CPSE 496R: Curriculum and Instruction for Secondary Students with Disabilities

Counseling Psychology and Special Education
Brigham Young University
Winter 2008

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Office Hours: By appointment and open door policy

Credit Hours: 12 semester hours

Location and Time: TBA

Course Description: Culminating experience in the licensure program teaching students with disabilities in a school setting full-time for one academic year.

Prerequisites: Successful completion of all CPSE coursework

Required Text: Student Teaching/Internship Handbook

Course Content:
This course is designed to allow special educators to demonstrate teaching, management, and other professional competencies acquired during the teacher preparation program. Candidates are expected to demonstrate these competencies in daily work in the assigned school. Provide evidence of these competencies in the portfolio. Interns will also have the opportunity to demonstrate professionalism and skills in collaborating with others in the provision of special education services to students with disabilities.

Mission Statement of the BYU Special Education Programs:
We maximize the potential of diverse learners with individualized educational needs to elevate their quality of life. We accomplish this by supporting the mission and aims of a BYU education as we integrate teaching, research, and service. We specifically:

• Prepare competent and moral educators who select, implement, and evaluate research-based effective teaching practices and appropriate curriculum for learners with special needs.
• Prepare master special educators who provide collaborative leadership to foster the moral development and improve learning and social competence of exceptional children with challenging behaviors.
• Add to the knowledge base of special education and related disciplines through research.
• Serve and advocate for learners with individualized educational needs and others who support them.

Assignments:
The student teacher’s performance is evaluated by formal observations by the University Supervisor and cooperating teacher; and by examination of the intern teacher’s portfolio. The discussion below provides detail regarding the portfolio.
There are ten standards to be met during the internship experience, each of which is documented in a portfolio. This portfolio is a collection of, and reflection on, materials that best represent your philosophy of teaching and the related competencies needed to be an effective special educator.

Candidates will be expected to demonstrate competency in the following standards from INTASC (Interstate New Teacher Assessment and Support Consortium) during your student teaching assignment:

**Standard 1: Content Knowledge**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 2: Student Learning**
The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal well-being.

**Standard 3: Diversity**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Standard 4: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

**Standard 5: Management**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.

**Standard 6: Communication**
The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7: Planning**
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Standard 9: Reflective Practitioner**
The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally.

**Standard 10: Interpersonal Relationships**
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and wellbeing.

Portfolio entries are to be typed, not handwritten. A University Supervisor will grade the portfolio on content, punctuation, spelling, grammar, and appearance of each section.
Evaluation:

PART I: Teaching Skills: 60% (60 out of 100 pts)

Teaching skills are weighted as follows:

Formal Observation: _____ (20 pts)
Formal Observation: _____ (25 pts)
Final University Supervisor CPAS: _____ (10 pts)
Final Cooperating Teacher CPAS: _____ (5 pts)

TOTAL: _____ (60 pts)

PART II: Written Work: 30% (30 out of 100 pts)

Students will self-evaluate four competencies using the evaluation form included in the handbook. The university supervisor will then review the student’s self-evaluation and may adjust the points based on his/her perspective of the work that is completed.

Portfolio: _____ (30 pts)

TOTAL: _____ (30 pts)

PART III: Professionalism: 10% (10 out of 100 pts)

University Supervisor PIBS: _____ (5 pts)
Cooperating Teacher PIBS: _____ (5 pts)

TOTAL: _____ (10 pts)

TOTAL

Part I_____ (60 pts) + Part II_____ (30 pts) + Part III_____ (10 pts) =_____ (100 pts) =_____ %

=_____ (grade)

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Students with Disabilities:

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. 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. You should contact the Equal Employment Office at 422-5895, D-282 ASB.
Preventing 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. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Statement on Diversity:
The McKay School of Education and Brigham Young University are committed to preparing students to serve effectively in a diverse society. In this course students will learn methods and material that may be adapted to various settings and contexts. Students are expected to demonstrate the knowledge, skills, and dispositions to effectively apply the course content when working with individuals and groups with varying abilities and backgrounds.

Expected Learning Outcomes:
Upon completion of the Special Education Severe Disabilities Undergraduate Program, teacher candidates meet the needs of students with disabilities through competencies related to the Interstate New Teacher Assessment and Support Consortium and the Council for Exceptional Children (Common Core and Individualized Independence Curriculum). The six primary learning outcomes of this program include:

1. Assessment: Candidates select, administer, and interpret appropriate tests to determine if students are eligible for special education, to plan and adjust daily instruction, and to monitor student progress toward Individualized Education Plan (IEP) goals.

2. Teaching: Candidates use effective teaching practices and assistive technologies to help students with severe disabilities master their IEP goals in areas such as functional living skills, communication skills, reading, and mathematics.

3. Behavior: Candidates use effective behavior improvement strategies to help students increase appropriate social behavior and to prevent and reduce inappropriate behaviors.

4. Collaboration: Candidates work effectively with parents, professionals, paraprofessionals, and others in the school and community to help students with disabilities achieve their IEP goals.

5. Interpersonal Relations: Candidates work with students, parents, professionals, paraprofessionals, and others in the school and community with kindness and respect regardless of their diverse backgrounds.

6. Professional Practice: Candidates fulfill all duties and assignments, comply with all education laws and policies, and continue to improve professional practice.