

Instructor/TA Info

Instructor Information

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Course Information

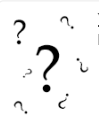
Description

CPSE 440 Curriculum and instruction for secondary special needs students including adaptations, accommodations, and transition-related planning and instruction.
CPSE 446R Practicum for Curriculum and Instruction (a total of 20 hours is required for the course) Completion of practicum hours will reflect grade for CPSE 440R. The practicum can not be passed without at least 15 hours completed.

Prerequisites

Passing grades in all Fall semester CPSE courses

Materials

Item	Price (new)	Price (used)
 <u>Your Complete Guide to Transition Planning and Services - Required</u> by Morningstar, M	29.95	22.50

Learning Outcomes

History and foundations of secondary school special education

1. Describe the historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice of transition/secondary special education.

Services and strategies for secondary school special education

2. Describe evidence-based and culturally sensitive services, instructional strategies, learning experiences, and learning materials for secondary students with disabilities.

Assessment and technology for secondary school special education

3. Use appropriate assessment, adaptations and technology for individuals with disabilities.

Transition for secondary students with disabilities

4. Use evidence-based and culturally sensitive resources and techniques for transitioning individuals with disabilities into and out of school and post-school environments.

Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Assignments are due prior to the start of class. Any assignments turned in after that are considered late. Assignments can be turned in late for 1 week for 1/2 credit. After a week assignments will not be accepted.

Participation Policy

Attendance is a professional expectation. Regular attendance will be taken. An unexcused absence will count against your grade; an excused absence will not. Students are expected to be on time and prepared.

Students will not be penalized for university excused absences. Simply letting the professor know you will not be in class is not an university excused absence. If there is a question as to if an absence is university excused or not please talk to the professor.

Attendance Policy

Methodologies/Teaching Strategies:

Course format will include lecture, group discussion, panel discussion, small group work, service learning, and research participation.

Class Activities and percentage of class time used for each:

- Large group discussion (25%)
- Student presentations to class (10%)
- Application-a limited percentage of time will be spent on the application of principles, case studies, or unique situations that involve analysis and problem solving. (15%)
- A minimal portion of class time will be dedicated to written quizzes and reflection (5%)
- Discussion, reflection and simulation activities in Small groups (20%)

Assignments

Assignment Descriptions

Join Transition Coalition

Jan 16 Due: Thursday, Jan 16 at 1:55 am

Dear STUDENTS

As part of this course you are required to complete some activities on the Transition Coalition website.

Please follow the link below or copy/paste it into a browser window. This will take you to the Transition Coalition website to set up your Transition Coalition account and assign you to my course. When you are assigned to my course, I will be able to follow your progress on assignments I give you on the Transition Coalition website.

You MUST follow this link for the system to work properly.

https://transitioncoalition.org/blog/joinroster/?jn=802_ml25w

If the link doesn't work, cut and paste it into your browser.

Your Complete Guide To Transition Planning and Services Chapter 1 Quiz

Jan 16 Due: Thursday, Jan 16 at 11:55 am

This is a closed book quiz. Please complete the 5 question quiz after you have read the chapter.

Adolescent Development Report

Jan 16 Due: Thursday, Jan 16 at 1:55 pm

Work in the following groups to prepare a 15 min presentation on the chapter that your group is assigned to read. You will present in class on Wed Jan 16 in this order.

Adolescent Development Groups

Group One-Cognitive Transitions Cognitive Transitions.pdf [Download \(plugins/Upload/fileDownload.php?fileId=4c9c42ac-SDMs-gsYT_ghha-0R33a5db3115&pubhash=xCR4ArzRTBIDfx6Xh01uBY1tE7pOxtmBQCgCspT2tChTDoveX5YwHKaL_tsJdfXHLWRfgVZh6VJC9uUmhD2lw==\)](#)

Group Two-Identity

Identity.pdf [Download \(plugins/Upload/fileDownload.php?fileId=82dca0f-SeaT-BcMk-cJ3q-1x95b35cd25b&pubhash=C0k5mmG1uqtJc_HtTiwyY-Yz6lWakxeUM-KtZWXmpOqfQR5KqkJ87nJrmlbQnICL2tEZmutbJGDpzMgbOlw==\)](#)

Group Three-Autonomy

Autonomy.pdf [Download \(plugins/Upload/fileDownload.php?fileId=17841b7b-j1PK-8WO9-HgDa-VAccda9577c3&pubhash=OIMU_0QIP4ODBue5Fb4gJmI3YLLdYStAVCS5qSGy25SY60mQNEWGloueJ02BSmZm62l3kyKfwWfD1iL0p8Mg==\)](#)

Group Four-Intimacy

Intimacy.pdf [Download \(plugins/Upload/fileDownload.php?fileId=632b52b7-0506-7J42-0jZ4-Yz1c6b7357b7&pubhash=G-7iNTHLmZ0GrQLGDVhbkdXd-mP8Twh-iZO5_SIV18HeqWMnaSx58yhPJL-shIKAcXtyHDACIFvZ9oanPobeA==\)](#)

Adolescent Report Rubric.doc [Download \(plugins/Upload/fileDownload.php?fileId=91d0ec55-catB-CrPN-3Bt8-tVdb1b50a364&pubhash=Qjf2v27GDofue_8lNJDCFn7hEA-lKniStxxnoVN31XQvlc44QR5Vgkc9MfJygzwxqEs6pmQO5NTq72y1nr1Gg==\)](#)

You will receive 10 points from your peers and 5 from the instructor.

Adolescent Report Rubric.doc [Download \(plugins/Upload/fileDownload.php?fileId=91d0ec55-catB-CrPN-3Bt8-tVdb1b50a364&pubhash=Qjf2v27GDofue_8lNJDCFn7hEA-lKniStxxnoVN31XQvlc44QR5Vgkc9MfJygzwxqEs6pmQO5NTq72y1nr1Gg==\)](#)

Your Complete Guide To Transition Planning and Services Chapter 2 Quiz

Jan 23 Due: Thursday, Jan 23 at 11:55 am

This is a closed book quiz. Please complete the 5 question quiz after you have read the chapter.

Best Practices in Transition Session 1

Jan 23 Due: Thursday, Jan 23 at 1:55 pm

1. Go to the Transition Coalition Home Page <https://transitioncoalition.org/> (<https://transitioncoalition.org/>)

2. Go to training-modules-best practices

3. Read the introduction

4. Choose to work on the module

5. Complete the pre-test

6. Complete session 1 in best practices

The module will record your completion and responses.

Practicum Time Commitment Form

Jan 23 Due: Thursday, Jan 23 at 11:59 pm

Please download this form and submit it to show your plan for completing your practicum assignments. You will submit it again at the end of the course to indicate the hours you completed with signatures.

CPSE 440.440R Practicum Time Commitment Form.2020R.2.docx [Download \(plugins/Upload/fileDownload.php?fileId=643aa848-nMzE-wSGJ-sSd1-9m004ca38433&pubhash=3OXGsnIOtd1tqY8RRUp2b7zB6PpM0SO8GTr_4sxuujL0KQlqfbRHlHlaY_YnxCS13B64ptyny9HxmFYzY2vog==\)](#)

Your Complete Guide To Transition Planning and Services Chapter 10 Quiz

Jan 30 Due: Thursday, Jan 30 at 11:55 am

This is a closed book quiz. Please complete the 5 question quiz after you have read the chapter.

Best Practices in Transition Session 2

Jan 30 Due: Thursday, Jan 30 at 1:55 pm

1. Go to the Transition Coalition Home Page

<https://transitioncoalition.org/> (<https://transitioncoalition.org/>)

2. Go to training-modules-best practices
 3. Choose to work on the module
 4. Complete session 2 in best practices
- The module will record your completion and responses.

Self-determination Lesson Plan

Jan
30 Due: Thursday, Jan 30 at 11:59 pm

Given a concept in class from Self-Determination Instructional Strategies for Youth with Learning Disabilities (Field, 1996)
Self-Determination Instructional Strategies for Youth with Learning Disabilities.Field.pdf [Download \(plugins/Upload/fileDownload.php?fileId=160f344b-cSZe-oHp7-Lg4X-gM4dda49aa53&pubhash=0dgSM4jSGm7k6o6LrPjryasdiqxl1GrJ4dSbcEcUuO0LsDU5mMITxSlInn_7nbSWX35_tg4cMYXeJrhjBhpOkw==\)](#)
Self determination Lesson Plan.2018.docx [Download \(plugins/Upload/fileDownload.php?fileId=f239eea6-CUcK-jJUL-enVv-ZR045c99fd2a&pubhash=xvgwyie4KaxknC6aSilZs8PhyS93fTIs71gahfIR6j_kcu8BIVJmZmV5rm6-gLY6INJpKqXwWtRuE7kHXvclw==\)](#)

Best Practices in Transition Session 3

Feb
06 Due: Thursday, Feb 06 at 1:55 pm

1. Go to the Transition Coalition Home Page
<https://transitioncoalition.org/> (<https://transitioncoalition.org/>)
 2. Go to training-modules-best practices
 3. Choose to work on the module
 4. Complete session 3 in best practices
- The module will record your completion and responses.

Your Complete Guide To Transition Planning and Services Chapter 9 Quiz

Feb
10 Due: Monday, Feb 10 at 11:55 pm

This is a closed book quiz. Please complete the 5 question quiz after you have read the chapter.

Your Complete Guide To Transition Planning and Services Chapter 8 Quiz

Feb
13 Due: Thursday, Feb 13 at 11:55 am

This is a closed book quiz. Please complete the 5 question quiz after you have read the chapter.

Best Practices in Transition Final Steps and Post test

Feb
13 Due: Thursday, Feb 13 at 1:55 pm

1. Go to the Transition Coalition Home Page
<https://transitioncoalition.org/> (<https://transitioncoalition.org/>)
 2. Go to training-modules-best practices
 3. Choose to work on the module
 4. Complete Final Steps and Post test
- The module will record your completion and responses.

Observation of an Entry Level Job

Feb
13 Due: Thursday, Feb 13 at 1:55 pm

CPSE 440- Observation of an Entry Level Job.docx [Download \(plugins/Upload/fileDownload.php?fileId=4760eea1-8cwe-03dZ-T8UL-gJa849280309&pubhash=zFatrVbZlInmqZfCUjEzgcUNA6qqLZeolj5EzMtPFNE99bEB79HSrdM3bAMG34WVj6mxJlCnMBTcgYSgr_zqA==\)](#)

CPSE 440: Observation of an Entry Level Job

Purpose of the observation: To identify the academic, social, and executive functioning skills entry level workers need to obtain and maintain a job.

Directions: Identify an entry level job (e.g., gas station attendant, bagger/stocker, Wal-Mart, Fred's, theater) that a transition age student with or without a diploma could obtain. Observe the setting to conduct a job analysis of the site; use the attached form. Afterward, identify one task at the site and develop the task analysis that you would use to teach the individual actions or steps needed to successfully complete the task.

Submit the following: (document above)

- **Completed Job Analysis Form (5pts)** - is a description of the environmental and social characteristics of a work site, the jobs or tasks a worker is expected to perform, and potential supports available at the specific work site.
- **Completed Task Analysis (5 pts)** – remember that for a vocational task it is okay to have more than 5 steps.
- **Reflection Paper** – this should be a narrative, not list of questions and answers. The questions below are there simply to guide your reflection. You do not need to include answers to every question.

Submit a 1-2 page reflection of the observation (10 pts). What barriers to obtaining and keeping this job might a person with a non-cognitive disability experience? What accommodations or modifications might be appropriate on the job? What transition services would a person need to obtain and maintain this job?

Could a person with a cognitive impairment successfully do this job? What accommodations/ modifications might be appropriate? Describe the job you would carve for a person with significant disabilities based on the tasks you observed at this site? What are the specific tasks associated with the job you are carving; how often would the tasks be performed; what supports would be needed?

Response to Intervention in Secondary Quiz

Feb
20 Due: Thursday, Feb 20 at 11:55 am

This is a closed book/content reading quiz. Please complete the 5 point quiz after you have read the content page.

Mid Course Eval

Feb
27 Due: Thursday, Feb 27 at 11:59 pm

Please submit the following
3 things you have learned so far this semester
1 thing you have liked in the class so far
1 thing you would change about the class so far

Universal Design Quiz

Mar 05 Due: Thursday, Mar 05 at 11:55 am

This is a closed book/content page quiz. Please complete the 5 point quiz after you have read the content page.

Make and Keep a Budget

Mar 05 Due: Thursday, Mar 05 at 1:55 pm

Make a budget for at least one month. Budget should at least include an entry for housing, food, transportation, and entertainment. Do your best to keep your budget for a month. Keep track of all of your expenses on an excel sheet, check register, or other form. Submit your planned budget and your recording from. Remove any personal information that you do not want shared with the professor.

Post-Secondary Education Out of Class Assignment

Mar 05 Due: Thursday, Mar 05 at 1:55 pm

There are two options for the out of class assignment.
Option 1: Read about three local colleges/programs that support are options for students with disabilities and write a 5 page summary (see assignment description for programs)
Option 2: Go on a college tour of one of the local colleges/programs in the assignment description. No summary.
You can read about your two options here.
Post Secondary Out of Class Assignment.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=9cc8687a-RBkw-laNt-3gRV-ZN74ec218f34&pubhash=sqdladU6H-6gaQb-GGnLdN33CSoh4a8_MI6eyFfp55xThELtFOlco5JZ88sgNeaFOol.chobQRs1BD9GwKZx12g==\)](#)

Contextual Factors for Math Instructional Unit

Mar 05 Due: Thursday, Mar 05 at 1:55 pm

Complete RTW #1 Contextual Factors for your unit of instruction. Contextual factors should be for one group/class for one unit of instruction in math (any exception will need to be approved). Your unit should be

1. In your first (the highest grade possible) or second setting
2. Include 6 explicit instruction lesson plans (2-4 weeks of instruction)
3. You can submit one per partnership

You must use this form [Explicit Instruction Lesson Plan TEMPLATE with prompts.2020.docx](#) [Download \(plugins/Upload/fileDownload.php?fileId=caa8e077-8RmE-3eKN-kmww-Tbbbf5384f6&pubhash=FHbO6p3cbIDEVO1nIcWwZB0yQYM4TYz3HjGHJguxNnzvdbXdcjTYzAVxiM_5jFqx458UMNNf14r-91UD_9Uw==\)](#)

[RTWS_Performanace_Prompt_and_Scoring_Rubric.pdf](#) [Download \(plugins/Upload/fileDownload.php?fileId=355481af-6fwm-anVA-OYtC-wV08a21ef1ad&pubhash=gL-Xs8B8zst-iMwky2CBGIH9yD94eL_GbDTjxQHHOqxhRPzcR5pk38WQI3gbc_w3rGca7s7Pllisi2yTsi4093iA==\)](#)

Universal Design for Learning Plan

Mar 05 Due: Thursday, Mar 05 at 11:55 pm

We will complete this in class. You can complete the assignment on your own, if needed, for full points. [Universal Design for Learning Assignment.440.docx](#) [Download \(plugins/Upload/fileDownload.php?fileId=99bf9a75-Y9qj-P01v-p9lj-vxf07b2c5c5b&pubhash=GpYAmAUpiofmmOk3QT91N_DbMkct6ApOaHHZt3w1DWfXDXDF5PF4zgMg0o5CZhd8qgD33hM3mLnJtQIIMX5Gg==\)](#)

Co-Teaching Quiz

Mar 12 Due: Thursday, Mar 12 at 11:55 am

This is a closed book/content page quiz. Please complete the 5 point quiz after you have read the content page.

Learning Goals for Math Instructional Unit

Mar 12 Due: Thursday, Mar 12 at 1:55 pm

Submit a PLAAFP with core standard, Unit Goal, and Six Lesson objectives for your unit of study. Learning goals should be for one group/class for one unit of instruction in math (any exception will need to be approved). Your unit should be

1. In your first (the highest grade possible) or second setting
2. Include 6 explicit instruction lesson plans (2-4 weeks of instruction)
3. You can submit one per partnership

You must use this form [Explicit Instruction Lesson Plan TEMPLATE with prompts.2020.docx](#) [Download \(plugins/Upload/fileDownload.php?fileId=caa8e077-8RmE-3eKN-kmww-Tbbbf5384f6&pubhash=FHbO6p3cbIDEVO1nIcWwZB0yQYM4TYz3HjGHJguxNnzvdbXdcjTYzAVxiM_5jFqx458UMNNf14r-91UD_9Uw==\)](#)

3. You can choose to plan and teach in Math or Language Arts

Community Mapping Report

Mar 19 Due: Thursday, Mar 19 at 1:40 pm

[Community Mapping Assignment.docx](#) [Download \(plugins/Upload/fileDownload.php?fileId=2f0e6b07-4Uwu-OawW-u61Q-6i84fg3d43f2&pubhash=wQhUMyJxai_10MrJZcYx-Zh4R_cj68gwD5yxl4vvl2JdthB0WCz8GUXNgA4InoMaJGuWwQiHFwcugyRTYCBIA==\)](#)

Assessment Plan for Math Instructional Unit

Mar 19 Due: Thursday, Mar 19 at 1:55 pm

No pre/post test required. Submit a copy of your independent practice data collection form for your unit (the form will be blank at this point). State a CBM you will use to measure progress during your unit. Each member of the partnership should assess a different student. You may choose to assess your entire group/class. Assess at beginning, in the middle, and at the end of your unit. Assessment plan should be for one group/class for one unit of instruction in math (any exception will need to be approved). Your unit should be

1. In your first (the highest grade possible) or second setting
2. Include 6 explicit instruction lesson plans (2-4 weeks of instruction)

3. You can submit one per partnership
You must use this form Explicit Instruction Lesson Plan TEMPLATE with prompts.2020.docx [Download \(plugins/Upload/fileDownload.php?fileId=caa8e077-8RmE-3eKN-kmww-Tbbef5384f6&pubhash=FHbO6p3cbIDEV01n1CwWzB0yQYM4TYz3HjGHJguxNnzvdbXdCjtYzAVxiM_5jFq458UMNNf14r-91UD_9Uw==\)](#)

Co-Teaching Observation/RTI Observation

Mar 19 Due: Thursday, Mar 19 at 11:59 pm

If you were not able to accomplish this in your second setting, you can write about a previous setting.

Observe two hours in a co-taught secondary setting in any subject.

or

Observe 2 hours in a secondary setting or settings that are addressing students needs in Tier 1 or Tier 2 in a RTI model (flex time would be appropriate).

Submit a two page double spaced reflection of what you learned.

Your Complete Guide To Transition Planning and Services Chapter 3 Quiz

Mar 26 Due: Thursday, Mar 26 at 11:55 am

This is a closed book quiz. Please complete the 5 question quiz after you have read the chapter.

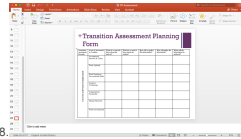
Transition Assessment

Apr 02 Due: Thursday, Apr 02 at 11:55 pm

446 - Transition Assessment Assignment

This assignment can be completed alone or with a partner

Follow these steps



1. Complete the entire Transition Planning Form from the text on page 106-108.
2. Give the TPI- give at least the (student and school rating forms). Also, give the parent form if you have access.
3. Add the scores to the *TPI Profile and Further Assessment Recommendations Rating Form*
4. Identify two domains that are strengths and two domains that are weaknesses. Use the back page of the *TPI Profile and Further Assessment Recommendations Rating Form* to make your plan. You may skip step 5
5. Make a copy of and complete at least four sections of the *Comprehensive Informal Inventory of Knowledge and Skills for Transition* on pages 18-43 of the TPI Manual (2 strengths and 2 weaknesses)

All assessments for steps 6 and 7 can come from the TPI manual or the website provided.

If you are not able to use the student you assessed in steps 2-3, ask someone to ask as proxy for steps 6-7

6. Choose two informal assessments from section 3 of the TPI assessment manual. One in each area of weakness. Give assessments.
7. Go to the following website

<https://schools.utah.gov/specialeducation/programs/schooltransition> (<https://schools.utah.gov/specialeducation/programs/schooltransition>).

Under Assessment, click on Utah State Board Age Appropriate Transition Assessments

and choose two additional informal assessments to give in any area you feel you need to round out your transition picture.

8. Complete the front page of the *TPI Profile and Further Assessment Recommendation Form*.
9. Submit the following

- Completed Transition Planning Form
- *TPI Profile and Further Assessment Recommendation Form*
- TPI rating forms-at least 2
- *Comprehensive Informal Inventory of Knowledge and Skills for Transition*- 4 sections
- Two informal assessment from section 3 the TPI manual
- Two additional informal assessments

Practicum Time Commitment Form 2

Apr 02 Due: Thursday, Apr 02 at 11:59 pm

Submit your completed Practicum Time Commitment Form with signatures.

CPSE 440.440R Practicum Time Commitment Form.2020R.2.docx [Download \(plugins/Upload/fileDownload.php?fileId=643aa848-nMzE-wSGJ-sSd1-9m004ca38433&pubhash=3OXGsn1Otd1tgY8RRup2b7zB6PpMOSO8GTr_4sxuwjL0KQlqfBRHlIaY_YnxCS13B64ptyny9HxmFyzY2vog=\)](#)

Make and Keep an Appointment

Apr 02 Due: Thursday, Apr 02 at 11:59 pm

Make an appointment that requires a telephone call. Follow through with the appointment (doctor, dentist, mental health, financial aide, etc)

Indicate your completion on your Practicum Time Commitment Form.

Public Transportation Assignment

Apr 02 Due: Thursday, Apr 02 at 11:59 pm

Take public transportation (bus or train) not UBER or LYFT to a location 10 miles from your starting location. Make at least one transfer.

Indicate your completion on your practicum time commitment form.

Observation of a Post-High Classroom

Apr 09 Due: Thursday, Apr 09 at 1:55 pm

If you were not able to attend a post high setting, research post high on line and/or talk with a peer who did take a tour. Submit a one-page, double spaced reflection.

Post High is for ages 18-21, is a special education setting, and is for students who have not yet graduated.

Observe two hours in a post high setting in any subject.

Submit a one page double spaced reflection of what you learned.

Also, take a picture of this completed form and submit one per group.

ATEC Observation.docx [Download \(plugins/Upload/fileDownload.php?fileId=8cff3ab5-UzjN-mZ8r-OREP-cCcf832f4631&pubhash=Sq4a9PbHr82HvVWVSnNmjW7A-g6D88zGPYU7xG3TKn3KAAI4q2NxpRKDq1LQFu1RFYRADgTv5kK2m7R_sio-g=\)](#)

Lesson Plans for Math Instructional Unit

Submit 6 scripted explicit instruction lesson plans for your instructional unit

Lesson plans should be for one group/class for one unit of instruction in math (any exception will need to be approved).

Your unit should be

1. In your first (the highest grade possible) or second setting
2. Include 6 explicit instruction lesson plans (2-4 weeks of instruction)
3. Each member of the partnership should write 3 lesson plans (include your name on the lesson plans you wrote)
4. One lesson plan will be graded for each member of the partnership. Lesson plans will be selected at random from the 3 you wrote.

You must use this form [Explicit Instruction Lesson Plan TEMPLATE with prompts.2020.docx](#) [Download \(plugins/Upload/fileDownload.php?fileId=caa8e077-8RmE-3eKN-kmww-Tbbbf5384f6&pubhash=FHbO6p3cblDEVQ1n1CwWzBQyQYM4TYz3HjHhGJguxNnzYydbXdCjTYzAVxiM_5jE9x458UMNNf14r-91UD_9Uw==\)](#)

Final Outcomes and Decisions for Math Instructional Unit

Submit

Each member of the partnership should submit their own final outcomes

I have removed the data collection form requirement and the graph of the CBM requirement. I have left the rest of the assignment with a few adjustments.

A 3 page double spaced reflection that includes:

What was planned for your teaching before Corona and what you did to modify and finish teaching.

A data based instructional decision you made during a lesson. Think about the powerpoint you learned about intensifying your instruction.

Intensifying Instruction.pptx [Download \(plugins/Upload/fileDownload.php?fileId=c71576fe-1wtR-qotE-Gvh5-Mjfe967c317a&pubhash=PPoHQkX-Z1CaD_B5Kh1rsF0_MYnbz7V8HKL8vRodyMectye0LanLmnB-clQSq09Qungej46JbPN4v3WQQ0w==\)](#)

A data based decision that you suggest at the end of your 3 lessons also considering the power point about intensifying your instruction.

Intensifying Instruction.pptx [Download \(plugins/Upload/fileDownload.php?fileId=c71576fe-1wtR-qotE-Gvh5-Mjfe967c317a&pubhash=PPoHQkX-Z1CaD_B5Kh1rsF0_MYnbz7V8HKL8vRodyMectye0LanLmnB-clQSq09Qungej46JbPN4v3WQQ0w==\)](#)

Discuss at least 3 high leverage practices you used in your teaching and how they affected your instruction.

High Leverage Practices and Effective Teaching Practices.2019.pptx [Download \(plugins/Upload/fileDownload.php?fileId=77308cf8-uSgl-RqVL-M14t-Ag0b5a4d476&pubhash=K0iCmrtUX7hTse_tCp-BN9Vyd4rX6SM2vkElmjCA0Wwb-MIXp-LGssJ908ZzMY0hat1pKhNYR5qPBh_UZXhcZw==\)](#)

Transition IEP Components

CPSE 440- Transition IEP Components.2018.docx [Download \(plugins/Upload/fileDownload.php?fileId=9bed88e3-X5bXjD7h-o1fT-6qd20960d584&pubhash=b9Klmng2HAoFLjJpzk1Zy0kFwyITYE4A1WKx7UMfAja5vYbx9ZHElbbDmEzmPomVt2LQi_P1G3UKgAsROt3gA==\)](#)

Complete the Components of a Transition IEP form (above) for a transition-age youth with a disability. Please use **pseudonym** if using a real student (i.e., Do not provide any identifying information)

Point Breakdown

Categories	Percent of Grade
Out of Class Assignments	19.23%
Transition Coalition Module	10.36%
Practicum Assignments	25.15%
In Class Assignments	6.51%
Instructional Unit	25.44%
Quizzes	13.31%

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

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. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Employment Office at 801-422-5895, D-285 ASB for help.

Schedule

Date	Topics and Standards	Reading Assignments	Assignments Due
Week 1			

Th Jan 09 Thursday	<p>Learner Characteristics of Students with Disabilities in Secondary Settings</p> <p>CEC Standard: Learner Development and Individual Learning Difference</p> <p>1.2 Beginning special education professionals use their understanding of learner development and individual differences to respond to the needs of individuals with exceptionalities.</p>	Course Introduction	Your Complete Guide To Transition Planning and Services Chapter 1 Quiz Opens
Week 2			
Th Jan 16 Thursday	<p>Transition Introduction</p> <p>CEC Standard Instructional Planning and Strategies 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.</p>	<p>Course Readings: <i>Your Complete Guide to Transition Planning and Services</i></p> <p>Ch. 1 I'm responsible for Transition Planning...Now What Do I Do?</p>	<p>Your Complete Guide To Transition Planning and Services Chapter 1 Quiz Closes</p> <p>Adolescent Development Report</p> <p>Join Transition Coalition</p> <p>Sign up to visit ATEC for post-high tour</p> <p>https://docs.google.com/document/d/1Z3hlylgjRcnghXoiTQZ4jCviFJNF6AFsArGAJJP5Fhw4/edit?usp=sharing</p> <p>Your Complete Guide To Transition Planning and Services Chapter 2 Quiz Opens</p>
Week 3			
Th Jan 23 Thursday	<p>Community service providers</p> <p>Community Mapping</p> <p>http://www.ncset.org/publications/viewdesc.asp?id=939</p> <p>CEC Standard Collaboration 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p>	<p>Course Readings: <i>Your Complete Guide to Transition Planning and Services</i></p> <p>Ch. 2 Transition Planning From Compliance to Quality</p>	<p>Best Practices in Transition Session 1</p> <p>Practicum Time Commitment Form</p> <p>Your Complete Guide To Transition Planning and Services Chapter 2 Quiz Closes</p> <p>Your Complete Guide To Transition Planning and Services Chapter 10 Quiz Opens</p>
Week 4			
Th Jan 30 Thursday	<p>Understanding Independent Living Options</p> <p>Self-determination</p> <p>CEC Standard Collaboration 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p>	<p>Course Readings: <i>Your Complete Guide to Transition Planning and Services</i></p> <p>Ch 10 Preparing for Independent Living and Inclusion in the Community</p>	<p>Best Practices in Transition Session 2</p> <p>Start your budget assignment on Feb 1. It's due on March 5.</p> <p>Self-Determination lesson plan</p> <p>Self determination Lesson Plan.2018.docx Download</p> <p>Self-determination Lesson Plan</p> <p>Your Complete Guide To Transition Planning and Services Chapter 10 Quiz Closes</p> <p>Your Complete Guide To Transition Planning and Services Chapter 9 Quiz Opens</p>
Week 5			
Th Feb 06 Thursday	<p>Understanding Education Options</p> <p>CEC Standard Collaboration 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p> <p>No class</p>	<p>Course Readings: <i>Your Complete Guide to Transition Planning and Services</i></p> <p>Ch 9 Preparing for Post Secondary Education</p> <p>CEC Conference</p>	<p>Best Practices in Transition Session 3</p> <p>We will not meet in class this week. There are two options for the out of class assignment you will complete in place of class.</p> <p>Option 1: Read about three local colleges/programs that support are options for students with disabilities and write a 5 page summary (see assignment description for programs)</p> <p>Option 2: Go on a college tour of one of the local colleges/programs in the assignment description. No summary.</p> <p>You can read about your two options here.</p> <p>Post Secondary Out of Class Assignment.2019.docx Download</p> <p>Your Complete Guide To Transition Planning and Services Chapter 8 Quiz Opens</p>
F Feb 07 Friday			
Week 6			
M Feb 10 Monday			Your Complete Guide To Transition Planning and Services Chapter 9 Quiz Closes
Th Feb 13 Thursday	<p>Understanding Employment Options</p> <p>Kerri Pearson</p> <p>Vocational Rehabilitation for Provo School District</p> <p>Guest Lecture</p>	<p>Course Readings: <i>Your Complete Guide to Transition Planning and Services</i></p> <p>Ch 8 Preparing for Employment and Career Development</p>	<p>Observation of an Entry Level Job</p> <p>Best Practices in Transition Final Steps and Post test</p> <p>Your Complete Guide To Transition Planning and Services Chapter 8 Quiz Closes</p> <p>Response to Intervention in Secondary Quiz Opens</p>
Week 7			
Th Feb 20 Thursday	<p>Transition to post-secondary education for students with Disabilities</p> <p>Clay Frandsen</p> <p>BYU University Accessibility Office</p> <p>Guest Lecture</p> <p>Learning Environments in Secondary Education</p> <p>CEC Standard: Learning Environments</p> <p>Beginning Special Education Professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions</p>	<p>Course Readings: Content page- <i>Response to Intervention in Secondary Settings</i></p>	Response to Intervention in Secondary Quiz Closes
Week 8			

Th Feb 27 Thursday	<p>Transition Assessments- Transition Planning Inventory (TPI) and TAGG</p> <p>CEC Standard 4.3 Assessment Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.</p>	<p>Course Readings: Course Readings: <i>Your Complete Guide to Transition Planning and Services</i></p> <p>Ch 5 Transition Assessment: The Cornerstone of Transition Assessment</p>	<p>Mid Course Eval</p> <p>Universal Design Quiz Opens</p>
Week 9			
Th Mar 05 Thursday	<p>Accessing the general education classroom: Universal Design for Learning</p> <p>CEC Standard 3.3 Curricular Content Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.</p>	<p>Course Readings: Content Page-<i>Universal Design for Learning</i></p>	<p>Post-Secondary Education Out of Class Assignment</p> <p>Contextual Factors for Math Instructional Unit</p> <p>Universal Design for Learning Plan</p> <p>Make and Keep a Budget</p> <p>Universal Design Quiz Closes</p> <p>Co-Teaching Quiz Opens</p>
Week 10			
Th Mar 12 Thursday	<p>Co-teaching</p> <p>CEC Standard Collaboration 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p>	<p>Course Readings: Content Page <i>Co-Teaching</i></p>	<p>Learning Goals for Math Instructional Unit</p> <p>Co-Teaching Quiz Closes</p>
Week 11			
Th Mar 19 Thursday	<p>Math Content in Secondary Settings</p> <p>CEC Standard: Curricular Content</p> <p>3.1 Beginning special education professionals understand the central concepts, structure of the discipline, and tools of inquiry of the content area they teach, and can organize this knowledge, integrate cross disciplinary skills, and develop meaningful learning progression for individuals with exceptionalities.</p>	<p>Zoom Lecture</p> <p>https://byu.zoom.us/j/818635655</p>  <p>zoom_0.mp4</p>	<p>Community Mapping Report</p> <p>Co-Teaching Observation/RTI Observation</p> <p>Assessment Plan for Math Instructional Unit</p> <p>Your Complete Guide To Transition Planning and Services Chapter 3 Quiz Opens</p>
Week 12			
Th Mar 26 Thursday	<p>Instructor Ratings Open</p> <p>CEC Standard Instructional Planning and Strategies 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.</p> <p>Writing the Transition Plan</p> <p>Preparing for Student Run IEP Meetings</p> <ul style="list-style-type: none"> -understanding personal strengths and weaknesses -awareness of accommodations -knowledge of rights -self-advocacy skills 	<p>Zoom Lecture</p> <p>https://byu.zoom.us/j/818635655</p> <p>Zoom Lecture</p> <p>Professor Nelson</p> <p>Writing Transition IEP</p> <p>Course Readings: <i>Your Complete Guide to Transition Planning and Services</i></p> <p>Ch 3 Student Directed Planning and Involvement</p> <p>Access to Recorded Video on Zoom</p> <p>March 26 2020</p> <p>https://byu.box.com/v/CPSE440Mar262020</p>	<p>Your Complete Guide To Transition Planning and Services Chapter 3 Quiz Closes</p>
Week 13			
Th Apr 02 Thursday		No Class	<p>Transition Assessment</p> <p>Public Transportation Assignment</p> <p>Make and Keep an Appointment</p> <p>Practicum Time Commitment Form 2</p>
Week 14			
Th Apr 09 Thursday		No class	<p>Lesson Plans for Math Instructional Unit</p> <p>Observation of a Post-High Classroom</p>
Week 15			
W Apr 15 Wednesday			<p>No late work can be submitted for credit after the last day of BYU class on April 15</p> <p>Final Outcomes and Decisions for Math Instructional Unit</p> <p>Transition IEP Components</p>
Th Apr 16 Thursday	<p>Winter Exam Preparation (04/16/2020 - 04/16/2020)</p>		
Week 16			
T Apr 21 Tuesday			