

Instructor/TA Info

Instructor Information



Name: Shauna Raby
Office Location: Teacher Education
Email: shaunarraby@gmail.com

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

Item	Price (new)	Price (used)
 <u>Teaching Students With High-Incidence Disabilities - Required</u> by Prater, M	106.70	80.00
 <u>Explicit Instruction - Required</u> by Archer, A	45.00	33.75

Learning Outcomes

Characteristics of students with mild/moderate disabilities

1. Describe educational characteristics of students with mild/moderate disabilities.

Planning for instruction

2. Write standards-based PLAAFP statements, IEP and unit goals, and lesson objectives.

Effective teaching cycle

3. Create and use scripted direct instruction lesson plans enacting the effective teaching cycle to address individual student learning needs.

Data-based decision making

4. Demonstrate the design and use of curriculum-based measurements to make instructional decisions.

Multi-tiered system of supports (MTSS)

5. Describe the MTSS concept, processes, and use of progress-monitoring data to make MTSS decisions.

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%

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.

Access to Internet sites during class time is an important part of our learning activities. Please make sure you can access large databases with the technology that you bring to class.

Assignments

Assignment Descriptions

Person-First Language

Aug
30

Due: Monday, Aug 30 at 2:59 pm

This is an in-class learning activity. You will submit a three-paragraph essay.

The first paragraph will be a summary of the opinion presented by Jim Sinclair in the article, Why I Dislike "Person-First" Language found at:

<https://autismmythbusters.com/general-public/autistic-vs-people-with-autism/jim-sinclair-why-i-dislike-person-first-language/> (<http://autismmythbusters.com/general-public/autistic-vs-people-with-autism/jim-sinclair-why-i-dislike-person-first-language/>)

The second paragraph will be a summary of the opinion presented by Kathie Snow, A Few Words About People First Language found at:

<https://www.arc-sd.com/document.doc?id=114> (<http://www.arc-sd.com/document.doc?id=114>)

The final paragraph will be a summary of your own thoughts about "person-first" language.

Submit through Learning Suite by the end of class.

IEP Goal

Sep
08

Due: Wednesday, Sep 08 at 2:00 pm

Upload a copy of your Task Analysis for your IEP Goal.

Include the state core standard.

Reading Discussion 1

Sep
15

Due: Wednesday, Sep 15 at 11:59 pm

Read chapter 1 of the *Explicit Instruction* text and chapter 1 of the *Teaching Students with High-Incidence Disabilities* text. Make a Digital Dialog post with one thing from each chapter that you think is important and one question you have from either chapter. Then post a response to two of your classmates posts. These digital dialog posts and responses can be completed in written, audio, or video formats under the **Reading Discussion 1** Digital Dialog.

Lesson Opening Lesson Plan

Sep
20

Due: Monday, Sep 20 at 11:59 pm

Using information from your practicum setting, write the lesson opening section of a lesson.

You will need to submit a lesson plan with your teaching video. You are welcome to use this lesson plan for your video or

write another lesson plan for that assignment.

Explicit Instruction Lesson Plan TEMPLATE.2020 3.0.docx [Download \(plugins/Upload](#)

[/fileDownload.php?fileId=2818fdd1-P3nN-gsFI-SBxW-xie149281802&pubhash=FJhP4VbDeEm0Z8dXYXJurCZg9Yq60nduaPWXPf0YvQKDNkHlz-np5ynZdxnQD4IpT_N1BW_QJZFpSOVw7UphIQ==\)](/fileDownload.php?fileId=2818fdd1-P3nN-gsFI-SBxW-xie149281802&pubhash=FJhP4VbDeEm0Z8dXYXJurCZg9Yq60nduaPWXPf0YvQKDNkHlz-np5ynZdxnQD4IpT_N1BW_QJZFpSOVw7UphIQ==))

Reading Discussion 2

Sep
20

Due: Monday, Sep 20 at 11:59 pm

Read chapter 3 of the *Explicit Instruction* text and chapter 3 of the *Teaching Students with High-Incidence Disabilities* text. Make a Digital Dialog post with one thing from each chapter that you think is important and one question you have from either chapter. Then post a response to two of your classmates posts. These digital dialog posts and responses can be completed in written, audio, or video formats under the **Reading Discussion 2** Digital Dialog.

Teaching Practice - Lesson Opening

Sep
25

Due: Saturday, Sep 25 at 11:59 pm

Video record yourself teaching the opening from your lesson. Upload the video to GoReact. To do this first click on the green "Launch Learning Module" button, then click "Start Assignment." Type a title of your video and your name then upload your video (note: the file size limit for uploading videos is 2 gb) or record your video directly from this point, if the device you are using has video and audio recording capability.

Watch your video in GoReact and score yourself according to the student rubric.

Lesson Opening through Modeling Lesson Plan

Sep
27

Due: Monday, Sep 27 at 11:55 pm

Using information from your practicum setting, write the lesson opening section and the modeling part (I do) of a lesson. You will need to submit a lesson plan with your teaching video. You are welcome to use this lesson plan for your video or write another lesson plan for that assignment.

Explicit Instruction Lesson Plan TEMPLATE.2020 3.0.docx [Download \(plugins/Upload](#)

[/fileDownload.php?fileId=2818fdd1-P3nN-gsFI-SBxW-xie149281802&pubhash=FJhP4VbDeEm0Z8dXYXJurCZg9Yq60nduaPWXPf0YvQKDNkHlz-np5ynZdxnQD4IpT_N1BW_QJZFpSOVw7UphIQ==\)](/fileDownload.php?fileId=2818fdd1-P3nN-gsFI-SBxW-xie149281802&pubhash=FJhP4VbDeEm0Z8dXYXJurCZg9Yq60nduaPWXPf0YvQKDNkHlz-np5ynZdxnQD4IpT_N1BW_QJZFpSOVw7UphIQ==))

Teaching Practice - Opening and Model

Oct
02

Due: Saturday, Oct 02 at 11:59 pm

Video record yourself teaching the opening and model portions of your lesson. Upload the video to GoReact. To do this first click on the green "Launch Learning Module" button, then click "Start Assignment." Type a title of your video and your name then upload your video (note: the file size limit for uploading videos is 2 gb) or record your video directly from this point, if the device you are using has video and audio recording capability.

Watch your video in GoReact and identify one area that you did well and one area that you would like to work on. Identify each area of your lesson i.e. opening.

Quiz 1

Oct
11

Due: Monday, Oct 11 at 1:50 pm

This quiz will be on the readings up until this point. Each question is worth 1 point each and there are 10 questions. The quiz is open note (your personal hand written notes) but closed book. Good luck!

Reading Discussion 3

Oct

Due: Monday, Oct 11 at 11:59 pm

11

Read chapter 4 & 5 of the *Explicit Instruction* text. Make a Digital Dialog post with one thing from each chapter that you think is important and one question you have from either chapter. Then post a response to two of your classmates posts. These digital dialog posts and responses can be completed in written, audio, or video formats under the **Reading Discussion 3** Digital Dialog.

IRIS Module

Oct
13

Due: Wednesday, Oct 13 at 11:59 pm

RtI Assessment

Answer Questions 1-4 and submit before the end of class 10/13

Reading Discussion 4

Oct
18

Due: Monday, Oct 18 at 11:59 pm

Read chapter 4 & 5 of the *Teaching Students with High-Incidence Disabilities* text. Make a Digital Dialog post with one thing from each chapter that you think is important and one question you have from either chapter. Then post a response to two of your classmates posts. These digital dialog posts and responses can be completed in written, audio, or video formats under the **Reading Discussion 4** Digital Dialog group.

Extra Credit for Signing up a Prayer or Devotional

Oct
19

Due: Tuesday, Oct 19 at 11:59 pm

2 points of extra credit will be awarded to anyone who signs up.

For the points, complete the following two steps:

1. Sign up for giving at least two of either prayer or devotional.
2. Submit the assignment in Learning Suite saying you signed up. You don't need to upload anything.

CPSE 452 Midterm

Oct
27

Due: Wednesday, Oct 27 at 11:59 pm

This exam will cover material from the readings and lectures up to this point. The exam is open note (your personal hand written notes) but closed book, closed internet search etc. (i.e., it is closed everything except your hand written notes). Good luck! ...[P]eriodic tests absolutely are essential to learning. An effective test helps us to compare what we need to know with what we actually know about a specific subject; it also provides a standard against which we can evaluate our learning and development. - David A. Bednar - Oct. 2020 General Conference

Lesson Opening through Guided Practice

Oct
30

Due: Saturday, Oct 30 at 11:55 pm

Using information from your practicum setting, write the lesson opening through guided practice section of a lesson. You will need to submit a lesson plan with your teaching video. You are welcome to use this lesson plan for your video or write another lesson plan for that assignment.

Explicit Instruction Lesson Plan TEMPLATE.2020 3.0.docx [Download \(plugins/Upload/fileDownload.php?fileId=2818fdd1-P3nN-gsFI-SBxW-xie149281802&pubhash=FJhP4VbDeEm0Z8dXYXJurCZg9Yq60nduaPWXPf0YvQKDNkHlz-np5ynZdxnQD4IpT_N1BW_QJZFpSOVw7UphIQ==\)](#)

Teaching Practice - Opening through Guided Practice

Oct
30

Due: Saturday, Oct 30 at 11:59 pm

Video record yourself teaching the opening through the guided practice portions of your lesson. Upload the video to

GoReact. To do this first click on the green "Launch Learning Module" button, then click "Start Assignment." Type a title of your video and your name then upload your video (note: the file size limit for uploading videos is 2 gb) or record your video directly from this point, if the device you are using has video and audio recording capability.

Watch your video in GoReact and identify one area that you did well and one area that you would like to work on. Identify each area of your lesson i.e. opening.

Reading Discussion 5

Nov
01

Due: Monday, Nov 01 at 11:59 pm

Read chapters 8 & 9 of the *Teaching Students with High-Incidence Disabilities* text. Make a Digital Dialog post with one thing from each chapter that you think is important and one question you have from either chapter. Then post a response to two of your classmates posts. These digital dialog posts and responses can be completed in written, audio, or video formats under the **Reading Discussion 5** Digital Dialog.

Lesson Opening through Independent Practice

Nov
06

Due: Saturday, Nov 06 at 11:55 pm

Using information from your practicum setting, write the lesson opening through independent practice section of a lesson. You will need to submit a lesson plan with your teaching video. You are welcome to use this lesson plan for your video or write another lesson plan for that assignment.

Explicit Instruction Lesson Plan TEMPLATE.2020 3.0.docx [Download \(plugins/Upload/fileDownload.php?fileId=2818fdd1-P3nN-gsFI-SBxW-xie149281802&pubhash=FJhP4VbDeEm0Z8dXYXJurCZg9Yq60nduaPWXPF0YvQKDNkHlz-np5ynZdxnQD4IpT_N1BW_QJZFpSOVw7UphIQ==\)](#)

Teaching Practice - Opening through Independent Practice

Nov
06

Due: Saturday, Nov 06 at 11:59 pm

Video record yourself teaching the opening through the independent practice portions of your lesson. Upload the video to GoReact. To do this first click on the green "Launch Learning Module" button, then click "Start Assignment." Type a title of your video and your name then upload your video (note: the file size limit for uploading videos is 2 gb) or record your video directly from this point, if the device you are using has video and audio recording capability.

Watch your video in GoReact and identify one area that you did well and one area that you would like to work on. Identify each area of your lesson i.e. opening.

Quiz 2

Nov
09

Due: Tuesday, Nov 09 at 11:59 pm

This quiz will be on the readings up until this point (Chapters 4, 5, & 6 of the Prater Text). Each question is worth 1 point each and there are 10 questions. The quiz is open note (your personal hand written notes) but closed book. Good luck!

Reading Discussion 6

Nov
17

Due: Wednesday, Nov 17 at 11:59 pm

Read chapters 11 & 12 of the *Teaching Students with High-Incidence Disabilities* text. Make a Digital Dialog post with one thing from each chapter that you think is important and one question you have from either chapter. Then post a response to two of your classmates posts. These digital dialog posts and responses can be completed in written, audio, or video formats under the **Reading Discussion 6** Digital Dialog.

Lesson Opening through Lesson Closing

Nov
20

Due: Saturday, Nov 20 at 11:55 pm

20

Using information from your practicum setting, write the lesson opening through lesson closing section of a lesson.

You will need to submit a lesson plan with your teaching video. You are welcome to use this lesson plan for your video or write another lesson plan for that assignment.

Be sure to include any worksheets or examples of your independent practice.

Explicit Instruction Lesson Plan TEMPLATE.2020 3.0.docx [Download \(plugins/Upload/fileDownload.php?fileId=2818fdd1-P3nN-gsFI-SBxW-xie149281802&pubhash=FJhP4VbDeEm0Z8dXYXJurCZg9Yq60nduaPWXPf0YvQKDNkHiz-np5ynZdxnQD4JpT_N1BW_QJZFpSOVw7UphIQ==\)](#)

Teaching Practice - Opening through Closing

Nov
20

Due: Saturday, Nov 20 at 11:59 pm

Video record yourself teaching the opening through the closing of your lesson. Upload the video to GoReact. To do this first click on the green "Launch Learning Module" button, then click "Start Assignment." Type a title of your video and your name then upload your video (note: the file size limit for uploading videos is 2 gb) or record your video directly from this point, if the device you are using has video and audio recording capability.

Watch your video in GoReact and identify one area that you did well and one area that you would like to work on. Identify each area of your lesson i.e. opening.

Quiz 3

Nov
22

Due: Monday, Nov 22 at 11:59 pm

This quiz will be on the readings and class discussions of chapters 7, 8, & 9 of the Prater Text. The quiz is worth 10 points with two extra credit points. The quiz is open note (your personal hand written notes) but closed book. Good luck!

CPSE 452 Final - Effective Teaching Practice Presentation

Nov
29

Due: Monday, Nov 29 at 11:59 pm

Research-based Presentation on an Effective Teaching Practice

We have covered a lot of topics in class and you have seen a lot of things in your practicum placements.

This would give you an opportunity to pick a topic you are interested in, and become the 'expert' and teach the rest of the class (going more in-depth on your topic).

A note on selecting a topic; pick a topic that you can cover effectively in the allotted time, e.g., the topic "Explicit Instruction" may be too broad, while a topic like "behavior specific praise" or "unison responding" may be a more manageable for the time you have.

Instructions

Prepare a class presentation on an effective teaching practice we have discussed in class or that you have seen in one of your practicum settings.

Sign up for **both** a date and a topic.

Create a 12-15 minute PowerPoint, Keynote, Google Slides, or Nearpod Research-based Presentation on your topic. The presentation should include the following sections:

- Define/describe your topic, e.g., what it is?
- Historical context
- Why does it matter?
- Examples on how to embed into a mild/moderate special education classroom
- I would recommend this practice under the following conditions
- Reference Page APA 7th edition format (Guidelines included in Content)
 - Include 5 references
 - 2 peer reviewed research articles (e.g., example journals include: Exceptional children, Learning Disability Research and Practice).

- 2 from either of our textbooks
- 1 article from a practitioner oriented journal **or** a website
 - Practitioner journals examples:
 - Teaching Exceptional Children
 - Beyond Behavior
 - Example Websites:
 - <https://highleveragepractices.org> (<https://highleveragepractices.org/>)
 - <https://cedar.education.ufl.edu/high-leverage-practices> (<https://cedar.education.ufl.edu/high-leverage-practices/>)
 - <https://iris.peabody.vanderbilt.edu> (<https://iris.peabody.vanderbilt.edu/>)
 - <https://explicitinstruction.org> (<https://explicitinstruction.org/>)
 - Or other similar scientific based or research based website.

Deliver your presentation to the class on one of the four presentation days. Your presentation should:

- Be engaging
- Use visuals
- Use examples
- Use time well and stay within 12-15 minutes
- Include an interactive component for the class (e.g., discussion questions, answering on a piece of paper and holding it up in zoom, etc.)
- Discuss what high-leverage practices are used in this teaching practice (if applicable)?
- Media/Videos may be used [not required], but it should be relevant and no more than a minute or so in length

Participation in Presentations 12/1/2020

Dec 01 Due: Wednesday, Dec 01 at 5:00 pm

Write 3-4 main points from each of the presentations.

Participation in Presentations 12/6/2020

Dec 06 Due: Monday, Dec 06 at 5:00 pm

Write 3-4 main points from each of the presentations.

Participation in Presentations 12/8/2020

Dec 08 Due: Wednesday, Dec 08 at 5:00 pm

Write 3-4 main points from each of the presentations.

Participation in Presentations 11/29/2020

Dec 09 Due: Thursday, Dec 09 at 5:00 pm

Write 3-4 main points from each of the presentations.

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

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <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 Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

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	Column 1	Column 2
Week 1		
M Aug 30 Monday	<p>Introduction and course overview</p> <p>Please purchase the following textbooks for this class.</p> <p>Teaching students with High-Incidence Disabilities: Strategies for Diverse Classrooms - by Mary Anne Prater</p> <p>Explicit Instruction: Effective and Efficient Teaching - by Anita Archer and Charles Hughes</p>	Person-First Language
W Sep 01 Wednesday	<p>Explicit Instruction: Chapter 1 - Exploring the Foundations of Explicit Instruction</p> <p>Explicit Instruction Chapter 1.pdf Download</p>	

Week 2		
M Sep 06 Monday	Labor Day	
W Sep 08 Wednesday	<p>Elements of Explicit Instruction:</p> <ul style="list-style-type: none"> - Sequence Skills Logically - Break down complex skills and strategies into smaller instructional units (task analysis) <p>Explicit Instruction: Chapter 2</p> <p>https://www.schools.utah.gov/file/0b19d648-9986-4629-8dd6-ba695707921c</p>	<p>Scripture/thought: Katie</p> <p>Prayer: Kayla</p> <p>Bring one IEP goal from one of your students.</p> <p>IEP Goal</p>
Week 3		
M Sep 13 Monday	<p>Teaching Students with High-Incidence Disabilities: Ch. 1 - Learner Characteristics and Special Education Laws</p> <p>Teaching Students with High-Incidence Disabilities: Ch. 2</p>	<p>Scripture/thought: Karla</p> <p>Prayer: Anna</p>
W Sep 15 Wednesday	<p>Explicit Instruction: Chapter 3</p> <p>Lesson Opening</p> <p>Body of Lesson</p>	<p>Scripture/thought: Kayla</p> <p>Prayer: Alise</p>
Sa Sep 18 Saturday		
Week 4		
M Sep 20 Monday	<p>Body of an EI Lesson</p> <ul style="list-style-type: none"> - Task Analysis - I Do 	<p>Scripture/thought: Emry</p> <p>Prayer: Hayden</p>
T Sep 21 Tuesday		
W Sep 22 Wednesday	<p>Building Memory</p> <p>Body of an EI Lesson</p> <ul style="list-style-type: none"> - Guided Practice (We Do) -Independent Practice (You Do) - Praise - Response Rate <p>Reading - Explicit Instruction: Chapter 6</p>	<p>Scripture/thought: MaKenna</p> <p>Prayer: Annie</p>
Sa Sep 25 Saturday		
Week 5		

M Sep 27 Monday	Review Opening, modeling, guided practice Independent Practice & Closing an EI Lesson Reading - Explicit Instruction: Chapter 7 (Class Lecture - Explicit Instruction Ch. 3 & Teaching Students with High Incidence Disabilities Ch. 3; i.e., readings from last week) Explicit Instruction Chapters 6/7).	Scripture/thought: Anna Prayer: Karla
T Sep 28 Tuesday		
W Sep 29 Wednesday	Explicit Instruction: Chapter 4 Teaching Students with High-Incidence Disabilities: Ch. 3	Scripture/thought: Alise Prayer: Rebekah
Sa Oct 02 Saturday		
Week 6		
M Oct 04 Monday	Explicit Instruction: Chapter 5	Scripture/thought: Annie Prayer: Calista
W Oct 06 Wednesday	Explicit Instruction: Chapter 8 MTSS/RtI. https://iris.peabody.vanderbilt.edu/module/rti02/#content	Scripture/thought: Sadie Prayer: Kiersten
Sa Oct 09 Saturday		
Week 7		
M Oct 11 Monday	Quiz 1	Scripture/Thought: Hannah Prayer: Vicky
W Oct 13 Wednesday	Teaching Students with High-Incidence Disabilities: Ch. 4 MTSS/RtI. https://iris.peabody.vanderbilt.edu/module/rti02/#content	Scripture/thought: Emry Prayer: Zoe IRIS Module
Week 8		
M Oct 18 Monday	Teaching Students with High-Incidence Disabilities: Ch. 5 - Academic Assessment Reading CBM, DIBELS: https://dibels.uoregon.edu/materials/dibels Math CBM, Acadience: https://acadiencelarning.org/acadience-math-materials-download/ Teaching models	Scripture/thought: Hayden Prayer: Sarah
T Oct 19 Tuesday		
W Oct 20 Wednesday	Teaching Students with High-Incidence Disabilities: Ch. 6	Scripture/Thought: Vicky Prayer: Hannah

	Writing PLAAFP statements	
Sa Oct 23 Saturday		
Week 9		
M Oct 25 Monday	Learner Characteristics Teaching Students with High-Incidence Disabilities: Ch. 7 Guided Practice Videos	Scripture/thought: Katie Prayer:
W Oct 27 Wednesday	Midterm	Scripture/Thought: Heidi Prayer:
Sa Oct 30 Saturday		
Week 10		
M Nov 01 Monday	Reading Interventions Teaching Students with High-Incidence Disabilities: Ch. 8	Scripture/thought: Emry Prayer: Sadie
W Nov 03 Wednesday	Writing IEP goals Teaching Students with High-Incidence Disabilities: Ch. 9	Scripture/thought: Annie Prayer: Alise
Sa Nov 06 Saturday		
Week 11		
M Nov 08 Monday	Quiz 2 No in-person class	Scripture/thought: Zoe Prayer: Hayden
T Nov 09 Tuesday		
W Nov 10 Wednesday	Zoom Class: Final Prep Q & A	Scripture/thought: Prayer: Calista
Sa Nov 13 Saturday		
Week 12		
M Nov 15 Monday	Math Interventions Teaching Students with High-Incidence Disabilities: Ch. 11	Scripture/thought: Prayer: Katie
W Nov 17 Wednesday	Teaching Students with High-Incidence Disabilities: Ch. 12 English Language Learners	Scripture/thought: MaKenna Prayer: Sarah
Sa Nov 20 Saturday		
Su Nov 21 Sunday	Instructor Ratings Open Fall	
Week 13		

M Nov 22 Monday	Quiz 3 Preparation Day for Final Presentations No in-person Class	
T Nov 23 Tuesday	Friday Instruction	
W Nov 24 Wednesday	No Classes Thanksgiving Break	
Week 14		
M Nov 29 Monday	Final Presentations	Scripture/thought: Prayer: Kiersten
W Dec 01 Wednesday	Final Presentations	
Th Dec 02 Thursday		
Week 15		
M Dec 06 Monday	Final Presentations	Scripture/thought: Prayer: Calista
W Dec 08 Wednesday	Final Presentations	
Th Dec 09 Thursday	Final Exam: TBA TBA 11:00am - 2:00pm	
Week 16		
M Dec 13 Monday	First Day of Fall Final Exams (12/13/2021 - 12/17/2021)	
T Dec 14 Tuesday		