

USU ALTERNATIVE TEACHER PREPARATION PROGRAM
MILD/MODERATE LICENSURE
Course Syllabus: SPED 5310
Fall Semester 2012

Course Title: Teaching Reading & Language Arts for Students with Mild/Moderate Disabilities
Day/Time: Wednesdays, 4:30 – 6:30 (in-class) + 1 hour/week online
Location: USU Extension Center at Granite District Offices, 2500 South State, Salt Lake City, UT
Credits: 3 credit hours
Instructor: Randy Schelble Ph.D., (801) 272-0145 (leave message), rmschelb@mac.com
Individual Conferencing Hours: By Appointment with instructor
Texts/Class Materials:

1. *Explicit Instruction: Strategies for Meaningful Direct Teaching*
Jennifer L. Goeke (2008)
Publisher: Pearson
ISBN-10: 0205533280
2. *Essentials Of Evidence-Based Academic Interventions*
Barbara Wendling and Nancy Mather (2008)
Publisher: Wiley
ISBN-10: 0470206322
3. Utah Special Education Rules
Available through your school district's Special Education Department
4. Additional readings provided in class and assigned during the semester

Course Objectives

The purposes of this course are to teach students how to:

1. Incorporate the IEP process as defined as IDEA 2004 into guiding special education instruction and services;
2. Develop lesson plans to teach pupils with mild/moderate disabilities in small and large group settings;
3. Use explicit instructional strategies to ensure that students with disabilities have access to core curriculum standards and objectives in language arts;
4. Progress monitor students on IEP goals and essential elements of core curriculum standards and objectives in language arts; and
5. Identify and problem solve organizational and time management problems associated with planning instruction, maintaining IEP timelines, and monitoring of IEP goals.

This course will incorporate a theory/practice/application-based conceptual framework throughout the semester in order for students to:

1. Integrate core content area knowledge with effective teaching and classroom management; and
2. Adapt their own classroom teaching to meet the diverse, individualized needs of students with mild/moderate disabilities.

This course is taught weekly face-to-face as well as weekly online learning modules. The instructor is a special education administrator who has worked in local school districts. As such, the information not only addresses NCATE standards listed in this syllabus and the Utah State Office of Education standards for mild/moderate licensure to teach special education, but coursework also incorporates specific information applicable to your assigned schools and employing districts.

At the end of the semester, you should be able to:

1. State the purpose for each step of the IEP process to place a student in special education, from tiered instruction and interventions to referral, evaluation, development of an IEP and eventual placement into a special education program.

2. Write an IEP for students that includes: Present Levels of Academic Achievement and Functional Performance, Annual Goals and Short-Term Objectives (if needed), and a method to report progress on the annual goals to parents on a regular basis.
3. Write explicit lesson plans for reading that align with students' IEP goals and the Utah core curriculum standards.
4. Differentiate instruction, make accommodations and adaptations, and use explicit instructional strategies in reading to keep students actively engaged in learning.
5. Use progress monitor to measure students' progress on IEP goals and Utah core curriculum standard.

Course Requirements

1. *Attendance:*

Because of the nature of the ATP program, attendance for the **FULL CLASS TIME** is expected of all students. Given the expectation of the school district and Utah State Office of Education that you complete your special education licensure during your enrollment in this program, attendance at class **MUST HAVE A PRIORITY OVER OTHER RESPONSIBILITIES** (i.e., coaching, part-time jobs, child care, etc).

Attendance requirements are:

- Attend each class having read the week's assigned readings and having completed all internet-based activities prior to class. **You should be prepared to participate and share in discussions during class time.**
- Students are responsible for getting to class on time and are expected to remain in class for the full class time. Tardiness will result in weekly participation points being deducted.
- Weekly participation points (attendance, class participation points, professional points) **will not be awarded on nights that a student is absent (excused or unexcused).**
- If students are late or absent, they are responsible for getting class information from their colleagues.
- **To receive a passing grade, 2 absences with prior notice are allowed.** A student who misses more than two classes during the semester (including absences for Parent-Teacher Conferences, illness, emergencies) will be in jeopardy of not passing the class and will be expected to arrange a meeting with the Cohort Coordinator, Dr. Randy Schelble and Dr. Marilyn Likins to discuss your progress.

2. *Assignments.*

Submit all assignments and take exams on the dates announced by the instructor or specified in the course schedule. This includes assignments that are to be submitted on Canvas as well as assignments that will be turned in on specified class nights. The student should refer to the Product Guide for assignment requirements. Product Guides specifying the expectations and requirements for assignments will be reviewed by the instructor in class and posted on Canvas.

Assignment requirements include:

- It is the responsibility of the student to meet specified assignment deadlines, both on-line and in-class.
- Late assignments submitted through the Canvas will not be accepted after the specified date and time and will receive 0 points.
- Assignments and projects turned in class are due at the beginning of class on the night due. Late assignments and projects will receive a **5 point reduction on the final grade of the assignment for EACH CALENDAR DAY LATE.** It is the responsibility of the student to get any late assignment to the instructor.

3. *Confidentiality.*

Maintain confidentiality when assignments involve discussion of special education students and information in special education files.

4. *Professional Behavior.*

All ATP students are expected to behave in an ethical and professional manner both in class and in completing on-line assignments. Professional behavior is expected at your school sites and when interacting with your instructional coaches and assigned school mentors at your school site.

Class behavioral expectations include:

- **Silencing cell phones.** In addition, **no texting** is permitted. If an emergency phone call or text is received during class, the student is expected to step into the hall to respond to the call/text and not disrupt the class when leaving.
- Respecting the instructor and classmates' time by not dominating class discussion with personal issues, examples, and concerns.
- Restraining from side conversations with classmates during presentations by the instructor, guest presenters, and/or classmates.
- Maintaining order and cleanliness in the classroom by leaving the room as it was when you arrived, not using supplies left in the room, and carrying out all garbage to receptacles in the hallways or outside.
- Resolving issues and concerns about assignments or expectations **privately** with the instructor and/or district-assigned instructional coach.

Course Assignments

Mini-Assignments (15 points): Students will independently complete mini-assignments pertaining to class discussions and readings. Mini-assignments will be submitted on-line. There will be one Mini-Assignment during the semester.

Discussion Board Responses (30 points): Students will independently respond and maintain a threaded discussion through the Blackboard Discussion Board from a prompt provided by the instructor. There will be three Discussion Board assignments and expected responses over the course of the semester, with each having a possible point value of 10 points.

File Review Assignment (50 points): With support from the instructional coach or cooperating teacher, students will independently analyze and review a student's special education file from pre-referral interventions, evaluation results leading to determination of eligibility, the current IEP and progress toward annual goals. Students will write a reflective summary on the process. A Product Guide will be provided to students outlining in detail the expectations and criteria for meeting competency.

On-line quizzes (80 points): Students will complete on-line quizzes through Blackboard submission to reinforce key information from the texts. There will be four on-line quizzes with each having a possible point value of 20 points.

Special Education Terminology quizzes (100 points): Students will complete four special education terminology quizzes from vocabulary assigned by the instructor. There will be four quizzes, all of which will be completed during class time with each having a possible point value of 25 points.

IEP Meeting Observations (100 points): Students will observe **three** IEP meetings, identify components of an effective IEP meeting, review the meeting with their cooperating teacher, and write a reflective summary of the IEP process at the conclusion of the three of the observations. Each IEP meeting observation will be worth 15 points and each reflective summary will be worth 55. A Product Guide will be provided to students outlining in detail the expectations and criteria for meeting competency.

Small Group Language Arts Utah Common Core Assignment (50 points). Students will be assigned to small groups to work on a project involving review of the Language Arts Utah Common Core. A Product Guide will be provided to students outlining in detail the expectations and criteria for meeting competency.

Reading Lesson Plans Assignment (50 points). Students will write three reading or language arts lessons plans using the explicit instruction lesson plan template provided in class. A Product Guide will be provided to students outlining in detail the expectations and criteria for meeting competency.

Final exam (100 points): The final exam will be inclusive of the semester's readings, class assignments, and discussions. The final exam will be given the last night of class and will be an open book/note exam.

TOTAL SEMESTER POINTS POSSIBLE: 575 points

Grading

1. Discussion Board responses, quizzes, and mini-assignments submitted through Canvas **will not be accepted after the noted due and will receive 0 points.**
2. Assignments and projects **handed in at class** are due at the beginning of class on the night due. These assignments and projects will receive a **5 point reduction on the final grade of the assignment for EACH CALENDAR DAY LATE.** It is the responsibility of the student to get the late assignment to the class instructor and to make arrangements regarding when and how the late assignment will be delivered.
3. Special Education Terminology quizzes will be given at the beginning of class on the nights noted on the Course Outline. Students arriving late to class after the quiz has been given **will not be allowed to make it up.**
4. Students should review the feedback on their assignments and check for addition errors on points earned! If addition errors are found or you do not understand why you lost points, please email the class instructor immediately. When needed, an appointment can be scheduled to review the assignment.

Grading Scale

Semester letter grades will be assigned based on percentage of the total points earned as follows:

A = 100-95%	A- = 94-90%	B+ = 89-87%	B = 86-83%
B- = 82-80%	C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-65%	D = 64-60%	F = below 60%	

NOTE:

1. An incomplete grade will **only** be given under circumstances specified in USU's At-Risk Policy. 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 "C" or higher 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.

CEC Individualized Independence Curricula (IIC) and Individualized General Education Curricula (IGC) Standards, Course Objectives, and Student Evaluation

Course Objectives	Individualized Independence Curricula (IIC) and Individualized General Education Curricula (IGC) Standards	Instructional Activities and Student Evaluation
<i>The IEP process</i>		
1. State the essential components of the six principles of IDEA and identify how they relate to a student's special education program.	IICIK3, IGC1K7, ICC2K2, ICC9K2, ICC9S4, ICC10S1, ICCIK6, IIC5K2	<ul style="list-style-type: none"> • Lecture/Small group discussion • Evaluate video examples • Special Education Vocabulary Terminology Assignments • Mini-assignments • IEP Quiz • IEP Observation assignment • Final test
2. Describe the issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.	ICC1K6, IGC1K1, ICC1K5, IGC1K8, ICC2K5, ICC2K6, IGC3K2, IIC5K5	
3. Understand the role of each member of the IEP team.	ICC1K4, ICC8S9, ICC9S3, IGC10K2, ICC10S3, ICC10S9, IIC5S10, ICC9S12, ICC10S3	
4. Develop an IEP that includes measurable goals and objectives and a monitoring method to report student progress toward goals on a regular basis	ICC4K1, ICC7K6, IGC7S2, IGC10S4, IIC5K5, IIC10K2, ICC10S5	
<i>Effective instructional techniques for reading and math</i>		
1. Describe the essential components of an effective teaching cycle	IGC4S6, IGC4S16, IGCSK3, ICC5S12, 1CC7K1, IGC7K1, ICC7S10, ICC5S12, ICC7K1	<ul style="list-style-type: none"> • Lecture/ Demonstration • Curriculum Evaluation Assignment • Mini-Assignments • Small Group Discussion Board responses • Final Exam
2. Identify pre-lesson activities, appropriate and sufficient review problems, and review formats	ICC4S2, IGC4S12, ICC7S11, ICC8S8, ICC5S4, ICC7S10	
3. List criteria for demonstration, more structured, and less structured guided practice.	IGC4K7, IGC4S14, IIC4K3, IIC4S6, ICC7S10, ICC7S11	
4. Write lesson plans that address Utah core curriculum standards	IGC4K6, IGC4S4, IGC4S5, IGC4S13, IGC5S3, IGCS1, IGC7S3, ICC7S12	
<i>Use data to make decisions regarding appropriate instructional strategies in reading and math</i>		
1. Use a information from progress monitoring to make instructional decisions regarding appropriate interventions and strategies to use	IGC4K3, ICC4S3, ICC4S1, IICSK4, ICC5S6, ICC7S15, ICC8S8	<ul style="list-style-type: none"> • Lecture/ Demonstration • Mini-assignments • In-class Case Studies • Final Exam
2. Identify instructional strategies to actively involve students in learning essential skills	ICC4K1, IGC4K1, IGC4S6, IIC4S1	
<i>Alignment of core curriculum with student's annual goals and short term objectives</i>		
1. Write student goals and objectives based on pupil performance data	ICC7K2, ICC7K3, ICC7S6, IGC7S2, IIC5S3, ICC7K3,	<ul style="list-style-type: none"> • Lecture/Small group discussion • Lesson Plan

	ICC7S6	Assignment <ul style="list-style-type: none"> • Presentations • Mini-assignments • IEP Observation assignment • Final test
2. Evaluate the setting demands of a content class to identify the skills and tasks required for success	ICC4S4, IGC4S2, ICC7K2, IICSK4, IIC5S3	
3. Describe adaptations/accommodations for student to participate in core curriculum content area instruction and in state and district assessments	IGC4K1, IGC4S11, ICC7K3, ICC7K2	