

# USU ALTERNATIVE TEACHER PREPARATION PROGRAM

## Course Syllabus

### SPED 5430: FIELD-BASED APPLICATIONS FOR STUDENTS WITH MILD/MODERATE DISABILITIES

#### Fall Semester

**Location:** USU Extension, Granite Education Center, Salt Lake City, UT

**Coordinator:**

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**Purpose**

The primary purpose of this course is to help teachers acquire effective teaching practices with students with mild/moderate disabilities and to apply the concepts taught in SPED 5350 and SPED 5310. In their own rooms, teachers will apply basic learning principles to social, academic, self-management and other skill areas with an emphasis on behavioral and social skills development. Teachers will learn to apply the Utah State Office of Education Least Restrictive Interventions Strategies policies when designing classroom management plans and learning environments for their students. Throughout the semester, ATP teachers will be directed, guided and supervised by their instructional coaches. Three formal observations will be conducted as a part of this process. Evaluation and final grade will be based on the quality of teaching and professional skills while on the job and the quality of the other application assignments that are described below.

**Objectives/Tasks:**

1. You will complete a written self-evaluation and improvement plan by the end of the semester. Guidelines for developing the Personal Improvement and Growth Plan (PIGP) will be discussed in class.  
(30 points) Due date: End of Semester
2. You will be observed a minimum of 3 different occasions by your district **instructional coach** to assess your overall teaching skills. (50 points each)  
Due date: October, November, and early December. See folder for specific deadlines.
3. You will also be observed at least 1 time per semester by your administrator or his/her designee to assess your professional skills. The USU Administrative Feedback Form will be used as the assessment tool.  
(50 points each) Due date: Late November/Early December
4. You will critically analyze your own teaching and make data-based decisions regarding adjustments in instructional and management procedures to maximize student progress.

**CEC Common Core (ICC) and Individualized General Curriculum (IGC) Standards, Course Objectives, & Evaluation**

<b>Course Objectives</b>	<b>Common Core (ICC) and General Curriculum (IGC) Standards</b>	<b>Instructional Activities &amp; Student Evaluation</b>
1. Models, theories, and philosophies and research methods that provide the basis for special education practice and articulate personal philosophy of special education..	ICC1 K1	<ul style="list-style-type: none"> <li>• Lecture/Small group discussion</li> <li>• Administrator feedback form</li> </ul>
2. Definitions and issues related to the identification of individuals with exceptional learning needs.	IGC1K1	<ul style="list-style-type: none"> <li>• Lecture/Small group discussion</li> <li>• Administrator feedback form</li> </ul>
3. Continuum of placement and services available for individuals with exceptional learning needs.	IGC1 K5	<ul style="list-style-type: none"> <li>• Lecture/Small group discussion</li> <li>• Classroom observations</li> <li>• Interim feedback form</li> </ul>
4. Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds	IIC1K5	<ul style="list-style-type: none"> <li>• Lecture/Small group discussion</li> <li>• Administrator feedback form</li> <li>• Teach Live Lab simulations/feedback</li> </ul>
5. Principles of normalization and concept of least restrictive environment	IGC1 K8	<ul style="list-style-type: none"> <li>• Lecture/small group discussion</li> <li>• Interim feedback form</li> </ul>

<p>6. Typical and atypical human growth and development.</p> <p>7. Similarities and differences of individuals with and without exceptional learning needs.</p> <p>8. Similarities and differences among individuals with and without exceptional learning needs.</p>	<p>ICC2 K1</p> <p>ICC2K5</p> <p>ICC2K6</p>	<ul style="list-style-type: none"> <li>• Lecture/ small Group discussion</li> <li>• Classroom observations</li> <li>• Teach Live Lab/discussion</li> </ul>
<p>9. Educational implications of characteristics of various exceptionalities</p>	<p>ICC2K2</p>	<ul style="list-style-type: none"> <li>• Lecture/ small Group discussion</li> </ul>
<p>10. Effects an exceptional condition (s) can have on an individual's life</p>	<p>ICC3K1</p>	<ul style="list-style-type: none"> <li>• Lecture/ small Group discussion</li> <li>• Classroom observations</li> <li>• Teach Live Lab/discussions</li> </ul>
<p>11. Relate levels of support to the needs of the individual.</p>	<p>IGC3S1</p>	<ul style="list-style-type: none"> <li>• Lecture/ small Group discussion</li> <li>• Classroom observations</li> </ul>
<p>12. Create and maintain records for monitoring progress of individuals with exceptional learning needs..</p>	<p>ICC3 S2</p>	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Administrator feedback form</li> <li>• Interim feedback form</li> </ul>

<p>13. Evidence-based practices validated for specific characteristics of learners and settings</p> <p>14. Prevention and intervention strategies for individuals with exceptional learning needs</p>	<p>ICC4K1</p> <p>IIC4K2</p>	<ul style="list-style-type: none"><li>• Lecture/Small group discussion</li><li>• Classroom observations</li><li>• Administrator feedback form</li></ul>
<p>15. Use research-supported methods for academic and nonacademic instruction of individuals with exceptional learning needs.</p>	<p>IGC4S1</p>	<ul style="list-style-type: none"><li>• Classroom observations</li><li>• Administrator feedback form</li><li>• Teach Live observations</li></ul>
<p>16. Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.</p>	<p>ICC4S3</p>	<ul style="list-style-type: none"><li>• Lecture/Small group discussion</li><li>• Classroom observations</li><li>• Administrator feedback form</li></ul>
<p>17. Sources of specialized materials, curricula, and resources for individuals with exceptional learning needs.</p>	<p>IGC4K1</p>	<ul style="list-style-type: none"><li>• Lecture/Small group discussion</li></ul>

18. Advantages and limitations of instructional strategies and practices for teaching individuals with exceptional learning needs..	IGC4K3	<ul style="list-style-type: none"> <li>• Lecture/Small</li> <li>• group discussion</li> </ul>
19. Implements prevention and intervention strategies for individuals at risk for a disability	IGC4 K4	<ul style="list-style-type: none"> <li>• Lecture/Small group discussion</li> <li>• Classroom observations</li> <li>• Administrator feedback form</li> <li>• Interim feedback form</li> </ul>
20. Use reading methods appropriate to individuals with exceptional learning needs..	IGC4 S4	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Administrator feedback form</li> <li>• Interim feedback form</li> </ul>
21. Use methods to teach mathematics appropriate to the individuals with exceptional learning needs.	IGC4 S5	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Administrator feedback form</li> <li>• Interim feedback form</li> </ul>
22. Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments.	ICC5 S6	<ul style="list-style-type: none"> <li>• Lecture/Small group discussion</li> <li>• Classroom observations</li> <li>• Administrator feedback form</li> <li>• Interim feedback form</li> </ul>
23. Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with exceptional learning needs.	IGC4S9	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Administrator feedback form</li> <li>• Interim feedback form</li> </ul>
24. Use responses and errors to guide instructional decisions and provide feedback to learners	IGC4S12	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Interim feedback form</li> <li>• Teach Live observations and feedback</li> </ul>
25. Demands of learning environments	ICC5 K1	<ul style="list-style-type: none"> <li>• Lecture/ Demonstration</li> <li>• Evaluate video examples in class</li> </ul>

26. Basic classroom management theories and strategies for individuals with exceptional learning needs.	ICC5K2	<ul style="list-style-type: none"> <li>• Lecture/Small group discussion</li> </ul>
27. Effective management of teaching and learning	ICC5K3	<ul style="list-style-type: none"> <li>• Classroom observations</li> </ul>
28. Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.	ICC5K4	<ul style="list-style-type: none"> <li>• Administrator feedback form</li> </ul>
29. Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.	ICC5 S1	<ul style="list-style-type: none"> <li>• Lecture/Small group discussion</li> <li>• Classroom observations</li> <li>• Administrator feedback form</li> </ul>
30. Identify realistic expectations for personal and social behavior in various settings	ICC5S2	<ul style="list-style-type: none"> <li>• Classroom rules and expectations</li> <li>• Disclosure statement</li> </ul>
31. Modify the learning environment to manage behaviors.	ICC5 S5	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Interim report</li> </ul>
32. Plan instruction in a variety of educational settings.	IGC5 S3	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Interim report</li> </ul>
33. Establish a consistent classroom routine for individuals with exceptional learning needs.	IGC5 S6	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Interim report</li> </ul>
34. Establish and maintain rapport with individuals with and without exceptional learning needs.	ICC5S7	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Interim report</li> <li>• Administrative Feedback form</li> </ul>
35. Design learning environments that encourage active participation in individual and group activities	ICC5S4	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Interim report</li> <li>• Administrative Feedback form</li> </ul>
36. Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.	ICC5S11	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Interim report</li> <li>• Administrative Feedback form</li> </ul>
37. Design and manage daily routines	ICC5S12	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Interim report</li> <li>• Administrative Feedback form</li> </ul>

38. Implement the least restrictive intervention consistent with the needs of individuals with exceptionalities.	ICC6, S2	<ul style="list-style-type: none"><li>• Lecture/Small group discussion</li><li>• Classroom Observations</li><li>• Administrative feedback form</li></ul>
39. Modify the learning environment (e.g., schedule, physical arrangement, etc.) to manage inappropriate behaviors.	ICC6, S3	<ul style="list-style-type: none"><li>• Classroom observations</li><li>• Administrator feedback form</li></ul>
40. Integrate academic instruction and behavior management for individuals and groups with disabilities.	IGC7 K1	<ul style="list-style-type: none"><li>• Classroom Observations</li><li>• Interim report</li></ul>
41. Interventions and services for children who may be at risk for exceptional learning needs.	IGC7 K3	<ul style="list-style-type: none"><li>• Lecture/Small group discussion</li><li>• Classroom Observations</li><li>• Administrative feedback form</li></ul>
42. Relationships among disabilities and reading instruction.	IGC7 K4	<ul style="list-style-type: none"><li>• Lecture/Small group discussion</li><li>• Classroom Observations</li><li>• Administrative feedback form</li></ul>

43. Use task analysis.	ICC7 S5	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Administrative feedback form</li> </ul>
44. Use instructional time effectively.	ICC7 S12	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Administrative feedback form</li> </ul>
45. Begin to prepare lesson plans	ICC7 S10	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Interim feedback form</li> </ul>
46. Begin to prepare and organize materials to implement daily lesson plans	ICC7 S11	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Interim feedback form</li> </ul>
47. Basic terminology used in assessment	ICC8K1	<ul style="list-style-type: none"> <li>• Lecture/Small group discussion</li> <li>• Classroom Observations</li> <li>• Interim feedback form</li> </ul>
48. Evaluate instruction and monitor progress of individuals with exceptional learning needs	ICC8 S8	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>51. Administrator feedback form</li> </ul>
49. Create and maintain records.	ICC8 S9	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Administrative feedback form</li> <li>• Interim report</li> </ul>
50. Practice within one's skills limit and obtain assistance as needed.	ICC9 S7	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Interim feedback form</li> <li>• Administrative feedback form</li> </ul>
51. Use verbal, nonverbal and written language effectively	ICC9S8	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Interim feedback form</li> <li>• Administrative feedback form</li> <li>• Personal Growth and Improvement Plan</li> </ul>
51. Reflect on one's practice to improve instruction and guide professional growth.	ICC9 S11	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Interim feedback form</li> <li>• Personal Growth &amp; Improvement Plan</li> </ul>



## Changes in Course Assignments and Schedule

The instructor reserves the right to adjust the course assignments and schedule in order to best attain the objectives of the course. Any changes in assignments and due dates will be announced in class.

As the semester progresses, your instructor will provide a product guide specifying the expectations and requirements for assignments.

## Course Requirements

1. Professional conduct is expected. Behave in an ethical and professional manner in your classroom and school site at all times.
2. Maintain confidentiality of students during class discussions and in written assignments.
3. Learn from your instructional coach. As needed, modify your instruction, materials or management strategies based on feedback that you receive from your instructional coach and/or administrator.
4. Be proactive. Take the initiative in asking for suggestions, and, having received them, either put them into practice or take the time to discuss them with your cooperating teacher.
5. **Do not demand perfection from yourself; demand continual improvement.**

## Grading

**NOTE:** Student's will be expected to be performing at the satisfactory level ( 3 or better on rating scale) on the third observation.

- If data from the second formal observation indicate the ATP teacher is not making progress on identified goals within the action plan, a notification of at-risk status is sent to the ATP teacher and a meeting is set-up by the USU supervisor with the following individuals: the instructional coach, district representative(s) and the ATP teacher, to discuss options. (See At-Risk Policy)
- Students receiving a score of "1" on any item(s) on their 3<sup>rd</sup> classroom observation will require an additional observation(s) and must improve their performance to a "2" or better to pass the class.
- A minimal number of "2's" (3-4) will be allowed on the 3<sup>rd</sup> observation.
- Students performing below outlined expectations will receive a failing grade and will be required to retake and pass the SPED 5430 field practicum prior to student teaching.

Grades will be assigned on a Pass/Fail basis. Criteria are as follows:

PASS	Above 75% of available points
FAIL	Below 75% of available points

## CEC Standards 2009

**NOTE:**

1. An incomplete grade will **only** be given under circumstances specified in USU's At-Risk Policy (see documents on Blackboard). Incomplete grades will not be given for poor performance. In addition, poor grades (or at least grades lower than you desire) stand. No opportunities for improving a grade or extra credit will be provided.
2. Only a semester grade of "P" may be counted toward certification.

**ADA Accommodations**

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797- 2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966 at the Logan campus.

Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.