

CPSE 452 - Eff Tch Str: M/M Disabilities

Fall 2018

Section 001: 341 MCKB on M W from 11:00 am - 12:15 pm

Instructor/TA Info

Instructor Information

Name: Gordon Gibb

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TA Information

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Course Information

Description

Participants will design and implement instructional planning and teaching strategies to meet the educational needs of students with mild/moderate disabilities.

Materials

Learning Outcomes

Characteristics of students with mild/moderate disabilities

Describe educational characteristics of students with mild/moderate disabilities.

Components of the Individualized Education Program (IEP)

List and describe the components of a standards-based IEP.

Utah Core Curriculum for mathematics

Demonstrate understanding of the Utah core curriculum for mathematics.

Standards-based planning

Write standards-based PLAAFP statements, IEP and unit goals, and lesson objectives for case study students.

Lesson planning for the effective teaching cycle

Write scripted direct instruction lesson plans with recording methods for student achievement data.

Enacting the effective teaching cycle

Use direct instruction lesson plans to enact the effective teaching cycle with high student response rates, praise, and corrective feedback.

Informal curriculum based assessments

Demonstrate how to design and collect data with curriculum based assessments, and how to use data to make instructional decisions for case study students.

Response to Intervention

Describe the Rtl concept and process, and use progress-monitoring data to make Rtl decisions for case study students.

Grading Scale

| Grades | Percent |
|---------------|----------------|
| A | 96% |
| A- | 91% |
| B+ | 87% |
| B | 83% |
| B- | 80% |
| C+ | 77% |
| C | 73% |
| C- | 70% |
| D+ | 67% |
| D | 63% |
| D- | 60% |
| E | 0% |

Grading Policy

All assignments are to be submitted at the **beginning** of class on the due date. Late assignments will receive up to 50% credit if submitted by the following class period. Beyond one class period there will be no credit. According to University Policy, assignments will not be accepted after the last day of semester classes.

Attendance Policy

Attendance is mandatory and is recorded for each class session. Participants receive two points for each full-class attendance with the total counting towards the final grade. University excused absences will not count against a student, other absences must have a compelling reason, to be discussed with the instructor. Emailing the instructor before class does not make the absence excused.

Conceptual Framework for this Course

Moral endeavor at Brigham Young University is established upon principles of eternal and unchanging truth contained in the restored gospel of Jesus Christ. Prophets of God proclaim that “all human beings—male and female—are created in the image of God. Each is a beloved spirit son or daughter of heavenly parents, and, as such, each has a divine nature and destiny.”¹

Teaching is a moral endeavor that recognizes and responds to the divine destiny of each student. Moral teachers ensure that students master the knowledge, skills, and dispositions necessary to realize their divine potential for growth and achievement. Therefore, teachers:

1. Recognize and cultivate the individual worth of each student
2. Embrace and apply proven instructional practice
3. Establish and maintain positive, supportive learning environments
4. Value and enact respectful interpersonal behavior and responsible citizenship.

Four assumptions guide our work:

1. All children can learn.
2. Schools exist to advance student learning.
3. Teachers are accountable for student learning.
4. Accountability is measured by data.

¹The Family. A Proclamation to the World. (1995). The Church of Jesus Christ of Latter-Day Saints.

Assignments

Assignment Descriptions

Common Core Exploration - In Class

Due: Monday, Sep 10 at 12:15 pm

Log on at:

<http://www.corestandards.org/about-the-standards/frequently-asked-questions/>

As a team of two review the information listed in the bolded topics. Prepare an objective discussion (4 parent questions & 4 teacher answers) you could have with a parent who is questioning the use of Core Standards in your school.

Type the assignment. Be prepared to present in class.

Both team members will submit the same paper on Learning Suite. Remember to write your name and your teammate's name on your submission.

IEP Description

Due: Wednesday, Sep 12 at 11:00 am

Write a description of the IEP by listing and describing each step in developing the IEP as described in Gibb & Dyches (2016). (Approximately one page-single spaced.) Submit on Learning Suite.

Standards-based IEPs

Due: Monday, Sep 17 at 11:00 am

Read & review pages 47-58 prior to class

Write a sentence stating you read the assignment.

Write the definition of standards-based IEP in your own words.

Submit both (in one document) on Learning Suite

Gibb & Dyches "Guide to Writing Quality IEPs" 3

PLAAFP - Measurable Annual Goals

Due: Monday, Sep 24 at 12:30 pm

Read & review pages 59-74 prior to class

Complete PLAAFP statements for Lottie and Roscoe, and then write accompanying measurable annual goals for each. Be sure to incorporate core standards and use ABCD format for the goals.

Task Analysis

Due: Wednesday, Sep 26 at 11:00 am

Read <https://link-springer-com.erl.lib.byu.edu/content/pdf/10.1007%2Fs10643-017-0838-x.pdf>

1. Write a definition and the steps necessary to create a task analysis.
2. Write an application of the steps for dialing a cell phone.

Unit Plan and 5 lesson objectives - In Class

Due: Monday, Oct 01 at 12:15 pm

Complete the Unit Task Analysis

The template is posted under the Content tab, Unit Planning section.

Grade, Unit Title, PLAAFP (from previous assignment) = 1 point

IEP Annual Goal (written from the Core)= 4 points

3 Unit goals in ABCD format (Unit goals are rephrased/written from the MASTERY patterns of aligned Core used above = 6 points

Choose one unit goal (state as topic, not ABCD)= .5

Task analyze skills = minimum of 5 @ .5 each = 2.5 points

Section VI, Daily Objective not required for this submission.

IRIS Module: Evidence-Based Practice

Due: Wednesday, Oct 03 at 11:00 am

Read Evidence Based Practice Part 1 and then copy, paste, complete and submit the **assessment** section of the IRIS module.

http://iris.peabody.vanderbilt.edu/module/ebp_01/

Direct Instruction

Due: Monday, Oct 08 at 12:15 pm

In-class assignment under Content

1. Read *Direct Instruction* (Kozloff & Cowardin, 1999)
2. Complete reading guide

Video: Steps in Direct Instruction

Due: Wednesday, Oct 10 at 11:00 am

This video provides introductory information to direct instruction. After watching the video, write a statement that says you have viewed the video.

Write a minimum of five sentences explaining the principles of direct instruction as described, **including** new vocabulary with definitions.

<https://www.youtube.com/watch?v=qXKHeeCeHHY>

Evidence for Direct Instruction

Due: Wednesday, Oct 10 at 11:00 pm

Read the article assigned as indicated below. Come class 10/12 having written three questions you had while reading the article and your response to those questions. Be prepared to *individually* discuss your assigned article. This is NOT a team effort.

A thru M read: *Direct Instruction: Proven Success in Teaching*

N thru Z read *Putting Students on the Path to Learning*

Video: DI Lesson Observation

Due: Monday, Oct 15 at 11:00 am

Use the posted **DI Observation** form found on Learning Suite, Content, Rubrics, titled: 1. Direct Instruction Video and Self-evaluation FORM.docx Download to use.

Heidi video: <https://vimeo.com/13363354>

Watch the "Direct Instruction HLA" video lesson. As you watch, complete the **DI Form** based on the information from class discussions and readings.

Write at least 5 specific observations of the effective teaching cycle in this teaching sequence. What did you see? What insight did you gain? How will you incorporate your observations into your teaching?

This is to be one page single spaced. (Double spaced between paragraphs.) Submit through Learning Suite.

Bring your completed **DI Form** to class on 10/15

<https://vimeo.com/13363354>

Signals for direct instruction

Due: Wednesday, Oct 17 at 11:00 am

As you watch this video listen for words and examples of "cue, pause, signal" and comment on GoReact.

Signals are a strategy used to elicit student responses. To use this strategy you give a cue, for example, asking "what word" then there is a slight pause, followed immediately with a signal.

After you have observed the technique, **role play** with your partner teaching a simple fact using cue, pause, signal. For example, you can ask "How many eggs are in a carton?" and then elicit a response. Try using different cues such as a snap, tap or hand gesture. Each team member take turns being the student and the teacher.

After you role play, return to GoReact and add a comment that says that you have viewed the videos with your partner and then a few sentences explaining how you have role played the task.

Lesson I: PLAAFP thru review

Due: Wednesday, Oct 24 at 12:15 pm

In Class:

Complete lesson plan sections PLAAFP through Review and practice review.

Lesson 1: Modeling

Due: Monday, Oct 29 at 12:15 pm

In Class:

Complete modeling section and practice review through

Lesson 1: Guided practice 1 and 2

Due: Wednesday, Oct 31 at 12:15 pm

In Class:

Complete guided practice 1 and 2 sections and practice review through guided practice 2.

Lesson 1: Guided practice 3

Due: Monday, Nov 05 at 12:15 pm

In Class:

Complete guided practice 3 section and practice review through guided practice

Lesson 1: Video teaching Lesson 1

Due: Monday, Nov 12 at 11:00 am

Video yourself teaching Lesson 1 outside of class and **upload** to GoReact.

Progress monitoring

Due: Monday, Nov 12 at 11:00 am

Read *IEPs: Writing Quality Individualized Education Programs* (Gibb & Dyches, 2016), pp.75-80.

Read *How Student Progress Monitoring Improves Instruction* (Safer & Fleischman, 2005).

<http://www.ascd.org/publications/educational-leadership/feb05/vol62/num05/How-Student-Progress-Monitoring-Improves-Instruction.aspx>

1. Post a statement on LS stating that you completed the readings

2. Write a definition of progress monitoring and describe benefits to the students and teacher.

Lesson 1: Independent practice and data collection

Due: Monday, Nov 12 at 12:15 pm

In Class:

Complete independent practice section and practice review through independent practice.

Complete data collection and recording system.

Lesson Plan 2

Due: Wednesday, Nov 28 at 11:00 am

Submit DI Lesson Plan 2 in class.

Daily attendance

Due: Wednesday, Dec 12 at 12:15 pm

Attend all of each class unless excused, 2 points for each day. To be calculated in final grade.

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) 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.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Schedule

| Date | Topic | Resources | Assignments Due |
|-----------------------|--|--|---|
| W Sep 05 Wednesday | Introduction and course overview Registration for GoReact | | |
| M Sep 10 Monday | Common Core and the Utah State curriculum standards | Common Core at http://www.corestandards.org/about-the-standards/frequently-asked-questions/ | Common Core Exploration - In Class |
| W Sep 12 Wednesday | The IEP process | Gibb & Dyches (2016), <i>IEPS: Writing Quality Individualized Education Programs</i> from your CPSE 403 class. | IEP Description |
| M Sep 17 Monday | Standards-based IEPs | Gibb & Dyches (2016), <i>IEPS: Writing Quality Individualized Education Programs</i> from your CPSE 403 class. | Standards-based IEPs |

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| W Sep 19 Wednesday | Present Levels of Academic Achievement and Functional Performance (PLAAFP) Case study student | Gibb & Dyches (2016), <i>IEPS: Writing Quality Individualized Education Programs</i> from your CPSE 403 class. | |
| M Sep 24 Monday | Writing measurable annual goals (MAG) | Gibb & Dyches (2016), <i>IEPS: Writing Quality Individualized Education Programs</i> from your CPSE 403 class. | PLAAFP - Measurable Annual Goals |
| W Sep 26 Wednesday | Task analysis | Task analysis at https://link-springer-com.erl.lib.byu.edu/content/pdf/10.1007%2Fs10643-017-0838-x.pdf | Task Analysis |
| M Oct 01 Monday | Task analysis for unit and weekly planning | | Unit Plan and 5 lesson objectives - In Class |
| W Oct 03 Wednesday | Evidence-Based Practice | IRIS Module at http://iris.peabody.vanderbilt.edu/module/ebp_01/ | IRIS Module : Evidence-Based Practice |
| M Oct 08 Monday | Evidence-based practice: Direct Instruction | <i>Direct Instruction</i> (Kozloff & Cowardin, 1999) Available in Content In class: <i>Basic Principles of Direct Instruction</i> (Engelmann) https://www.nifdi.org/15/index.php?option=com_content&view=article&id=52&Itemid=27 | Direct Instruction |

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| W Oct 10 Wedne sday | Evidence -based practice: Research supportin g direct instructio n | <i>Putting Students on the Path to Learning</i> (Clarke, Kirschner, & Sweller, 2010). https://www.aft.org/sites/default/files/periodical s/Clark.pdf <i>Direct Instruction: Proven Success in Teaching</i> (Lindsay, 2014) https://www.jefflindsay.com/EducData.shtml YouTube: https://www.youtube.com/watch?v=qXKHeeC eHHY | Eviden ce for Direct Instruc tion Video: Steps in Direct Instruc tion |
| M Oct 15 Monda y | Evidence -based practice: Direct instructio n in action Observe and evaluate a direct instructio n lesson | YouTube: https://vimeo.com/13363354 | Video: DI Lesson Observ ation |
| W Oct 17 Wedne sday | Using signals in direct instructio n Quiz: Direct instructio n | YouTube https://www.youtube.com/watch?v=zdNwZ- TFtLc&t=34s | Signals for direct instruc tion |
| M Oct 22 Monda y | Lesson planning for direct instructio n: overview and examples | Lesson planning under Content | |
| W Oct 24 Wedne sday | Lesson planning for direct instructio n: PLAAFP | Lesson planning under Content | Lesson I: PLAAF P thru review |

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| | thru review | | |
| M Oct 29 Monday | Lesson planning for direct instruction: modeling (I do) | Lesson planning under Content | Lesson 1: Modeling |
| W Oct 31 Wednesday | Lesson planning for direct instruction: Practice modeling Guided practice 1 and 2 | Lesson planning under Content | Lesson 1: Guided practice 1 and 2 |
| M Nov 05 Monday | Lesson planning for direct instruction: Practice modeling and guided practice 1 and 2 Guided practice 3 | Lesson planning under Content | Lesson 1: Guided practice 3 |
| W Nov 07 Wednesday | Lesson planning for direct instruction: Practice modeling and guided practice 1 thru 3 | Lesson planning under Content | |
| M Nov 12 Monday | Lesson planning for direct instruction | Gibb & Dyches (2016), <i>IEPS: Writing Quality Individualized Education Programs</i> from your CPSE 403 class. | Lesson 1: Independent |

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|--------------------------|--|---|---|
| | n: Independent practice Data collection and recording | Progress monitoring at http://www.ascd.org/publications/educational-leadership/feb05/vol62/num05/How-Student-Progress-Monitoring-Improves-Instruction.aspx | practice and data collection Lesson 1: Video teaching Lesson 1 Progress monitoring |
| W Nov 14 Wednesday | Lesson planning for direct instruction: Teach complete lesson Submit Lesson 1 for scoring | | |
| M Nov 19 Monday | Teaching video feedback and lesson plan refinement. | | |
| W Nov 21 Wednesday | No Classes | | |
| M Nov 26 Monday | Outline DI Lesson Plan 2 | | |
| W Nov 28 Wednesday | Submit Lesson Plan 2 | | Lesson Plan 2 |

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**Daily
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