

## Instructor/TA Info

### Instructor Information

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## Course Information

### Description

This course prepares future secondary classroom teachers to understand how students with exceptionalities learn and to use basic strategies for meeting their educational needs. Participants will identify the way individuals differ, the exceptionalities defined in the Individuals with Disabilities Education Act (IDEA), their legal responsibilities under IDEA, strategies to instruct students with various learning needs, curricular adaptations and accommodations for students with disabilities, and ways to collaborate with parents and professionals.

### Materials

No materials

### Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

### Participation Policy

The class sessions are designed with you in mind. Please plan to attend each of them and to participate actively in the problem solving activities. You will complete several in-class assignments that will count toward your grade. You will work in cooperative teams throughout the semester. Your participation in these teams will be valued. It is important to share your experiences and insights.

### Attendance Policy

Students are expected to attend each class. Attendance will be taken at the beginning of each

class. Points are given for being on time to class and staying until class is over. At the discretion of the instructor a student's final grade may be lowered if the student has excessive non-university

excused absences or tardies. This will be done on a case by case basis. It is the student's responsibility for documenting any university excused absences. University excused absences will not count against a student. Please note that emailing the instructor before class letting them know you will not be in class does not make the absence excused.

## Assignments

### Assignment Descriptions

#### Week 1

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Sep  
**01**

Due: Thursday, Sep 01 at 6:00 pm

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#### Belonging

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Sep  
**08**

Due: Thursday, Sep 08 at 11:00 pm

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Read the Erik Carter (2016) article and complete the quiz.

#### Week 2

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Sep  
**08**

Due: Thursday, Sep 08 at 11:59 pm

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#### Week 3

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Sep  
**15**

Due: Thursday, Sep 15 at 11:59 pm

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#### Week 4

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Sep  
**22**

Due: Thursday, Sep 22 at 11:59 pm

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#### Week 3 Response to Intervention IRIS Module

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Sep  
**22**

Due: Thursday, Sep 22 at 11:59 pm

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Complete the Response to Intervention (Part 1) IRIS Module. Type your answers to the Assessment section and upload to Learning Suite.

<https://iris.peabody.vanderbilt.edu/module/rti01/> (<https://iris.peabody.vanderbilt.edu/module/rti01/>)

#### Week 5

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Sep  
**29**

Due: Thursday, Sep 29 at 11:59 pm

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**Learning Goals****Oct  
06**

Due: Thursday, Oct 06 at 11:59 pm

## Learning Goals Assignment

(Work as a Content Group)

Utah Effective Teaching Standard 6: The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Core Curriculum standards, instructional best practices, and the community context.

**Purpose:** To work collaboratively to create a framework for your lessons based on Core Curriculum standards and the needs of your case study students.

On this assignment

- Review the Utah Core Curriculum Standards for your course
- Select a unit of study and name the unit
- Write 3-4 learning goals for your unit. The goals should be written in a “student will be able to ...” format

This assignment will be given a group score

Indicator	Advanced Competence 3	Basic Competence 2	Deficient 1	Score
The goals align with the Utah Core Curriculum Standards				

Goals are appropriate for age and grade level of students				
Goals are written in a SWBAT format				
3-4 goals				
Assignment is submitted on google docs				
Assignment is neat and free of mechanical errors				
Total				/18

**Week 6**

Oct  
**06**

Due: Thursday, Oct 06 at 11:59 pm

**Week 7**

Oct  
**13**

Due: Thursday, Oct 13 at 11:59 pm

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**Common Assessment Plan**


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Oct  
**13**

Due: Thursday, Oct 13 at 11:59 pm

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## Common Assessment Plan Assignment

### (Work as a Content Group)

Utah Effective Teaching Standard 5: The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

**Purpose:** To work collaboratively to develop assessment methods that address your learning goals and meet the needs of your case study students.

On this assignment

- Identify how you will assess student learning and growth as it related to each learning goal
- Design a common assessment that would be used by all group members to assess the learning goals
- Describe appropriate performance criterion for the assessment method
- Discuss potential adaptations you will need to consider for each assessment based on your case study students
- Describe if the assessment will be used as a pre and post assessment or only a post assessment. If you will not use it as a post assessment, describe how you will assess prior knowledge.
- Submit a copy of the common assessment and description on your group google doc.

This assignment will be given a group score

Indicator	Advanced Competence	Basic Competence	Deficient	Score
	3	2	1	

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Common assessment will be used by all group members				
Common Assessment addresses learning goals				
Common assessment is appropriate for age and grade level of students				
Performance criteria is described				
Adaptations are described				
Pre and post information is described				
Assignment is submitted on google docs				

Assignment is neat and free of mechanical errors				
Total				/21

**Week 8**

Oct  
**20**

Due: Thursday, Oct 20 at 11:59 pm

**Week 9**

Oct  
**27**

Due: Thursday, Oct 27 at 11:59 pm

**Week 10**

Nov  
**03**

Due: Thursday, Nov 03 at 11:59 pm

**Universal Design for Instruction Assignment**

Nov  
**03**

Due: Thursday, Nov 03 at 11:59 pm

## Universal Design for Instruction Assignment

(Work as an individual)

Utah Effective Teaching Standard 7: The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

**Purpose:** To work independently to design and deliver instruction that is related to learning goals and address specific learning needs.

On this assignment

- Design a lesson that would be included in this unit of study
- Write the learning goal for this lesson using a “Students will be able to...” format
- Describe instructional strategies from this course or your content area that focus on student learning
- Based on your knowledge of Universal Design for Learning describe in detail how each of the following will be universally designed
  - Learning outcomes
  - Materials
  - Methods
  - Assessment
- If needed, describe accommodations or modifications that individual case study students will receive during the lesson.
- Submit your lesson plan on the group google doc
- Teach a 5-10 minute segment of your lesson and video tape or screen capture your instruction.
- Upload your teaching video to box, youtube or vimeo and add a link to your google doc. If students are present in your video, obtain the appropriate permissions and upload the video to a password protected site.

This assignment will be given an individual score

Indicator	Advanced Competence 3	Basic Competence 2	Deficient 1	Score
Lesson is a part of the unit of study				
Lesson is unique to but related to group members				



Learning goal is clearly written				
Instructional strategies are appropriate (3)				
Universal Designs for Learning are appropriate (3)				
Necessary accommodations or modifications are described				
Link to teaching video posted on google doc				
Appropriate permissions if needed				
Lesson is 5-10 minutes in length				
Lesson is visible				
Lesson is delivered clearly				

Instructional strategies are used appropriately				
Universal Designs for Learning are used appropriately				
Assignment is posted on google doc				
Assignment is neat and free of mechanical errors				
Total				/45

### Common Management Plan

Nov  
03

Due: Thursday, Nov 03 at 11:59 pm

## Common Management Plan Assignment (Work as a Mixed Group)

Utah Effective Teaching Standard 3: The teacher works with learners to create environments that support individual and collaborative learning, social interactions, active engagement in learning, and self-motivation.

**Purpose:** To work collaboratively to identify classroom expectations and define how those expectations will be communicated to students.

On this assignment

- Discuss the expectations that are important to you in a classroom environment
- Decide on 5 classroom rules that will be common in all classrooms
  - Include a completed expectations matrix with details for how each expectation will be taught and maintained in your individual classroom. See for examples (<https://www.pbisrewards.com/blog/classroom-behavior-matrix/>) or PBIS (<https://www.pbis.org/resource/expectations-matrix-poster>)
- Decide a hierarchy of 5 negative consequences that will be used in all classrooms for breaking any classroom rule
- Decide on 3-5 positive consequences that will be described to students. The positive consequences may be intrinsic or extrinsic or a combination of both
- Discuss each case study student. Consult with the LRBI manual for Utah (<http://www.updc.org/lrbi/>) and determine if individual interventions will be needed for each student
- Use your knowledge of functional behavior assessment to determine interventions for case study students as needed. You must complete this step for Brittney
- Submit a copy of the common assessment and description on your group google doc.

This assignment will be given a group score

Indicator	Advanced Competence 3	Basic Competence 2	Deficient 1	Score
Common management plan will be used by all group members				

MEMOELS				
Common management plan is appropriate for the classroom				
Common management plan is appropriate for age and grade level of students				
Rules are described				
Negative consequences are described				
Positive consequences are described				
Individual interventions for Brittney are described				

Individual interventions for other case study students are described if needed				
Interventions address function				
Interventions come from LRBI manual				
Assignment is submitted on google docs				
Assignment is neat and free of mechanical errors				
Total				/36

### Classroom Strategies

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Nov  
**03**

Due: Thursday, Nov 03 at 11:59 pm

Complete three of the six content pages under the tab Classroom Strategies. After you have completed all three content pages, complete the quiz.

### Week 11

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Nov  
**10**

Due: Thursday, Nov 10 at 11:59 pm

### Classroom Management

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Nov

10

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This is an assessment of your completion of the readings for Classroom Management.

**Week 12**

Nov

17

Due: Thursday, Nov 17 at 11:59 pm

**Week 12 RTI (Part 5): A Closer Look at Tier III**

Dec

01

Due: Thursday, Dec 01 at 11:59 pm

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Complete the RTI (Part 5): A Closer Look at Tier III online module through the IRIS Center. Type your answers to the Assessment section and upload to Learning Suite.

<https://iris.peabody.vanderbilt.edu/module/rti05/#content> (<https://iris.peabody.vanderbilt.edu/module/rti05/#content>)

**Teacher Instructional Decision Making**

Dec

01

Due: Thursday, Dec 01 at 11:59 pm

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## Teacher Instructional Decision Making Assignment

(Work as an individual)

Utah Effective Teaching Standard 5: The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

Purpose: To determine how you will use assessment to make instructional decisions that meet the needs of your case study students.

On this assignment

- Describe what you would use to pre, formatively, and post to assess your students during the lesson you taught.
- Describe how you would expect each case study student to perform on your assessments.
- Submit your assignment on the group google doc

This assignment will be given an individual score

Indicator	Advanced Competence 3	Basic Competence 2	Deficient 1	Score
Pre Assessment is appropriate				
Formative assessment is appropriate				
Post assessment is appropriate				
Brittany's expected performance is described				
Isabel's expected performance is described				
Shawn's expected performance is described				

James's expected performance is described				
Assignment is submitted on google doc				
Assignment is neat and free of mechanical errors				
Total				/27

**Week 13**

Dec

**01**

Due: Thursday, Dec 01 at 11:59 pm

**Professional Learning Community Instructional Decision Making**

Dec

**01**

Due: Thursday, Dec 01 at 11:59 pm

**Professional Learning Community Instructional Decision Making  
Assignment  
(Work as an Content group)**

Utah Effective Teaching Standard 8: The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

**Purpose:** To work collaboratively to determine how to address the needs of each student in the classroom in regards to class and common assessments.



## On this assignment

- As a group discuss how you will use small group instruction to address the needs of students who were not successful on your lesson assessments.
  - Each student should describe a method of cooperative learning that you feel would work successfully in your class to address the needs of students in small groups on a regular basis. Give an example of how each method of cooperative learning would be used.
  - Then, describe how you would use a flexible schedule to address the needs of students who did not perform well on the common assessment. How will they receive additional instruction while the entire class moves forward to the next unit? Do you have a creative idea of how this can work? Don't be afraid to think outside the box. Work together to come up with a valid solution to this problem.
- Finally, describe how you will collaborate with special education to meet the needs of students who will need one on one instruction on this unit or the pre-skills needed to be successful in this unit. Will you use co-planning, co-teaching, or a professional learning community? Give a detailed response of how often you will meet, what information will be communicated when you meet, and how you will assess if the collaborative arrangement is working.
- Submit your assignment on your group google doc.

This assignment will be given a group score

Indicator	Advanced Competence 3	Basic Competence 2	Deficient 1	Score
A method of cooperative learning is described for each member of the group.				
An example of how the cooperative learning will be used for each member of the group.				

A description is given of how a flexible schedule will be used to address students who struggle on assessments				X3= _____
A description is given of how you will work with SPED to meet the needs of individual students				X3= _____
Assignment is submitted on google doc				

Assignment is neat and free of mechanical errors				
Total				/33

### Co-Teaching and Co-Planning Quiz

Dec  
08

Due: Thursday, Dec 08 at 11:59 pm

This is an assessment of your completion of the readings for Co-Planning and Co-Teaching.

### Brittney

Dec  
08

Due: Thursday, Dec 08 at 11:59 pm

This is an assessment of your completion of the readings for your case study student Brittney.

### Special Ed Law Quiz

Dec  
08

Due: Thursday, Dec 08 at 11:59 pm

This is an assessment of your completion of the readings for Special Ed Law.

### Shawn

Dec  
08

Due: Thursday, Dec 08 at 11:59 pm

This is an assessment of your readings for your case study student Shawn.

### Isabel

Dec  
08

Due: Thursday, Dec 08 at 11:59 pm

This is an assessment of your completion of the readings for your case study student Isabel.

### James

Dec  
08

Due: Thursday, Dec 08 at 11:59 pm

This is an assessment of your completion of the readings for your case study student James.

### Disability Experiences

Dec

08

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**Disability Experiences**

Review the full explanation of the Practicum assignment [here](https://docs.google.com/document/d/1MNA6a6kcZUAdpjpgU6OKL2ht3cfrDG6fPLGlgN-s9Y4/edit) (<https://docs.google.com/document/d/1MNA6a6kcZUAdpjpgU6OKL2ht3cfrDG6fPLGlgN-s9Y4/edit>).

**Supplementary and Intensive Instruction**

Dec

08

Due: Thursday, Dec 08 at 11:59 pm

This is an assessment of your completion of the learning activities content page for Supplementary and Intensive Instruction.

**Week 14**

Dec

08

Due: Thursday, Dec 08 at 11:59 pm

**Individualized Education Plans Quiz**

Dec

08

Due: Thursday, Dec 08 at 11:59 pm

This is an assessment of your completion of the readings for Individualized Education Plans.

**CPSE 402 Final Exam**

Dec

16

Due: Friday, Dec 16 at 11:59 pm

Please plan to take the final exam in one sitting. You may choose to type your answers to the essay questions into a word processing document and cut and paste them into learning suite. You may use a single page of notes during the exam. Otherwise it is closed note. Good luck and email me at [cade\\_charlton@byu.edu](mailto:cade_charlton@byu.edu) with any questions you have. Thanks for making this such a great learning opportunity for your classmates and me!

## 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](mailto: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](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

### Schedule

Date	Topics	Readings & Assignments
Week 1		
Th Sep 01 Thursday	Introduction to Course	<p><u><a href="#">Prayer and Inspirational Thought Sign-up</a></u></p> <p>What is disability?</p> <p>What does The Church of Jesus Christ of Latter-day Saints teach about disability? <a href="#">link</a></p> <p><b>Isabel Opens</b>  <b>Shawn Opens</b>  <b>Brittney Opens</b>  <b>James Opens</b>  <b>Classroom Strategies Opens</b>  <b>Individualized Education Plans Quiz Opens</b>  <b>Supplementary and Intensive Instruction Opens</b>  <b>Classroom Management Opens</b>  <b>Belonging Opens</b>  <b>Special Ed Law Quiz Opens</b>  <b>Co-Teaching and Co-Planning Quiz</b></p>

		<b>Opens Week 1</b>
Week 2		
Th Sep 08 Thursday	What is a disability? Special Education Law	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)  1. Read A Place of Belonging: Research at the Intersection of Faith and Disability, Carter (2016) 2. Belonging Quiz  <b>Week 2 Belonging Closes</b>
Week 3		
Th Sep 15 Thursday	<b>No Face-To-Face Instruction Today (Associates)</b> Response to Intervention (RTI)	1. IRIS Module: <i>Response to Intervention</i> Go to the IRIS module at the link below and complete all sections. <a href="http://iris.peabody.vanderbilt.edu/module/rti01-overview/">http://iris.peabody.vanderbilt.edu/module/rti01-overview/</a>  Answer questions in the assessment section of the module in a separate document. Submit that document to Learning Suite in the Grades.  What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)  <b>Week 3</b>
Week 4		
Th Sep 22 Thursday	Individual Education Plans (IEP's) NO IN PERSON CLASS	Review content page for this week IEP Module 402.docx <a href="#">Download</a>  How to I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)  <b>Week 3 Response to Intervention IRIS Module Week 4</b>
Week 5		

Th Sep 29 Thursday	Co-Teaching and Co-Planning	<p>1. Reading: Co-Teaching and Co-Planning</p> <p>2. Quiz: Co-Teaching and Co-Planning</p> <p>3. <u>Pick one</u> of the following case studies: Brittney, Shawn, Isabel, or James.</p> <p><b>Week 5</b></p>
Week 6		
Th Oct 06 Thursday	Professional Learning Communities in Secondary Settings	<p><b>Learning Goals</b></p> <p><b>Week 6</b></p>
Week 7		
Th Oct 13 Thursday	PLC Meetings (No In Class Lecture today)	<p>Complete the <i>Common Assessment Plan Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p> <p><b>Common Assessment Plan</b></p> <p><b>Week 7</b></p>
Week 8		



Th Oct 20 Thursday	High and Low Incidence Disabilities Introduction to Universal Design	<p>How do I design and select preassessments, formative, and summative assessments in a variety of formats that match learning objectives and engage all learners in demonstrating knowledge and skills (UETS Standard #5)</p> <p>How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)</p> <ol style="list-style-type: none"><li>1. Watch the two Youtube Videos<ol style="list-style-type: none"><li>a. <a href="http://www.youtube.com/watch?v=pGLTJw0GSxk&amp;list=SPDD6870F2D42327F3">http://www.youtube.com/watch?v=pGLTJw0GSxk&amp;list=SPDD6870F2D42327F3</a></li><li>b. <a href="http://www.youtube.com/watch?v=bDvKnY0g6e4">http://www.youtube.com/watch?v=bDvKnY0g6e4</a></li></ol></li><li>2. Under the Content tab, go to Classroom Strategy. Pick one you want to learn more about. You will complete one classroom Strategy per week, for 3 weeks. After doing three strategies, you will take the quiz (due on 03 Nov 22)</li><li>3. Complete the PLC Universal Design for Learning Assignment</li></ol> <p><b>Week 8</b></p>
Week 9		

Th Oct 27 Thursday	PLC Common Classroom Management Plan - Mixed Groups  (NO IN CLASS Lecture today)	Complete the <i>Common Classroom Management Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.  1. Meet with your mixed groups and complete the Classroom Management Plan Assignment  2. Under the Content tab, go to Classroom Strategy. Pick one you want to learn more about.  _Visual Strategies _Writing Strategies _Reading Strategies _Math Strategies _Science Strategies _Memory Strategies  <b>Week 9</b>
Week 10		

Th Nov 03 Thursday	Whole Class Instruction Universal Design for Learning Classroom Strategies	<p>How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)</p> <p>How do I choose appropriate strategies, accommodations, resources, materials, sequencing, technical tools and demonstration of learning that addresses students specific needs? (UETS Standard #6 and #7)</p> <p>1. Under the Content tab, go to Classroom Strategy. Pick one you want to learn more about. You will complete one classroom Strategy per week, for 3 weeks. After doing three strategies, you will take the quiz.</p> <p>One of the following</p> <ul style="list-style-type: none"><li>_Visual Strategies</li><li>_Writing Strategies</li><li>_Reading Strategies</li><li>_Math Strategies</li><li>_Science Strategies</li><li>_Memory Strategies</li></ul> <p><b>Classroom Strategies Closes Universal Design for Instruction Assignment Common Management Plan Week 10</b></p>
Week 11		

Th Nov 10 Thursday	Classroom Management	<p>How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)</p> <p>How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)</p> <p>How do I use classroom management strategies that allow me to maintain a positive learning environment for all students (UETS Standard #3)</p> <p>How do I create an environment that maximizes the potential of students with disabilities while maintaining appropriate expectations for all students? (UETS Standard #2, #3)</p> <ol style="list-style-type: none"> <li>1. Download this document LRBI ManualWeb.pdf <a href="#">Download</a></li> <li>2. Read pages 52-69 (of the actual manual, not just the PDF page numbers) describe interventions that are suitable to use with some students who need additional behavior support.</li> <li>3. Take the quiz under the Exams tab for Classroom Management before class.</li> </ol> <p><b>Classroom Management Closes Week 11</b></p>
Week 12		
Th Nov 17 Thursday	<b>NO CLASS - TECBD</b>	<p><b>Week 12</b></p> <p>Complete the IRIS Module titled <a href="#">RTI (Part 5): A Closer Look at Tier III</a></p>
Week 13		
Th Nov 24 Thursday	<b>Thanksgiving</b>	
F Nov 25 Friday	<b>Thanksgiving Holiday</b>	
Week 14		

Th Dec 01 Thursday	<p>Course Review</p> <p>Prepare for PLC Meetings</p> <p>Supplementary and Intensive Instruction</p>	<p>Readings: Supplementary and Intensive Instruction</p> <p>How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)</p> <p>How do I participate actively as a part of a learning community to share responsibility for decision-making and accountability for each student's learning? (UETS Standard #9)</p> <p><b>Week 13</b></p> <p><b>Week 12 RTI (Part 5): A Closer Look at Tier III</b></p> <p><b>Teacher Instructional Decision Making</b></p> <p><b>Professional Learning Community</b></p> <p><b>Instructional Decision Making</b></p>
Week 15		
W Dec 07 Wednesday		
Th Dec 08 Thursday	<p>ACCOMMODATIONS AND MODIFICATIONS</p> <p>Review for Final</p>	<p>How do I participate actively as a part of a learning community to share responsibility for decision-making and accountability for each student's learning? (UETS Standard #9)</p> <p>Read and review content for Week 17</p> <p><b>Brittney Closes</b></p> <p><b>Disability Experiences</b></p> <p><b>Shawn Closes</b></p> <p><b>Isabel Closes</b></p> <p><b>James Closes</b></p> <p><b>Special Ed Law Quiz Closes</b></p> <p><b>Individualized Education Plans Quiz Closes</b></p> <p><b>Week 14</b></p> <p><b>CPSE 402 Final Exam Opens</b></p> <p><b>Co-Teaching and Co-Planning Quiz Closes</b></p> <p><b>Supplementary and Intensive Instruction Closes</b></p>
Week 16		
W Dec 14 Wednesday	<p>Final Exam:</p> <p>355 MCKB</p>	

	11:00am - 2:00pm	
F Dec 16 Friday		<b>CPSE 402 Final Exam Closes</b>