

Instructor/TA Info

Instructor Information

Name: Wendy Nichol

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Course Information

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Attendance Policy

This course simulates a Professional Learning Community (PLC), so your attendance is of paramount importance. You will be given time in class to do several assignments as a PLC group. If you have an unexcused absence, you will not get a grade for that days assignment. If you have an excused absence, in the hospital or a similar catastrophic problem, you will be able to do the assignment individually for a potential of 85% of what you would have gotten had you participated in your PLC.

Concurrent Field Experience

You are required to complete 12 hours of field experience. Eight of those hours must be in a secondary setting. The other four can be a variety of settings to be approved by Dr. Nichol.

Assignments

Assignment Descriptions

IRIS Module

Sep
24

Due: Monday, Sep 24 at 1:00 pm

IRIS Module 1- RTI- Assessment Questions

IEP

See

Individualized Education Program Quiz Ends

Individualized Education Program Quiz Ends

Sep
26

Due: Wednesday, Sep 26 at 11:59 pm

Individualized Education Programs Quiz

Sep
27

Due: Thursday, Sep 27 at 10:30 am

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

Co-Teaching Assignment

Oct
10

Due: Wednesday, Oct 10 at 1:00 pm

Co-Teaching Assignment.2014.whole class.docx [Download \(plugins/Upload/fileDownload.php?fileId=d49ad2c2-7ScJ-Px0A-Lzg5-73bb4356d77e&pubhash=VLIResXghyO19tA7WeELaaF2H5Druc-EO8zVQ8FJ6DAdE5KYhJt5w7imCptMZAAbNJgjk1G_ZEDACG2cnV9i1g==\)](#)

Communication Disorders Quiz

Oct
17

Due: Wednesday, Oct 17 at 10:30 am

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

Learning Goals Assignment

Oct
24

Due: Wednesday, Oct 24 at 2:00 pm

Professional Learning Community Assignment Fall 2015 .docx [Download \(plugins/Upload/fileDownload.php?fileId=3f416571-Krcs-RY6Z-HMlr-6V675906a78a&pubhash=IFyOB8l0FFsYYkBwzp-PUma5E3Qj0gRfxYjKFDjRFabZIOxGatYMBNvIQyaPstT8Fls0vUD9CeJYtN0N0Rr43g==\)](#)

Common Assessment Plan

Oct
31

Due: Wednesday, Oct 31 at 11:00 pm

Professional Learning Community Assignment Fall 2018 .docx [Download \(plugins/Upload/fileDownload.php?fileId=3f416571-Krcs-RY6Z-HMlr-6V675906a78a&pubhash=IFyOB8l0FFsYYkBwzp-PUma5E3Qj0gRfxYjKFDjRFabZIOxGatYMBNvIQyaPstT8Fls0vUD9CeJYtN0N0Rr43g==\)](#)

Assessment Quiz

Nov
07

Due: Wednesday, Nov 07 at 3:30 pm

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

Nov
14

Due: Wednesday, Nov 14 at 11:00 pm

Universal Design for Instruction

Nov
14

Due: Wednesday, Nov 14 at 11:55 pm

Lesson is a part of the unit of study. Lesson is unique but related to group members.

3

Learning goal is written in SWBAT format	3
Instructional strategies are appropriate	3
Universal Designs for Learning are appropriate	3
Necessary accommodations or modifications are described	3
Link to teaching video posted on google doc	3
Appropriate permissions if needed	3
Lesson is 12-16 minutes in length	3
Lesson is visible	3
Lesson is delivered clearly	3
Instructional strategies are used appropriately in lesson video	3
Universal Designs for Learning are used appropriately in lesson video	3

3

Assignment is posted on google doc	3
Assignment is neat and free of mechanical errors	3

Total: 42

Teaching Video

Nov
21

Due: Wednesday, Nov 21 at 11:59 pm

Professional Learning Community Instruction Decision Making

Nov
28

Due: Wednesday, Nov 28 at 2:00 pm

Pre Assessment is appropriate	3
Formative assessment is appropriate	3
Post assessment is appropriate	3
Brittany's expected performance is described	3
Isabel's expected performance is described	3
Shawn's expected performance is described	3
James's expected performance is described	3
Assignment is submitted on google doc	3
Assignment is neat and free of mechanical errors	3

Total: 27

Classroom Strategies Quiz

Nov
29

Due: Thursday, Nov 29 at 10:30 pm

Complete three of the six content pages under the tab Learn More About Classroom Strategies. After you have

Optional Video Assignment

Nov
30

Due: Friday, Nov 30 at 11:59 pm

Extra Credit: Watch the Misunderstood Minds video and identify each of the five students by name and what the disability is.

Complete 12 observation hours

Dec
05

Due: Wednesday, Dec 05 at 12:00 am

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

You must complete 8 hours in a secondary education classroom. The classroom must be taught by a general education teacher and must include students without disabilities. It must also include at least one student with a disability.

You have the option to complete 4 hours in a volunteer experience of your choice with a person with a disability. The person can be of any age. You can complete these hours in a special education classroom if you choose, but it is not required.

You must complete 9 hours to pass the course. If you complete 9-11 hours you will lose 2 points of your final course grade for each hour you do not complete.

Disability Experiences

Dec
12

Due: Wednesday, Dec 12 at 11:55 pm

Disability Experiences

Experiences in Working with Students with Disabilities.doc [Download \(plugins/Upload/fileDownload.php?fileId=cd3b24c5-5Q11-iusm-zRwh-IM14557d6472&pubhash=yFCR99VlhhyQTahdRepyhIBcRThVXe_dgvudQuARJJEnM5mcyI2u3W-2mTYjeiHk25U9uvlDoFRWC5yY_VLTsw==\)](#)

PLC Meeting

Dec
12

Due: Wednesday, Dec 12 at 11:59 pm

A method of cooperative learning is described for each member of the group.

3

An example of how the cooperative learning will be used for each member of the group.

3

A description is given of how a flexible schedule will be used to address students who struggle on assessments.

9

A description is given of how you will work with SPED to meet the needs of individual students.

9

Assignment is submitted on google doc.

3

Assignment is neat and free of mechanical errors.

3

Total: 30

Co-Teaching and Co-Planning Quiz

Dec
24

Due: Monday, Dec 24 at 11:00 am

CPSE 402 Final Exam

Dec
24

Due: Monday, Dec 24 at 5:30 pm

This is a closed book closed note final exam. Please plan to take the final exam in one sitting. I would strongly advise that you type your answers to the essay questions into a word document and cut and paste them into learning suite. This will resolve any issues that might occur with 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 wjsnichol@gmail.com with any questions you have.

Universal Design Quiz

Dec
24

Due: Monday, Dec 24 at 10:30 pm

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

Classroom Management Quiz

Dec
24

Due: Monday, Dec 24 at 10:30 pm

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

Supplementary and Intensive Instruction Quiz

Dec
24

Due: Monday, Dec 24 at 10:30 pm

This is an assessment of your completion of the readings for Supplementary and Intensive Instruction.

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 or (801)

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	Column 1	Topics/Readings Due	Assignments
Week 1			
W Sep 05 Wednesday			
Week 2			
W Sep 12 Wednesday	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Special Education Law Reading Due: Special Ed Law	
Week 3			
W Sep 19 Wednesday	How do I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)	Response to Intervention (RTI)	Individualized Education Program Quiz Begins IRIS Module Go to the IRIS module at the link below and complete all sections. http://iris.peabody.vanderbilt.edu/module/rti01-overview/ Answer questions in assessment section and submit on Learning Suite IRIS Module Due
Week 4			

W Sep 26 Wednesday	How do I choose appropriate strategies, accommodations, resources, materials, sequencing, technical tools and demonstration of learning that addresses students specific needs? (UETS Standard #6 and #7)	Reading Due: Individualized Education Programs Individualized Education Programs (IEP's)	Co-Plan for Co-Teaching Quiz Begins
Week 5			
W Oct 03 Wednesday	How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)	Co-Teaching Readings: Co-Teaching and Co-Planning Get organized into Co-teaching groups. Bring references to class next time.	Individualized Education Program Quiz Ends Co-Teaching Assignment
Sa Oct 06 Saturday			
Week 6			
W Oct 10 Wednesday	How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)	Readings: Communication Disorders Readings: One of the following case studies - James, Brittney, Isabel, or Shawn High Incidence Disabilities: Intellectual Disabilities, Communication Disorders and Learning Disabilities	Co-Plan for Co-Teaching Quiz Ends Co-Teaching Assignment Due Communication Disorders Quiz Begins
Week 7			

W Oct 17 Wednesday	How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)	Readings: One of the following case studies - James, Brittney, Isabel, or Shawn Low Incidence Disabilities: Autism	Communication Disorder Quiz Ends
Week 8			
W Oct 24 Wednesday	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)	Professional Learning Communities in Secondary Settings Readings: Professional Learning Communities Complete the <i>Learning Goals Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.	Classroom Strategies Quiz Begins
Week 9			

W Oct 31 Wednesday	<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 preassssments, formative, and summative assessments in a variety of formats that match learning objectives and engage all learners in demonstrating</p> <p>knowledge and skills? (UETS Standard #5)</p>	<p>Professional Learning Communities in Secondary Settings</p> <p>Assessment</p> <p>Readings: Assessment</p> <p>Readings: Read one classroom strategies content page (visual, writing, reading, math, science, memory). You will take the quiz when you have completed three.</p> <p>Complete the <i>Common Assessment Plan Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>	Assessment Quiz Begins
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Week 10

W Nov 07 Wednesday	<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 Standard #6)</p>	<p>Universal Design for Learning</p> <p>Whole Class Instruction</p> <p>Readings: Read two classroom strategies content page (visual, writing, reading, math, science, memory). You will take the quiz when you have completed three.</p> <p>Complete the <i>Universal Design for Instruction Assignment</i> from the <i>Professional Learning Community Assianment</i> in class</p>	Assessment Quiz Ends Universal Design Quiz Begins
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Week 11			
W Nov 14 Wednesday	<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 and #3)</p>	<p>Classroom Management</p> <p>Readings: Classroom Management and Classroom Strategies</p> <p>Complete the <i>Common Classroom Management Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>	<p>Classroom Strategies Quiz Ends</p> <p>Universal Design Quiz Ends</p> <p>Classroom Management Quiz Begins</p>
Week 12			
T Nov 20 Tuesday	Friday Instruction		
W Nov 21 Wednesday	No Classes		
	Thanksgiving break begins		
Week 13			
T Nov 27 Tuesday			

W Nov 28 Wednesday	How do I design and implement instruction for individuals and groups of students that address students' specific needs? (UETS Standard #6 and #7)	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 Readings: Supplementary and Intensive Instruction Complete the <i>Teacher Instructional Decision-Making Assignment</i> and the <i>Professional Learning Community Instructional Decision-Making Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.	Supplementary and Intensive Instruction Quiz Begins Classroom Management Quiz Ends
Th Nov 29 Thursday			
F Nov 30 Friday			
Week 14			
W Dec 05 Wednesday	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)	PLC Meetings	Supplementary and Intensive Instruction Quiz Ends Disabilities assignment due.
Week 15			

W Dec 12 Wednesday	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)	PLC Meetings	
Week 16			
M Dec 17 Monday	Final Exam: 262 KMBL 2:30pm - 5:30pm		
Week 17			
M Dec 24 Monday			