SpEd 5740: Effective Instruction I

Fall Semester, 2014

Class meeting time: Fall Semester, Monday, 4:30 to 6:30 pm
Credits: 2    Location: Online course delivery using Adobe Connect desktop videoconferencing
Instructor: Barbara Fiechtl
Office: Center for Persons with Disabilities, Room
Phone: (435) 797-3258   E-mail: barbara.fiechtl@usu.edu

Communication
In most cases, students may expect responses to their phone or email communications within two days of being received. If this doesn’t occur, please contact again since your message may not have arrived.

Other contact information
Program Assistant: Patti Bodine  Technical Support Specialist: Dave Harris
Phone: (435) 797-0861  Phone: (435) 797-0861
Fax: (435) 797-3944
E-mail: patti.bodine@usu.edu  E-mail: david.harris@usu.edu

Required Texts and Materials
- Utah’s Early Childhood Core Standards (USOE). If you need a copy, contact your Coach or download and print it from the USOE website.
- Other assigned readings will be available in electronic reserve through USU library or can be ordered through the USU bookstore.

Class Participation
There are two ways for you to participate in class each week: written and oral. Your online Adobe Connect class has a built-in chat tool for you to type your questions and responses. This works well for brief communications (a sentence or less). To engage in lengthier discussions, you will be expected to use the microphone built into your computer or please request an external microphone from ECATP. **Points are rewarded in class each week for verbal participation. You will be expected to participate at least two times orally in class during the large group sessions.**

Quizzes
You will take quizzes on assigned readings or online modules throughout the semester. Quizzes are located in the Quizzes section. The dates that each quiz is available is noted in the syllabus; quizzes are available from Tuesday noon until Monday morning before class.

Instructions: When you open a quiz, the number of minutes you have to complete it is displayed in the upper right hand corner (usually 10-15 minutes). As long as there is time on the clock, you may go back to questions to change your answers. When you are finished, click Submit. If the time expires before you have finished, the quiz will automatically be submitted.

- All quizzes are closed book.
- Quizzes will include multiple choice, fill-in-the-blank and/or short answer questions. The instructor will hand-grade questions that are short answer and fill-in-the-blank and can override other questions that you answered correctly but are not a match for the computer grader.

Course Objectives with 2012 CEC Common Core (ISCI) and Early Childhood Special Education (ECSE) Standards
IDEA (University evaluation) Obi. 3 **Learning to apply course material (to improve thinking, problem solving, and decisions)**
Describe environmental features of preschool classrooms that promote learning and discourage behavior problems: (CEC objective) ISCI2K2; ECSE1K9

Demonstrate knowledge of general and special curricula: ISCI3K1, K2; ECSE5K1, K2, K3

Describe Utah’s Early Childhood Core Standards and their application to the classroom curriculum and the identification of functional IEP goals and objectives: ISCI3K3

Identify the components of IEP goals and objectives and construct IEP goals/objectives that include these components: ISCI5S4, S5

Describe issues related to instructional planning for, and inclusion of, culturally diverse children: ISCI1K13; ISCI2K4, K8, K9; ISCI2S1

Describe the importance of inclusion for young children with disabilities and ways to enhance successful inclusion: ISCI4S13; ECSE5S7

Describe assistive technologies to facilitate children's communication, motor and self-help goals during classroom routines and activities: ISCI5K3; ECSE1K10

Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status and sexual orientation of individuals: ISCI6S6

Describe transition issues for children birth to age 5 and their families and strategies to successfully address these issues: ISCI2S3, S2; ISCI2K1; ISCI2K5

Describe the impact of culture on education: ISCI6K9, K10; ISCI1K5; ISCI2K8; ISCI6K11; ISCI1K6, ISCI1K13

IDEA (University evaluation) Obj. 4 Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course

Prepare lesson plans: ISCI5S8

Plan instructional programs that reflect State curricula guidelines: ECSE5S10

Identify what constitutes functional IEP goals for young children with disabilities: ISCI2K5

Develop a system for collecting curriculum-based assessment data relative to children's IEP goals: ISCI5S3

Develop data sheets to track children's progress, including maintenance and generalization: ISCI4S9

Demonstrate knowledge of prompting sequences: ISCI5S15

Write a routines-based instructional program for a child: ISCI5S15; ISCI5S6; ECSE5S1

Describe components of the effective teaching cycle: ISCI2K3; ECSE5K1

Describe 3 child engagement strategies used in routines-based instruction to create child interest in the teaching moment: ISCI5S15; ECSE5S1

Identify components of a well-constructed lesson plan: ISCI2S13; ISCI3S2

Identify issues related to collaboration and teaming with school personnel, families and community agencies, and strategies to address these issues: ISCI1K5; ISCI7K1, K4; ISCI7S3; ISCI7S10; ECSE9S4; ECSE10K1
Demonstrate knowledge of evidence-based practices that are validated for specific characteristics of learners and settings: ISCI5K2

**Assigned Readings**  Copyright Information. The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials. If you use a photocopy or reproduction for purposes in excess of fair use (for any purpose other than private study, scholarship, or research) you may be liable for copyright infringement.

**Calendar/Canvas**  Tasks to complete each week are included in the Calendar section. Assigned readings, handouts, video examples, observation forms and each week’s PPT slides are located in Canvas – Modules. Assignments are linked in Canvas – Assignments. Some weeks there may be recorded lectures for you to view before or in place of class.

**Late Policy**  Students will be assessed a 10% deduction of points for each day of late work. Late points may be waived in part at the discretion of the instructor as long as the student notifies the instructor at least 8 hours in advance.

**Week 1 (8/25/14) Course orientation and Preparing the classroom environment**

**Tasks:** Slides will be linked each week by Monday Noon in Canvas- Modules. To print more than one slide per page, select Handouts in the Print window (on a PC) and then the number of slides per page.

- If using an external microphone, remember to plug it into your computer before logging into Canvas – Adobe Connect.
- To keep you organized throughout the semester, you may want to add assignment due dates to your Planner this week.
- Get the link from the Resources module and go to the Adobe site and Adobe Acrobat Reader 11 and download it free of charge. You will need this program to view some of the class handouts that are linked in Canvas. Even if you have this program on your computer, please download it again to make sure you have the most current version. If you need assistance with any technical issues, please contact Technical Support.

**Week 2 (9/1/14) Labor Day No CLASS**

**Tasks:** Read the following articles located in the module:

- **Complete the Quiz** for week 2 readings before class time next week. The quiz will be available for you to take between NOON, Tuesday, Sept. 2, and 8:30 a.m., Monday, Sept. 8.
- Lesson Plan is **DUE 8:30, Monday, 9/8/14**  Read the instructions for the Lesson Plan Assignment and create a lesson plan template. Be sure to include all the information listed in the Lesson Plan assignment.

**Week 3 (9/8/14) Continuum of instruction and Effective and Functional IEP Goals**
Due: Complete the Quiz for week 2 readings before class time next week. Before you begin, review the instructions in the Quizzes section above. The quiz will be available between NOON, Tuesday, Sept. 2, and 8:30 a.m., Monday, Sept. 8.

- Submit the lesson plan assignment by 8:30 a.m. Monday of this week. You may send the plan for this week or a blank template; your coaches will periodically check your lesson plans.

Tasks: Print or download to your desktop the handout Getting Ready to Teach- RBI and Getting Ready to Teach-Intensive to refer to during class.

- Review your children's IEP goals prior to class time. If you are not the teacher of record, ask the teacher for social or social/language goals for 2 children. You will also need 2 preacademic or cognitive goals. Bring these goals to class.
- Meet with your paras to discuss the lesson plans for next week as well as classroom and/or children issues.

Week 4 (9/15/14) Effective teaching cycle and Intensive and embedded instruction

Due: Submit Step 4 of the Getting Ready to Teach Pre-academic Goals assignment in Canvas by 8:30 a.m., Monday, Sept. 15.

Tasks: Post a lesson plan in your classroom each day you are in session. (Itinerant teachers: review your ECE teachers' lesson plans so you can begin to plan how to embed instruction of specific children's IEP goals during classroom activities. LSL students: the same).

- Prepare to meet with your Coach this week.
- Plan your schedule for collecting data the end of this week and next.
- After you receive instructor feedback for Step 3 of the Getting Ready to Teach assignment and have made changes, if needed, begin Steps 4 and 5.

Week 5 (9/22/14) Writing Objectives for IEP Goals and Linking to the Utah core standards

Due: Submit Step 3 of the Getting Ready to Teach Routine Based instruction assignment in Canvas by 8:30 a.m., Monday, Sept. 22.

Tasks: Work on Steps 4 and 5 of the Getting Ready to Teach Routines based instruction assignment. Your goal is to collect narrative observational data for at least half of your children’s IEP goals (excluding preacademic goals) by the end of Week 7 and the remainder by the end of Week 9.

- Bring your copy of the Utah’s Early Childhood Core Standards to class.
- Prepare and post daily lesson plans.
- Prepare to meet with your Coach this week.

Week 6 (9/29/14) Child engagement in large groups and Giving children help

Due: Submit your Intensive instructional planning form.

Tasks: Prepare and post daily lesson plans.

- Your Coach will complete an observation during Circle Time this week or next: Rate and
Quality of Behavioral Reinforcement.

- Schedule a Circle Time Rate and Quality of Behavioral Reinforcement observation with your instructor. Watch for an email with information about this observation and available dates.
- Begin working on Step 6 of Getting Ready to Teach assignment. The observation form is linked in Canvas/Modules for you to preview.
- Make arrangements to have your midterm exam proctored. More information about this will be covered in class this week.

Week 7 (10/6/14) NO CLASS MEETING- (RECORDED LECTURE) Preparing data sheets to track child progress

Due: QUIZ on recorded lecture due by Monday, 8:30, 10/13.

Tasks: Prepare and post daily lesson plans.
- Provide intensive instruction for preacademic goals, as needed Prepare to meet with your Coach this week.
- Print the following handouts and have available for the recorded lecture: RBI (Per Opportunity) Data Sheet, Access Matrix, Materials Matrix, and Portions Matrix.

Week 8 (10/13/14) Staff training and Continuum of instruction (RBI and intensive)

Due: Submit Step 6 of Getting Ready to Teach Routines based instruction. by 8:30 a.m., Monday of this week.

Tasks: Provide RBI for 16 or more IEP goals this week (or 8 if you work half time) and record/summarize child-progress data.
- Provide intensive instruction for preacademic goals, as needed.

Week 9 (10/20/14) Midterm Exam on Monday this week.

You may take the midterm exam anytime on Monday that is convenient for you and your proctor. The exam covers lectures and handouts for weeks 1-7. The exam is closed-book, timed and proctored. The exam is located in the Quiz section of your Canvas course page.

Tasks: Prepare and post daily lesson plans.
- Your Coach will complete an observation this week or next on your intentensive instruction.
- Schedule an Intensive Instruction observation with your instructor. Watch for an email with information about this observation and available dates and times. The observation form is linked in Canvas – Modules for you to preview.

Week 10 (10/27/14) Routines-based instruction (RBI) and Child engagement strategies

Due: Submit Staff Training Plan and Routines based instructional plan.

Tasks: Prepare and post daily lesson plans.
- Prepare to meet with your Coach this week.
• Continue Steps 4 and 5 of the Getting Ready to Teach assignment for the IEP goals you have not yet observed nor recorded narrative data. Begin Steps 7-9 for the IEP goals that you have observed/recorded narrative data and have made any needed edits to the goal or its objectives.

• Read the following articles:

• Read the Handout: Developmentally Appropriate Practice

• Preview the following RBI video examples prior to class time and complete the study guide:
  - Example of using Mand-model: Drake playing with a farm set
  - Example of using Access: Brandon and the marble game
  - Examples of using Small Portions: Roger pouring glue into small cups
  - Examples of using Missing Materials: Children requesting shovels (water table)

• Print the 3 documents linked in Canvas and bring to class this week: Written Routines-based Instructional Program; RBI Planning Form; and Daily RBI.

• Starting next week, and throughout the remainder of the semester, you will plan and carry out RBI opportunities and record data for 8 children each week (see Daily RBI assignment).

Week 11 (11/3/14) Working with culturally diverse children and their families

Quiz on readings (closed-book). The quiz is available Tuesday, 8:00 a.m. and Sunday, 8:00 p.m.

Tasks: Prepare and post daily lesson plans.

• Prepare to meet with your Coach this week.
• Provide RBI for 8 children this week and record child progress data.
• Read the following:

• Handout: DEC Recommended Practices General Curriculum and Intervention Strategies.

Week 12 (11/10/14): Scheduling RBI & recording child progress data

Tasks: Teach your Written Routines-based Instructional Program this week and collect child progress data. Arrange with your Coach to observe you implementing it this week or next.

• Your instructor will also schedule a time to observe you implementing your RBI program during a small-group activity after your coach. Watch for an announcement to schedule your RBI Observation. The observation form is linked in Canvas/Modules for you to preview.
• The day before your observation, scan/email the data sheet(s) that goes with your Written RBI
program. The child’s data sheet(s) must show all of the handwritten data you have collected for the targeted goal/objectives up to the day of the observation. If the instructor does not receive the target child’s data sheet(s) prior to the observation, points will be deducted. If the child’s submitted data sheet(s) does not include all of the handwritten data collected prior to the observation, points will be deducted.

**Week 13 (11/17/14): Adapting preschool curricula to promote communication**

*Quiz* on readings (closed-book). The quiz is available Tuesday, 8:00 a.m. and Sunday, 8:30 p.m.

**DUE:** Staff training writeup is due by Friday, Nov. 21

**Tasks:** Prepare and post daily lesson plans.

- Read the following articles:
- Prepare to meet with your Coach this week.
- Provide RBI for 8 children this week and record child progress data.

**Week 14 (11/24/14) Assistive Technology- Online module**

*Quiz* on recorded lecture by Heather Weese (closed-book)

**Due:** Complete your *RBI Observation* with the instructor by the end of this week.

**Tasks:** *Directions* for this assignment -- AT MODULE EXPLANATION posted in the module. For this assignment you will go [http://iris.peabody.vanderbilt.edu/module/at/](http://iris.peabody.vanderbilt.edu/module/at/) to complete the Assistive Technology Module.

- Make arrangements to have your final exam proctored.

**Week 15 (12/1/14) Collaboration and teaming with school personnel and families**

**Due:** RBI instructional program writeup.

**Tasks:** *Read the following:* Fialka, J. (2005). *The dance of partnership: Why do my feet hurt?* Young Exceptional Children, Monograph 6, Interdisciplinary Teams, 1-10.

- Provide RBI for 8 children this week and record child progress data.
- Make arrangements to have your final exam to be proctored.

**Final Exam – 12/8/14** You may take the final exam on Monday this week at any time that is convenient for you and your proctor. The exam is closed-book and timed. There is only one part to the final exam which will cover lectures, the assigned readings, and information since the midterm. The questions will be mainly application/short answer. Some questions will require integration of material
Assignments and Grading Criteria
The Grading Criteria below includes assignments used to calculate a final grade for 5740, Effective Instruction I. See the Field-based syllabus (SPED 5850) for grading information about that class.

Assignments submitted after the due date (without prior approval of the instructor) will receive a 3% point reduction for each day past due.

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<tr>
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<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Lesson Plan Template</td>
<td>10</td>
<td>9/8/14 (8:30 am)</td>
</tr>
<tr>
<td>RBI Getting Ready to Teach Step 3</td>
<td>10</td>
<td>9/15/14 (8:30 am)</td>
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<tr>
<td>Intensive Instructional plan</td>
<td>80</td>
<td>9/29/14 (8:30 a.m.)</td>
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<tr>
<td>RBI Getting Ready to Teach Step 6</td>
<td>40</td>
<td>10/7/14 (8:30 a.m.)</td>
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<tr>
<td>Staff training plan</td>
<td>20</td>
<td>10/27/14</td>
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<tr>
<td>RBI instructional program</td>
<td>50</td>
<td>10/27/14</td>
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<tr>
<td>Staff Training writeup</td>
<td>70</td>
<td>11/21/15 (5:00)</td>
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<tr>
<td>Written RBI Program</td>
<td>60</td>
<td>12/1/14 (8:30 a.m.)</td>
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<tr>
<td>Quizzes</td>
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<tr>
<td>Midterm and Final exams</td>
<td>Approx. 300</td>
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<tr>
<td>Participation</td>
<td>88 (8/class)</td>
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<td>TOTAL</td>
<td>Approx. 715</td>
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Grading Scale
To compute your grade at any time, divide the total number of points you have received for submitted assignments by the total number of possible points for those assignments and multiply by 100. Use the following scale.

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
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<td>A-</td>
<td>90-94%</td>
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<td>D+</td>
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<td>B+</td>
<td>87-89%</td>
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<td>B</td>
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USU Department of Special Education and Rehabilitation

Policies

USU INCOMPLETE POLICY revised 4/18/14
Executive Memorandum 79-15

A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. - but not due to poor performance of his/her work - and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the quarter to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an "I" and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, with in 12 months of the end of the quarter in which the "I" was given. When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted with the "I" will be removed from the student's record, the new grade placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the grade submitted with the "I" will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.

STUDENTS WITH DISABILITIES

Students with physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations in accordance with the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. 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. Please contact the DRC as early in the semester as possible, preferably within the first week of the course. Any requests for special considerations relating to attendance, pedagogy, taking of examinations, etc. must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats--large print, audio, diskette or Braille. The instructor must have the appropriate forms from the DRC in order to address any accommodations.

DEPARTMENT POLICIES

Grading guidelines

1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

**GRADE POINT REQUIREMENTS**

1. **Licensure/Undergraduate Students** - Students must maintain a grade point average of 2.75 after being admitted to the Teacher Education Program and while taking courses in the major.

2. **Graduate Students** - All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program.

**STUDENT BEHAVIOR & ACADEMIC HONESTY**

Student behavior in accordance with USU’s Student Code of Conduct/Rights is expected during all interactions with faculty and peers. It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees and university committees for disciplinary action.

**LICENSURE/UNDERGRADUATE COURSE REQUIREMENTS**

1. Students are required to earn a "B-" or higher in all licensure courses. Students who receive a grade below "B-" must retake the course. Each student will be allowed to repeat a maximum of one course (course is defined as didactic courses, practica and student teaching). Students who receive two grades below "B-" or withdraw from two practica (or one practica two times) will not be permitted to continue coursework in special education. Student teaching may not be repeated without appeal and approval by the appropriate special education program committee.

2. Students who do not apply for licensure within 12 months of graduating, may be subject to additional coursework prior to recommending certification.

**BACKGROUND CHECK**

As a result of a legislative mandate, all students planning on obtaining a teaching certificate in Utah must receive a background check completed prior to their first field experience. The background check must remain current through their student teaching experience. To expedite this process, all students planning on applying to the SPED major must complete their background check before the admissions application deadline. Students can find the application at http://cehs.usu.eduhtm/teacher-education.