

Instructor/TA Info

Instructor Information

Name: Karen Burton

Office Location: Art City Elementary

Office Phone: 801-830-4682

Email: karenmburton@gmail.com

Name: Barbara Smith

Office Location: 340-R MCKB

Office Phone: 801-422-8396

Email: Barbara_smith@byu.edu

Assignments

Assignment Descriptions

Direct Instruction Video Observation 1

Sep
06

Due: Thursday, Sep 06 at 4:00 pm

-Go to: <https://www.dropbox.com/sh/b4zitzvr2t2gpfq/AACVzSV2rqlnYzysh-k21jPNa?dl=0>

(<https://www.dropbox.com/sh/b4zitzvr2t2gpfq/AACVzSV2rqlnYzysh-k21jPNa?dl=0>)

-Watch video 1.mp4

-Write a one page reflection on how the elements of Direct Instruction from the video were or were not achieved. Consider:

- **Opening:** objective stated, rationale, rules stated
- **Model:** instructions clearly stated and demonstrated, adequate number of examples provided, check for understanding included and appropriate
- **Guided Practice:** Group responses, all students actively engaged, data was taken and used to inform instruction, prompts were faded, opportunities to respond, sufficient number of exercises and praise
- **Independent Practice:** Opportunity for students to use skill **independently** is provided, data was taken and used to inform instruction, opportunities to respond, sufficient number of exercises and praise
- **Closing:** Statements are made in regards to how students performed academically and behaviorally during the lesson, how this lesson connects to the next is explained and smooth transitions to the next activity
- **Overall:** Alignment from Objective to Model to GP to IP? What went really well? What could be strengthened?

Direct Instruction Video Observation 2

Sep
11

Due: Tuesday, Sep 11 at 4:00 pm

-Go to: <https://www.dropbox.com/sh/b4zitzvr2t2gpfq/AACVzSV2rqlnYzysh-k21jPNa?dl=0>

(<https://www.dropbox.com/sh/b4zitzvr2t2gpfq/AACVzSV2rqlnYzysh-k21jPNa?dl=0>)

-Watch video 2.mp4

-Write a one page reflection on how the elements of Direct Instruction from the video were or were not

- **Opening:** objective stated, rationale, rules stated
- **Model:** instructions clearly stated and demonstrated, adequate number of examples provided, check for understanding included and appropriate
- **Guided Practice:** Group responses, all students actively engaged, data was taken and used to inform instruction, prompts were faded, opportunities to respond, sufficient number of exercises and praise
- **Independent Practice:** Opportunity for students to use skill **independently** is provided, data was taken and used to inform instruction, opportunities to respond, sufficient number of exercises and praise
- **Closing:** Statements are made in regards to how students performed academically and behaviorally during the lesson, how this lesson connects to the next is explained and smooth transitions to the next activity
- **Overall:** Alignment from Objective to Model to GP to IP? What went really well? What could be strengthened?

Study Guide More Language Arts, Math and Science for Students with Severe Disabilities chptr 3

Sep
11

Due: Tuesday, Sep 11 at 4:00 pm

study guide

Study Guide More Language Arts, Math and Science for Students with Severe Disabilities Chapter 1

Sep
13

Due: Thursday, Sep 13 at 4:00 pm

You will create a typed study guide with at least 10 questions and answers for each chapter of assigned reading from the text.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least 10 questions and answers		5
Questions reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Iris Modules: Content Standards and Evidence Based Practice

Sep
18

Due: Tuesday, Sep 18 at 4:00 pm

Complete the Assessment and Wrap Up questions for the following TWO Iris Modules:

Content Standards-Based Curriculum to Instructional Planning

<https://iris.peabody.vanderbilt.edu/module/cnm/>

https://iris.peabody.vanderbilt.edu/module/ebp_01/challenge/#content

Scripted Direct Instruction lesson plan

Sep
18

Due: Tuesday, Sep 18 at 4:00 pm

Submit a scripted Direct Instruction lesson plan

Participation in class 1

Sep
20

Due: Thursday, Sep 20 at 4:00 pm

Study Guide More Language Arts, Math and Science for Students with Severe DisChapter 12 Study Guide

Sep
20

Due: Thursday, Sep 20 at 4:00 pm

Study Guide

Study Guide Language Arts, Math and Science for Students with Severe Disabilities chapters 4-7

Sep
25

Due: Tuesday, Sep 25 at 4:00 pm

Study guide

Prof wksht

Sep
27

Due: Thursday, Sep 27 at 4:00 pm

Read this document [The First Days of School pgs. 9-56.pdf](#) [Download \(plugins/Upload/fileDownload.php?fileId=ed396d86-OpGT-eRjQ-CVzO-4325dee9be26&pubhash=ghr2GQPR4XfzoEo3DQIb27jDGN_M_9leYjRLteSfljI7AmoQhM59i4FZbNOagqpLsg9ec9RUlj48e9IYq-wExw==\)](#) to answer the questions on this [Professional Worksheet.doc](#) [Download \(plugins/Upload/fileDownload.php?fileId=3576c683-Z30z-qtF1-nOeP-V708b56d97b9&pubhash=TTrJnFZMsAJ4acyAMjqxQ_Q7olcok9xoVi2z2Uhb2sN6Hi2wCi5rI2Z4ShZlh_k0DfDY9NItSKIUn7bBfw6Mxg==\)](#)
Submit the completed worksheet

More Language Arts, Math and Science for Students with Severe DisabilitiesStudy guide chapters 10-11

Oct
02

Due: Tuesday, Oct 02 at 4:00 pm

Study guides

Study Guide Chapter 2 Embedded instruction in Inclusive Settings

Oct
04

Due: Thursday, Oct 04 at 4:00 pm

Study Guide

Oct
09

Due: Tuesday, Oct 09 at 4:00 pm

Come prepared to teach a DI lesson to 1-2 Kindergarten age children. You will then submit a one page reflection on your teaching. IN-CLASS Assignment. Please dress professionally

Direct Instruction Math Lesson Plan

Oct
11

Due: Thursday, Oct 11 at 4:00 pm

Design a math focused D.I. **WITH A DATA SHEET**

Study Guide More Language Arts, Math and Science for Students with Severe Disabilities chapters 8-9

Oct
11

Due: Thursday, Oct 11 at 4:00 pm

Chapter 8-9 study guide

Practicum: Observe a Direct Instruction Lesson Plan

Oct
14

Due: Sunday, Oct 14 at 4:00 pm

Observe a Direct Instruction Lesson

Task	Points Earned	Points Possible
<p>Inform your mentor that you need to observe s/he teach a Direct Instruction lesson. Determine an agreeable time for you, your TA and other classmates assigned to your classroom (as applicable) to watch the lesson.</p> <p>Please have your mentor initial and date below to indicate that you set up a time to observe a Direct Instruction Lesson with at least 48 hours notice and following the above criteria:</p> <p>Mentor's initials: _____ date: _____</p>		5

Have your TA initial below indicating you discussed the following with them in regards to The Direct Instruction Lesson you observed. If elements were not observed, please explain how they could have been appropriately infused into the lesson:

- **Opening:** objective stated, rationale, rules stated
- **Model:** instructions clearly stated and demonstrated, adequate number of examples provided, check for understanding included and appropriate
- **Guided Practice:** Group responses, all students actively engaged, data was taken and used to inform instruction, prompts were faded, opportunities to respond, sufficient number of exercises and praise
- **Independent Practice:** Opportunity for students to use skill **independently** is provided, data was taken and used to inform instruction, opportunities to respond, sufficient number of exercises and praise
- **Closing:** Statements are made in regards to how students performed academically and behaviorally during the lesson, how this lesson connects to the next is explained and smooth transitions to the next activity
- **Overall:** Alignment from Objective to Model to GP to IP? What went really well? What could be strengthened?

TA's initials: _____

5

Write a 1-2 page reflection explaining what you learned and insights gained in regards to the following elements of The Direct Instruction Lesson observed. If elements were not observed, please explain how they could have been appropriately infused into the lesson:

- **Opening:** objective stated, rationale, rules stated
- **Model:** instructions clearly stated and demonstrated, adequate number of examples provided, check for understanding included and appropriate
- **Guided Practice:** Group responses, all students actively engaged, data was taken and used to inform instruction, prompts were faded, opportunities to respond, sufficient number of exercises and praise
- **Independent Practice:** Opportunity for students to use skill **independently** is provided, data was taken and used to inform instruction, opportunities to respond, sufficient number of exercises and praise
- **Closing:** Statements are made in regards to how students performed academically and behaviorally during the lesson, how this lesson connects to the next is explained and smooth transitions to the next activity
- **Overall:** Alignment from Objective to Model to GP to IP? What went really well? What could be strengthened?

10

Inclusion**Oct
18**

Due: Thursday, Oct 18 at 4:00 pm

Come to class with 3 valid sources (parts of the law, court cases, quotes from experts in the field, scripture, etc) that help support your stand on inclusion with access to the common core for all students.

TRI: Targeted Reading Intervention**Oct
18**

Due: Thursday, Oct 18 at 4:00 pm

Check out appropriate supplies to teach a word work lesson. Record yourself teaching a word work component of a TRI lesson to a child or individual with a severe disability that could use support on these skills.

This should include:

Segmenting Words

Read, Write and Say

Change One Sound

Upload your video to Goreact

Practicum: Data Collection and Lesson Planning**Oct
21**

Due: Sunday, Oct 21 at 4:00 pm

Review in class data and a lesson planning period

Task	Points Earned	Points Possible
<p>Request a time to interview your mentor teacher in which s/he can share with you how they: a) draft lesson plans b) design units c) create data (ask them to bring data sheets to review) d) take data and e) use data to inform their instruction.</p> <p>Let your mentor know this interview should take about 30 minutes of their time. You are encouraged to conduct this interview with your classmates that are assigned to your same classroom.</p> <p>Please have your mentor initial and date below to indicate that you requested this interview given the above criteria with at least 48 hours notice:</p> <p>Mentor's initials: _____ date: _____</p>		5

<p>Have your mentor initial below indicating that you conducted an interview with them addressing the following:</p> <p>a) drafting lesson plans</p> <p>b) designing units</p> <p>c) creating data (review data sheets)</p> <p>d) taking data</p> <p>e) using data to inform their instruction.</p> <p>Mentor's initials: _____ date: _____</p>		5
<p>Write a 1-2 page reflection explaining what you learned and insights gained in regards to how your mentor teacher:</p> <p>a) drafts lesson plans</p> <p>b) designs units</p> <p>c) creates data (review data sheets with them)</p> <p>d) takes data</p> <p>e) uses data to inform their instruction</p>		10
TOTAL		20

Video lesson reflection

**Oct
25**

Due: Thursday, Oct 25 at 4:00 pm

IN-Class: watch the video of your lesson and write up a one page reflection on the direct instruction lesson you taught in class today. Be sure to include in your reflection how you did with the following key components (reflect on all that you were able to teach during that time):

Opening

Model

Guided Practice

Independent Practice

Closing

Practicum: Teach, Record and Observe a Direct Instruction Lesson Plan

**Oct
28**

Due: Sunday, Oct 28 at 4:00 pm

Teach, Record and Observe a Direct Instruction Lesson

Task	Points	Points Possible
------	--------	-----------------

<p>Request a time with your Mentor Teacher to teach a Direct Instruction Lesson to a small group of students. Explain that this lesson will be recorded and uploaded only to a password protected website for your professor and TA to review.</p> <p>Please have your mentor initial and date below to indicate that you requested a time to teach given the above criteria with at least 48 hours notice:</p> <p>Mentor's initials: _____ date: _____</p>	5	
<p>Teach and record a Direct Instruction Lesson. Upload your lesson and lesson plan to Goreact using this link: https://byu.goreact.com/join/97d008d9-6e67-4162-9662-5c30dcf5bf89</p>	5	
<p>Watch your lesson on Goreact and comment on the following in regards to your lesson:</p> <ul style="list-style-type: none"> • Opening: objective stated, rationale, rules stated • Model: instructions clearly stated and demonstrated, adequate number of examples provided, check for understanding included and appropriate • Guided Practice: Group responses, all students actively engaged, data was taken and used to inform instruction, prompts were faded, opportunities to respond, sufficient number of exercises and praise • Independent Practice: Opportunity for students to use skill independently is provided, data was taken and used to inform instruction, opportunities to respond, sufficient number of exercises and praise • Closing: Statements are made in regards to how students performed academically and behaviorally during the lesson, how this lesson connects to the next is explained and smooth transitions to the next activity • Overall: Alignment from Objective to Model to GP to IP? What went really well? What could be strengthened? 	10	
<p>Respond to your TA's feedback on Goreact within two business days of feedback being posted.</p>	5	
TOTAL	25	

Participation in class 2

Oct
30

Due: Tuesday, Oct 30 at 4:00 pm

Direct Instruction Unit Lesson Plan for TWS

08

Submit a direct instruction lesson plan that aligns with your TWS

CBA**Nov****13**

Due: Tuesday, Nov 13 at 4:00 pm

Based on Brigance derive 1 PLAAFP and 1 MAG then create a CBA to extend the Brigance test

CBA Rubric:(This may be conducted with 1 to 30 students)

Demographic information is presented accurately along with information on test administered and test results		5
PLAAFP is written in correct format including pertinent information from the Brigance, age/grade level, and why special education services are required		5
MAG is written with alignment to the PLAAFP is measurable, gives a criteria, allows for generalization, and is within reason for growth		5
CBA is written with alignment to PLAAFP and MAG, and it clearly extends the Brigance testing based upon classroom curriculum. Data sheets are included and at least 3 different examples are given to allow for generalization and multiple trials		5
TOTAL		20

Teacher Work Sample Assessment**Nov****15**

Due: Thursday, Nov 15 at 4:00 pm

Participation in class 3**Nov****29**

Due: Thursday, Nov 29 at 4:00 pm

Teacher Work Sample**Dec****04**

Due: Tuesday, Dec 04 at 9:00 am

Complete a TWS based off you CBA information. Template: TWS Final Project_453.docx [Download](#) (plugins/Upload/fileDownload.php?fileId=d8c93a95-mPW5-0NwE-Vnml-xve57aed16b8&pubhash=VrBj12gWBARG7CAv6Bcgl61Nd3phSayjySsKnfK6WyzK_5x_PrBokOkj94AfiesDahFFT-gQMfVz_SJZKYRgbw==)

Study Guide Language Arts, Math and Science for Students with Severe Disabilities chapters 13-14

Complete 10 question and answer study guide

Final

Dec
13

Due: Thursday, Dec 13 at 4:00 pm

Final: Town Hall Meeting

Stand and share aloud with the class something new you have learned and how you plan to apply it in your future classroom. Share how your thinking has changed or been refined from our discussions and assignments.

Point Breakdown

Categories	Percent of Grade
Assignments	100%

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> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns

established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Schedule

Date	Discussion Topics	Assignments
Week 1		
T Sep 04 Tuesday	<p>Introductions</p> <p>Review schedule (review practicum assignments, schedule for teaching my kindergarteners) check Content tab for assignments</p> <p>Basic legal history of SpEd</p> <p>Some background and considerations for teaching students with severe disabilities (Ch 1)</p>	
Th Sep 06 Thursday	<p>Direct Instruction as a good strategy</p> <p>Go over rubric in class together</p>	Direct Instruction Video Observation 1
Week 2		
T Sep 11 Tuesday	<p>Common Core Standards Overview (Ch 3)</p> <p>Review PLAAFPs and MAGs. Discuss importance of assessment data in writing IEPs.</p>	<p>Study Guide More Language Arts, Math and Science for Students with Severe Disabilities chptr 3</p> <p>Direct Instruction Video Observation 2</p>
Th Sep 13 Thursday	<p>Direct Instruction modeled</p> <p>Discuss template for scripted and focused lesson plans</p> <p>Q and A about DI</p>	Study Guide More Language Arts, Math and Science for Students with Severe Disabilities Chapter 1
Week 3		
T Sep 18 Tuesday	<p>Evidence-Based Practices</p> <p>Case Studies</p>	<p>Scripted Direct Instruction lesson plan</p> <p>Iris Modules: Content Standards and Evidence Based Practice</p>
Th Sep 20 Thursday	<p>Curriculum, Instruction and Assessment: Tools for Student Success</p> <p>*ch 9 Inclusion text</p>	<p>Study Guide More Language Arts, Math and Science for Students with Severe DisChapter 12 Study Guide Participation in class 1</p>
Week 4		
T Sep 25 Tuesday	<p>Teaching Early Reading, Comprehension, and Writing Skills to Students with Disabilities</p>	Study Guide Language Arts, Math and Science for Students with Severe Disabilities chapters 4-7

Th Sep 27 Thursday	Practice teaching direct instruction with class members (prep for K assignment) Time given to work on Prof Wksheet	Prof wksht
Week 5		
T Oct 02 Tuesday	Teaching Science	More Language Arts, Math and Science for Students with Severe Disabilities Study guide chapters 10-11
Th Oct 04 Thursday	Review TWS assignment	Study Guide Chapter 2 Embedded instruction in Inclusive Settings
Week 6		
T Oct 09 Tuesday	Share experiences with teaching K	TEACH Direct Instruction Lesson
Th Oct 11 Thursday	Teaching Early Numeracy and Grade-Aligned Math Skills	Direct Instruction Math Lesson Plan Study Guide More Language Arts, Math and Science for Students with Severe Disabilities chapters 8-9
Su Oct 14 Sunday		Practicum: Observe a Direct Instruction Lesson Plan
Week 7		
T Oct 16 Tuesday	Touch Math, graphic organizers, etc *ch 14 Inclusion text	
Th Oct 18 Thursday	Share sources used in INCLUSION assignment Brigance Practice in partners Practice TRI in class, record and upload to goreact either in class or later from home	Inclusion TRI: Targeted Reading Intervention
Su Oct 21 Sunday		Practicum: Data Collection and Lesson Planning
Week 8		
T Oct 23 Tuesday	Guest Speaker:	
Th Oct 25 Thursday	Guest Speaker: Mijken Hall Essential Elements	Video lesson reflection

Su Oct 28 Sunday		Practicum: Teach, Record and Observe a Direct Instruction Lesson Plan
Week 9		
T Oct 30 Tuesday	Scope and Sequence, examples *practice in small groups	Participation in class 2
Th Nov 01 Thursday	Classroom Management and Behavior Management Tools *use Inclusion text and notes session 11	
Week 10		
T Nov 06 Tuesday	Collaboration (parents, paras, general ed teachers) *ch 7 Inclusion text	
Th Nov 08 Thursday	Task Analysis in DI	Direct Instruction Unit Lesson Plan for TWS
Week 11		
T Nov 13 Tuesday	Multiple Methods of Learning, Accommodations vs Modifications *ch 8 Inclusion text	CBA
Th Nov 15 Thursday	Data Collection Curriculum Maps.	Teacher Work Sample Assessment
Week 12		
T Nov 20 Tuesday	Friday Instruction	
Th Nov 22 Thursday	Thanksgiving Holiday	
Week 13		
T Nov 27 Tuesday	Answer questions about TWS Work on TWS in class	
Th Nov 29 Thursday	Gospel Perspectives on Disabilities *Inclusion text notes session 10	Participation in class 3
Week 14		
T Dec 04 Tuesday	Mock IEP mtg	Teacher Work Sample
Th Dec 06 Thursday	List of Town Hall Topics	
Week 15		

T Dec 11 Tuesday	Discussion on General Education and Teaching Academic Skills	Study Guide Language Arts, Math and Science for Students with Severe Disabilities chapters 13-14
Th Dec 13 Thursday	Town Hall: Stand and share aloud with the class something new you have learned and how you plan to apply it in your future classroom. Share how your thinking has changed or been refined from our discussions and assignments.	Final
Week 16		
Th Dec 20 Thursday	Final Exam: 277 MCKB 7:00pm - 10:00pm	