Instructor/TA Info

Instructor Information
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Email: joann_munk@byu.edu

TA Information
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Email: betts.heidi.n@gmail.com

Course Information

Course Objectives Fall 2014
CPSE 452 w Fall 2014
Course Objectives
Participants in this course will:

<table>
<thead>
<tr>
<th>Course Objective</th>
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<tbody>
<tr>
<td>1. Describe educational characteristics of students with mild/moderate (high-incidence) disabilities.</td>
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<tr>
<td>2. Describe the required components of a standards-based IEP.</td>
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<tr>
<td>3. Demonstrate understanding of the Utah core curriculum for mathematics.</td>
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<tr>
<td>4. Write standards-based PLAAFP statements, IEP and unit goals, and lesson objectives for case study students.</td>
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<tr>
<td>5. Write scripted direct instruction lesson plans with recording methods for student achievement data.</td>
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<td>6. Use direct instruction lesson plans to enact the effective teaching cycle with high student response rates, praise, and corrective feedback.</td>
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<tr>
<td>7. Demonstrate how to design and collect data on curriculum based assessments, and how to use data to make instructional decisions for case study students.</td>
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<tr>
<td>8. Describe the RtI concept and process, and use progress-monitoring data to make RtI decisions for case study students.</td>
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Description
Students will design and implement instructional planning and teaching strategies to meet the educational needs of students with mild/moderate disabilities.

Materials
<table>
<thead>
<tr>
<th>Image</th>
<th>Item</th>
<th>Vendor</th>
<th>Price (new)</th>
<th>Price (used)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>No text required Required by none required (1969-12-31) This course uses open-source materials.</td>
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Grading Scale

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<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
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This course uses open-source materials.
Learning Outcomes

Educational Characteristics
Describe educational characteristics of students with mild/moderate disabilities.

IEP components
Describe the components of the IEP process and curriculum scope and sequence standards.

Goals, objectives, and task analysis
Describe the process of writing goals, objectives and developing a task analysis.

Writing effective lesson plans
Discuss the components of writing effective lesson plans.

Effective teaching cycle
Describe the effective teaching cycle, student response rates, praise, and corrective feedback.

Models of collaboration
Identify models of collaboration with parents and general education.

Differentiated instruction
Discuss differentiated instruction and classroom accommodations for students with disabilities.

Student-mediated strategies
Recognize examples of student-mediated strategies and how they can best be included in teacher-directed lessons.

Teaching learning strategies and academic skills
Demonstrate an understanding of how to teach learning strategies and academic skills.

Incorporate learning strategies in content area instruction
Demonstrate how to incorporate learning strategies in content area instruction.

Technologies
Discuss appropriate technologies to support instructional planning and individualized instruction.

Informal curriculum based assessments
Describe how to design and collect data on informal curriculum based assessments.

Role of the educator IEP
Discuss the role of the special educator in writing IEPs and conducting IEP meetings.

Role of the educator with families, schools, and community
Demonstrate the collaborative role of the special educator with families and school and community personnel in planning of an individualized program.

Grading Policy
All assignments are expected to be submitted at the beginning of class on the due date. Late work will not be accepted without prior instructor approval. According to University Policy, assignments will not be accepted after the last day of semester classes.

Participation Policy
Each student is expected to maintain a positive and professional attitude in this course. Expectations include regular attendance, arriving on-time, being prepared and completing work assignments by due dates, collaborating and participating willingly, and staying until the appointed departure time. Please work with the professor if you will need to miss time in class. If there is a concern in any of these areas or other areas of professionalism, a PIBS will be completed by the professor and submitted to the program coordinator. The PIBS is used to make decisions about eligibility to continue in the Special Education Program.

Attendance Policy
Students are expected to attend every class period. Each unexcused absence will result in 3% deduction from final grade. Absences must be cleared with the instructor via email. Patterns of arriving late or leaving early indicate a lack of professionalism and will also affect your final grade.

Assignments

Assignment Description

Core Curriculum Search

Due: Tuesday, Sep 09 at 8:50 am
Access the USOE Common Core for math then complete the worksheet provided.

Written IEP Description

Due: Thursday, Sep 11 at 8:50 am
Provide a description of the IEP by listing and describing each step in the IEP process. List and describe the components of the IEP. (Approximately one page, single spaced.)

**Reading 3 Prater & UDL**

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<tr>
<th>Due: Thursday, Sep 11 at 8:50 am</th>
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Submit a self-made 3 question study guide for the Prater Chapter. Submit a self-made 3 question study guide for the IRIS UDL Chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole reading with no grammar or spelling errors in order to receive full credit.

**Case study (Submit online in LS)**

<table>
<thead>
<tr>
<th>Due: Tuesday, Sep 16 at 8:50 am</th>
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Provide family background for student (3 points), behavioral indicators (3 points), and present levels of academic achievement and functional performance (PLAAFP) (3 points) with appropriate citing from the UT Core (3 points). Underline the what the student cannot do. Include names of all members in your group on your submission.

**Reading 4 Garguilo & Metcalf**

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<tr>
<th>Due: Tuesday, Sep 16 at 8:50 am</th>
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Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole reading with no grammar or spelling errors in order to receive full credit. Study guide questions are to be submitted prior to class to receive credit.

**Reading 5 Prater Direct Teaching**

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<tr>
<th>Due: Thursday, Sep 25 at 8:50 am</th>
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Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole reading with no grammar or spelling errors in order to receive full credit. Study guide questions are to be submitted prior to class to receive credit.

**Unit Task Analysis for case study student**

<table>
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<tr>
<th>Due: Thursday, Sep 25 at 5:00 pm</th>
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IEP Goal, unit goals, task analysis, lesson objectives

**Reading 6 Direct Instruction (Kozloff) Reading Guide**

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<th>Due: Tuesday, Sep 30 at 8:50 am</th>
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Reading guide to fill in as you complete the reading assignment.

**Reading 7 Principles of Instruction**

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<thead>
<tr>
<th>Due: Thursday, Oct 02 at 8:50 am</th>
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Principles of Instruction Article.pdf Download fileDownload.php?fileId=ad42a569-x4M-DQeh-AJh4-sze640c0e66&pubhash=ln- yGc2vVl80kXw443c7ZCuK3OHWWIekh2FbqJjOGGmHfEfIaVzmlYW57uhbucgEF990HbTTv293Hf5qa=

There are two articles in this download. Scroll past the first article to find the required reading. Feel free to read the first one too! After reading the article choose and elaborate on any 3 points from the article that support the use of direct instruction as a means to enhance learning and close the achievement gap.

**Demonstrate direct instruction 1**

<table>
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<tr>
<th>Due: Thursday, Oct 02 at 10:15 am</th>
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Teach complete effective teaching cycle in class. One point for each category listed on the rubric.

**Content Standards IRIS Module**

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<tr>
<th>Due: Tuesday, Oct 14 at 11:59 pm</th>
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**Providing Instructional Supports IRIS module**

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<th>Due: Thursday, Oct 16 at 11:59 pm</th>
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Complete this out of class. Answer the Assessment questions at the end of the module and submit on Learning Suite.

**Reading 9 Assigned to read one of three articles**

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<tr>
<th>Oct 21</th>
<th>Due: Tuesday, Oct 21 at 8:50 am</th>
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You will be assigned to read one of the three articles and write study guide questions. Questions and answers must be well written and well thought out. Questions must be reflective of the whole reading with no grammar or spelling errors in order to receive full credit. Study guide questions are to be submitted prior to class to receive credit. AND bring your questions to class HARD COPY.

**Draft lesson plan #1**

<table>
<thead>
<tr>
<th>Oct 21</th>
<th>Due: Tuesday, Oct 21 at 10:15 am</th>
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Submit complete direct instruction lesson plan as a group. Each rubric category will be worth half of the possible points on the posted rubric.

**IPT Newspage**

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<tr>
<th>Oct 23</th>
<th>Due: Thursday, Oct 23 at 8:50 am</th>
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Send a link to your IP&T newspage to joann_munk@byu.edu. The grading rubric is found under the content tab on LS.

**Demonstrate direct instruction 2**

<table>
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<tr>
<th>Oct 28</th>
<th>Due: Tuesday, Oct 28 at 10:15 am</th>
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**Draft Lesson Plan #2**

<table>
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<tr>
<th>Oct 30</th>
<th>Due: Thursday, Oct 30 at 5:00 pm</th>
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**Direct Instruction group lesson**

**Final lesson plan**

<table>
<thead>
<tr>
<th>Nov 04</th>
<th>Due: Tuesday, Nov 04 at 8:55 am</th>
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Submit final lesson plan.

**Mid Term Exam**

<table>
<thead>
<tr>
<th>Nov 06</th>
<th>Due: Thursday, Nov 06 at 10:15 am</th>
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**Partner Direction Instruction 3**

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<tr>
<th>Nov 11</th>
<th>Due: Tuesday, Nov 11 at 10:15 am</th>
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Deliver a direct instruction lesson in pairs.

**Reading 2--How Student Progress Monitoring Improves Instruction**

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<tr>
<th>Nov 13</th>
<th>Due: Thursday, Nov 13 at 8:50 am</th>
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After reading the article, define progress monitoring and describe any benefits to the student and teacher. Two paragraph minimum.

**Data recording and display**

<table>
<thead>
<tr>
<th>Nov 18</th>
<th>Due: Tuesday, Nov 18 at 9:00 am</th>
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Data recording and display for case study lesson plan.

**Math Span of Skills test**

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<th>Nov 18</th>
<th>Due: Tuesday, Nov 18 at 10:00 am</th>
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**RtI Summary**
Summary of RtI after watching RtI videos in class.
This assignment closes at 5:00 pm on 11/20/14

RtI decision making

Due: Thursday, Dec 04 at 8:50 am

Making data-based decisions for response to intervention.
This assignment is based on class session 12/2

Final exam

Due: Thursday, Dec 11 at 10:00 am

Dec 16,2014, 7 am to 10 am
160 MCKB

Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Group Assignments</th>
<th>Individual Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>T Sep 02 Tuesday</td>
<td>Introduction, overview of calendar and syllabus</td>
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<tr>
<td>Th Sep 04 Thursday</td>
<td>What do we know about children’s learning difficulties with reading, writing, math?</td>
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<tr>
<td>Th Sep 04 Thursday</td>
<td>Using the USOE curriculum standards</td>
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<tr>
<td>Th Sep 04 Thursday</td>
<td>Core standards for Math K-6:</td>
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<tr>
<td>Th Sep 04 Thursday</td>
<td>Core standards for Language Arts K-5:</td>
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<tr>
<td>Th Sep 04 Thursday</td>
<td>Utah Core Curriculum Search</td>
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<tr>
<td>Th Sep 04 Thursday</td>
<td>bookmark on your personal electronic devise.</td>
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<tr>
<td>Th Sep 04 Thursday</td>
<td>Review of Learner Characteristics from 403</td>
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<tr>
<td>T Sep 09 Tuesday</td>
<td>Writing PLAAFPS, IEP goals: Understanding the big picture.</td>
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<tr>
<td>Th Sep 11 Thursday</td>
<td>Form learning teams. Student case study</td>
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<tr>
<td>Th Sep 11 Thursday</td>
<td>PLAAFP statements</td>
<td></td>
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<tr>
<td>T Sep 16 Tuesday</td>
<td>Unit task analysis for case study student Annual Goals</td>
<td></td>
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<tr>
<td>Th Sep 18 Thursday</td>
<td>Unit task analysis for case study</td>
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</table>

Introduction, overview of calendar and syllabus
Your role as a special educator.
How to Find the Core Standards.docx Download

What do we know about children’s learning difficulties with reading, writing, math?
Using the USOE curriculum standards
http://www.schools.utah.gov

Utah Core Curriculum Search

Form learning teams.
Student case study
PLAAFP statements

Read/review Chapters 1 and 2 “Guide to Writing Quality IEPs” (Gibb & Dyches, 2007)
Core Curriculum Search

Written IEP Description
Reading 3 Prater & UDL

Read pages 51-57 from “Teaching Strategies for Students with Mild/Moderate Disabilities” (Prater, 2007). [Posted in LS under CONTENT]
Universal Design for Learning (UDL) is an approach to instructional planning and lesson delivery that allows general and special education teachers to work together to accommodate a variety of learning needs within the general education classroom. Click the link to learn more about UDL. Read pages 1-10.
### Unit objectives

#### Unit task analysis for case study student

- **Weekly teaching plan**

#### Direct instruction, effective teaching cycle

- **Lesson task analysis**

#### Unit Task Analysis for case study student

- **Reading 5 Prater Direct Teaching**

### Weekly teaching plan

#### Direct instruction, effective teaching cycle

- **Write a scripted lesson plan—group**
- **Write a scripted lesson plan—individual**

#### Lesson planning for direct instruction

- **Demonstrate direct instruction 1**
- **Reading 7 Principles of Instruction**

#### Reading 6 Direct Instruction (Kozloff) Reading Guide

- **Lesson planning for direct instruction**
- **Guest: Ingrid Shurtleff, Provo District, Timpview High Resource**

#### Reading 8 - Rationale for teachers from "Reading Mastery" 3rd grade level

- **Lesson planning for direct instruction**

#### Reading 9 Assigned to read one of three articles

#### Reading 9 - Comparing Direct Instruction, Explicit Instruction, and Universal Principles of Design (posted under Content in LS)

#### Reading 10

- **Teaching with direct instruction**
- **Grading Rubric posted under Content in LS**

- **Draft Lesson Plan #2**

### Mid Term Exam

- **Teaching with direct instruction**
- **Mid Term Exam in class**

### Data-based decision making

- **Math Span of Skills test**
- **Data recording**

#### Video example

- **Direct Instruction teaching with partner preparation day**

#### Partner Direction Instruction 3

- **Reading 2–How Student Progress Monitoring Improves Instruction**

### Reporting Student Progress
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 Harassment
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

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; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

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.

Plagiarism
Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism—Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism—Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism—The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism—The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic—The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement—The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010