

Instructor/TA Info

Instructor Information

Name: Shauna Raby

Office Location: Teacher Education



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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	125.00	93.75
 <u>Explicit Instruction - Required</u> by Archer, A	49.00	36.75

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%
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D	63%
D-	60%
E	0%

Grading Policy

All assignments are to be submitted according to the information provided in the syllabus 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

Sep
06

Due: Wednesday, Sep 06 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:

People First Language.pdf [Download \(plugins/Upload/fileDownload.php?fileId=1f0c1660-EAIF-Kzic-MQ3V-Yi441e9cc6b1&pubhash=LqfqqYfutOQtvj8-SgTOiqdnmB8bO2KqXTyY1NONG8T4uEWPm06VhaeAkN91gFDRMcD21nV7S4-ZKDbSsMxvqw==\)](#)

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

Submit through Learning Suite by the end of class.

Extra Credit for Signing up a Prayer or Devotional

Sep
06

Due: Wednesday, Sep 06 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. You don't need to upload anything.

Reading Discussion 1

Sep
11

Due: Monday, Sep 11 at 11:59 am

Read chapter 1 of the *Explicit Instruction* text. Make a Digital Dialog post with one thing from the chapter that you think is important and one question you have from the 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.

IEP Goal**Sep**
13

Due: Wednesday, Sep 13 at 2:00 pm

Upload a copy of your Task Analysis for your IEP Goal.
Include the state core standard.

Teaching Practice - Lesson Opening**Sep**
20

Due: Wednesday, Sep 20 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 Lesson Plan**Sep**
20

Due: Wednesday, 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.

Explicit Instruction Lesson Plan TEMPLATE.2020 3.0.docx [Download \(plugins/Upload/fileDownload.php?fileId=2818fdd1-P3nN-gsFI-SBxW-xie149281802&pubhash=FJhP4VbDeEm0Z8dXYXJurCZg9Yq60nduaPWXPf0YvQKDNkHlz-np5ynZdxnQD4lpT_N1BW_QJZFpSOVw7UphIQ==\)](#)

Reading Discussion 2**Sep**
27

Due: Wednesday, Sep 27 at 11:59 am

Read chapter 8 of the *Explicit Instruction* text. Make a Digital Dialog post with one thing from the chapter that you think is important and one question you have from the 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.

Lesson Opening through Modeling Lesson Plan**Oct**
02

Due: Monday, Oct 02 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 \(plugins/Upload/fileDownload.php?fileId=2818fdd1-P3nN-gsFI-SBxW-xie149281802&pubhash=FJhP4VbDeEm0Z8dXYXJurCZg9Yq60nduaPWXPf0YvQKDNkHlz-np5ynZdxnQD4lpT_N1BW_QJZFpSOVw7UphIQ==\)](#)

Teaching Practice - Opening and Model**Oct**
07

Due: Saturday, Oct 07 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.

Reading Discussion 3

Oct
09

Due: Monday, Oct 09 at 11:59 am

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.

Reading Discussion 4

Oct
11

Due: Wednesday, Oct 11 at 11:59 am

Read chapter 6 of the *Explicit Instruction* text. Make a Digital Dialog post with one thing from the chapter that you think is important and one question you have from the 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.

IRIS Modules

Oct
16

Due: Monday, Oct 16 at 11:59 pm

Carefully go through each of the 3 assigned modules. Write down 5 takeaways (for a total of 15 takeaways, 2 points each)

Example takeaways:

conclusion, impression, action point, something of benefit, main point

- Evidence Based Practices (1) https://iris.peabody.vanderbilt.edu/module/ebp_01/ (https://iris.peabody.vanderbilt.edu/module/ebp_01/)
- Evidence Based Practices (2) https://iris.peabody.vanderbilt.edu/module/ebp_02/#content (https://iris.peabody.vanderbilt.edu/module/ebp_02/#content)
- Evidence Based Practices (3) https://iris.peabody.vanderbilt.edu/module/ebp_03/#content (https://iris.peabody.vanderbilt.edu/module/ebp_03/#content)

EI Video Observation

Oct
25

Due: Wednesday, Oct 25 at 11:59 pm

Explicit Instruction

- Go to: <https://www.dropbox.com/sh/b4zitzvr2t2gpfq/AACVzSV2rqInYzysh-k21jPNa?dl=0> (<https://www.dropbox.com/sh/b4zitzvr2t2gpfq/AACVzSV2rqInYzysh-k21jPNa?dl=0>)
- Watch video 1.mp4 and video 2.mp4 (one with a partner & discuss, one by yourself)
- Fill out a Direct Instruction Feedback Form (including highlighting the expectations demonstrated--bullet points below sections but above feedback) for each of the videos. Do the form with a partner for the one you watched together; do the form by yourself for the one that you watched by yourself.
- LessonPlan_Feedback.docx [Download \(plugins/Upload/fileDownload.php?fileId=3b9b0d0b-f1GZ-Q1kC-RUAc-Wdcf097bab55&pubhash=AtSXQyrbtoWABRIeq3QiEQYyF7NY-MtHTLM74Q-YersOw-C_sRRi-w62fCi-Mbm3lvOd-Z0IMwf6GIRwMfXynQ==\)](https://www.dropbox.com/sh/b4zitzvr2t2gpfq/AACVzSV2rqInYzysh-k21jPNa?dl=0)
- Write a one page reflection for the video that you **watched by yourself** on how the elements of Explicit 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?

Submit both Lesson Feedback Forms (10 points each) & your one page reflection (10 points).

CPSE 452 Midterm

Oct
30

Due: Monday, Oct 30 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

Nov
04

Due: Saturday, Nov 04 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 \(plugins/Upload/fileDownload.php?fileId=2818fdd1-P3nN-gsFI-SBxW-xie149281802&pubhash=FJhP4VbDeEm0Z8dXYXJurCZg9Yq60nduaPWXPf0YvQKDNkHlz-np5ynZdxnQD4lpT_N1BW_QJZFpSOVw7UphIQ==\)](#)

Teaching Practice - Opening through Guided Practice

Nov
04

Due: Saturday, Nov 04 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
06

Due: Monday, Nov 06 at 11:59 am

Read chapter 3 of the *Explicit Instruction* text. Make a Digital Dialog post with one thing from the chapter that you think is important and one question you have from the 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 Closing

Nov
11

Due: Saturday, Nov 11 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-](#)

np5ynZdxnQD4lpT_N1BW_QJZFpSOVw7UphIQ==)

Teaching Practice - Opening through Closing

Nov
25

Due: Saturday, Nov 25 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.

Chapter Discussion Leader

Nov
29

Due: Wednesday, Nov 29 at 11:59 pm

Create and upload your slideshow chapter summary for the chapter in *High-Incidence Disabilities*, Prater for which you selected to be the discussion leader. (Include the 2-3 questions asked to the class)

Points -

Presentation of Summary: 10

- Engaging
- Accurate
- Focused on most important points
- Opportunities for discussion

Questions for Other Students & Discussion: 7

Slide Show: 3

CPSE 452 Final - Effective Teaching Practice Presentation

Nov
29

Due: Wednesday, 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 20 minute Research-based Presentation on your topic using PowerPoint, Keynote, Google Slides, or Nearpod. 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. This is a time when you could do an activity that demonstrates the practice/strategy.
- 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 the 20 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

[Sign Up Sheet \(https://docs.google.com/document/d/1CB4lqBC59kL7ZZQBkxrvxvMTiGtSpLziz3oyZcF1WLM/edit?usp=sharing\)](https://docs.google.com/document/d/1CB4lqBC59kL7ZZQBkxrvxvMTiGtSpLziz3oyZcF1WLM/edit?usp=sharing)

Participation in Presentations 12/1/2020

Dec
06

Due: Wednesday, Dec 06 at 5:00 pm

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

Participation in Presentations 12/6/2020

Dec
11

Due: Monday, Dec 11 at 5:00 pm

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

Participation in Presentations 12/8/2020

Dec
13

Due: Wednesday, Dec 13 at 5:00 pm

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

Participation in Presentations 11/29/2020

Dec
14

Due: Thursday, Dec 14 at 5:00 pm

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

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		
T Sep 05 Tuesday	Start of Classes	

W Sep 06 Wednesday	<p>Introduction and course overview</p> <p>Person-First Language</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> <p>Sign Up Sheet for Scripture/Thought & Prayer</p> <p>Sign Up Sheet for Chapter Discussion Leader Assignment</p> <p>Extra Credit for Signing up a Prayer or Devotional Reading Discussion 1 Opens</p>
Week 2		
M Sep 11 Monday	Exploring the Foundations of Explicit Instruction	<p>Reading Discussions due in LS BEFORE class.</p> <p>Reading Discussion 1 Closes</p> <p>Explicit Instruction: Chapter 1 - Exploring the Foundations of Explicit Instruction</p> <p>Explicit Instruction Chapter 1.pdf Download</p>
T Sep 12 Tuesday		
W Sep 13 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>Utah Core Standards</p> <p>IEP Goal</p>	<p>Scripture/thought:</p> <p>Prayer:</p> <p>Bring one IEP goal from one of your students.</p> <p>Read and be prepared to discuss: <i>High-Incidence Disabilities</i> Prater - Chapter 1</p> <p>Discussion Leader:</p>
Week 3		
M Sep 18 Monday	Learning Targets	<p>Read and be prepared to discuss: <i>High-Incidence Disabilities</i> Prater - Chapter 2</p> <p>Discussion Leader:</p> <p>Scripture/thought:</p>

		Prayer:
W Sep 20 Wednesday	Lesson Opening - in-class practice Lesson Opening Lesson Plan Teaching Practice - Lesson Opening	Read and be prepared to discuss: <i>High-Incidence Disabilities</i> Prater - Chapter 6 Discussion Leader: Scripture/thought: Prayer:
Week 4		
M Sep 25 Monday	Body of an EI Lesson - Task Analysis - I Do	Scripture/thought: Prayer: Read and be prepared to discuss: <i>High-Incidence Disabilities</i> Prater - Chapter 4 Discussion Leader:
W Sep 27 Wednesday	Body of an EI Lesson - Guided Practice (We Do) -Independent Practice (You Do) - Praise - Response Rate	Reading Discussions due in LS before class. Read and be prepared to discuss: <i>High-Incidence Disabilities</i> Prater - Chapter 8 Discussion Leader: Scripture/thought: Prayer: Reading Discussion 2
Sa Sep 30 Saturday		
Week 5		
M Oct 02 Monday	Review Opening, modeling, guided practice Independent Practice & Closing an EI Lesson	Lesson Opening through Modeling Lesson Plan Read and be prepared to discuss: <i>High-Incidence Disabilities</i> Prater - Chapter 7 Discussion Leader: Scripture/thought: Prayer:
W Oct 04 Wednesday	Building Memory Uncommon Sense Teaching Chapter 1.pdf Download	Read and be prepared to discuss: <i>High-Incidence Disabilities</i> Prater - Chapter 9 Discussion Leader: Scripture/thought: Prayer:
Sa Oct 07 Saturday		Teaching Practice - Opening and Model
Week 6		

M Oct 09 Monday	Classroom Organization	<p>Reading Discussions due in LS before class.</p> <p>Scripture/thought:</p> <p>Prayer:</p> <p>Bring a map of your practicum placement classroom</p> <p>Read and be prepared to discuss: <i>High-Incidence Disabilities</i> Prater - Chapter 3</p> <p>Discussion Leader:</p> <p>Reading Discussion 3</p>
W Oct 11 Wednesday	Prompting	<p>Reading Discussions due in LS before class.</p> <p>Scripture/thought:</p> <p>Prayer:</p> <p>Read and be prepared to discuss: <i>High-Incidence Disabilities</i> Prater - Chapter 3</p> <p>Discussion Leader:</p> <p>Reading Discussion 4</p>
Week 7		
M Oct 16 Monday	<p>Asynchronous - No On-Campus Class:</p> <ul style="list-style-type: none"> • Evidence Based Practices (1) https://iris.peabody.vanderbilt.edu/module/ebp_01/ • Evidence Based Practices (2) https://iris.peabody.vanderbilt.edu/module/ebp_02/#content • Evidence Based Practices (3) https://iris.peabody.vanderbilt.edu/module/ebp_03/#content <p>MTSS/Rtl. https://iris.peabody.vanderbilt.edu/module/rti02/#content</p> <p>MTSS/Rtl. https://iris.peabody.vanderbilt.edu/module/rti02/#content</p> <p>IRIS Modules</p> <p>Quiz 1</p>	
W Oct 18 Wednesday	<p>Assessment</p> <p>Reading CBM, DIBELS: https://dibels.uoregon.edu/materials/dibels</p> <p>Math CBM, Acadience: https://acadiencelarning.org/acadience-math-materials-download/</p>	<p>Scripture/thought:</p> <p>Prayer:</p> <p>Read and be prepared to discuss: <i>High-Incidence Disabilities</i> Prater - Chapter 5</p> <p>Discussion Leader:</p>

	Materials Download Teaching models	
Week 8		
M Oct 23 Monday	Writing PLAAFP Statements	Read and be prepared to discuss: <i>High-Incidence Disabilities</i> Prater - Chapter 13 Discussion Leader: Scripture/thought: Prayer:
T Oct 24 Tuesday		
W Oct 25 Wednesday	EI Video EI Video Observation	Scripture/Thought: Prayer: Read and be prepared to discuss: <i>High-Incidence Disabilities</i> Prater - Chapter 12 Discussion Leader:
Week 9		
M Oct 30 Monday	Asynchronous - no on-campus class CPSE 452 Midterm	
W Nov 01 Wednesday	Modifications & Accommodations Bloom's Taxonomy	Scripture/Thought: Prayer:
Sa Nov 04 Saturday		Lesson Opening through Guided Practice Teaching Practice - Opening through Guided Practice
Week 10		
M Nov 06 Monday	Reading Interventions	Reading Discussions due in LS before class. Scripture/thought: Prayer: Read and be prepared to discuss: <i>High-Incidence Disabilities</i> Prater - Chapter 10 Discussion Leader: Reading Discussion 5
W Nov 08 Wednesday	Writing IEP goals Specially-designed Instruction	Read and be prepared to discuss: <i>High-Incidence Disabilities</i> Prater - Chapter 14 Discussion Leader: Scripture/thought: Prayer:
Sa Nov 11 Saturday		Lesson Opening through Closing
Week 11		

M Nov 13 Monday	Functional & Social Curriculum & Communication	Read and be prepared to discuss: Westling, Chapter 13 Discussion Leader: Scripture/thought: Prayer:
T Nov 14 Tuesday		
W Nov 15 Wednesday	Math Interventions	Scripture/thought: Prayer: Read and be prepared to discuss: <i>High-Incidence Disabilities</i> Prater - Chapter 11 Discussion Leader:
Week 12		
M Nov 20 Monday	Jeopardy - Review of Effective Teaching Strategies	Scripture/thought: Prayer:
W Nov 22 Wednesday	No Classes	
F Nov 24 Friday	Thanksgiving Holiday	
Sa Nov 25 Saturday		Teaching Practice - Opening through Closing
Week 13		
M Nov 27 Monday	Preparation Day for Final Presentations Asynchronous - No in-person Class	Scripture/thought: Prayer:
W Nov 29 Wednesday	Final Presentations CPSE 452 Final - Effective Teaching Practice Presentation Chapter Discussion Leader	
Week 14		
M Dec 04 Monday	Final Presentations	Scripture/thought: Prayer:
W Dec 06 Wednesday	Final Presentations	
Week 15		
M Dec 11 Monday	Final Presentations	Scripture/thought: Prayer:
W Dec 13 Wednesday	Final Presentations	

Th Dec 14 Thursday	Last Day of Class Final Exam - The in-class presentations are the final exam. This is for your information only. TBA TBA 11:00am - 2:00pm	
F Dec 15 Friday	Exam Preparation Day	
Week 16		
M Dec 18 Monday	Final Exam Day	
W Dec 20 Wednesday	Final Exam Day	