and Tier III as a classroom teacher and in a professional learning community	How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)	<p>No reading due.</p> <p>Upload the link to your video of you teaching your Universal Design for Learning Lesson BEFORE class today.</p> <p>Complete the <i>Teacher Instructional Decision-Making (individual) Assignment</i> BEFORE CLASS</p> <p>Start the <i>Professional Learning Community Instructional (PLC) Decision-Making (group) Assignment</i> from the <i>Professional Learning Community Assignment</i> IN CLASS today.</p>
Week 13			
W Apr 03 Wednesday	Supplementary and Intensive Instruction	How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)	<p>Readings: Supplementary and Intensive Instruction</p> <p>Complete the <i>Professional Learning Community Instructional (PLC) Decision-Making (group) Assignment</i> from the <i>Professional Learning Community Assignment</i> IN CLASS today.</p>
Week 14			
W Apr 10 Wednesday	Prepare for PLC Meetings Course Review	How do I participate actively as a part of a learning community to share responsibility for decision-making and accountability for each student's learning? (UETS Standard #9)	<p>Disabilities Experience Due</p> <p>Practicum Assignment Due- Reflection Paper and Hours Log</p>
Week 15			

W Apr 17 Wednesday	PLC Meetings	How do I participate actively as a part of a learning community to share responsibility for decision-making and accountability for each student's learning? (UETS Standard #9)	PLC Meetings held with the Instructor during an assigned time during class.
F Apr 19 Friday	First Day of Winter Final Exams (04/19/2019 - 04/24/2019)		
Sa Apr 20 Saturday	Final Exam: Taken on Learning Suite and submitted no later than 10:00am		Final Exam: Taken on Learning Suite and submitted no later than 10:00am on 4/20/2019. Closed book, note, and neighbor.