Special Education 5400
Orientation to Teaching Students with
Severe Disabilities/Running Start

Credits: 2
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Course Location: Utah State University Salt Lake Campus, 2500 South State Street, Salt Lake City UT, room “L”.

Course Description: This Orientation is for students who have been hired by a participating school district and have been accepted into the Alternative Teacher Preparation program in Severe Disabilities.

The Orientation will provide SATP teachers with the foundational skills they will need to organize a classroom to serve students with severe disabilities. By the end of the class teachers will be familiar with basic behavior management, running discrete trial lessons, task analysis, teaching sequential tasks and collecting data on these programs, basic prompt strategies, classroom set-up, and the use of flip-camera technology for recording self-modeling for both students and to review and evaluate one’s own teaching. Additionally teachers will examine the IEP form, special education terminology, scope and sequence of curricular domains, and creating and using curriculum based assessment.

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<tr>
<th>NCATE</th>
<th>OBJECTIVES</th>
<th>EVALUATION</th>
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<tbody>
<tr>
<td>CC4: K3, K4, S1, S2, S4</td>
<td>Select instructional methods, techniques, and curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional life skills for individuals with exceptional learning needs based on assessment data.</td>
<td>Scope and sequence of skills for one domain area</td>
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<tr>
<td>CC4: S5, S9</td>
<td>Sequence implement, and evaluate individual learning objectives and prepare appropriate lesson plans to meet those objectives.</td>
<td>Written instructional programs based upon 2 IEP goals</td>
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<td>CC4: S7</td>
<td>Use task analysis</td>
<td>Complete in-class assignment on task analysis</td>
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<tr>
<td>CC4, S12 CC5: K2</td>
<td>Use instructional time properly. Create schedules for students and staff which reflect learning</td>
<td>Daily classroom schedule</td>
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opportunities toward IEP goals. Use research based best practices for effective management of teaching and learning.

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<tr>
<th>CC5: S6</th>
<th>Design, structure, and manage daily routines effectively including transition time, for students, other staff, and the instructional setting.</th>
<th>Daily classroom schedule; individual student schedules</th>
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| CC5: K1 | Utilize basic classroom management theories, methods, and techniques for individuals with exceptional learning needs. | Classroom rules.  
@What if I don’t chart.  
@Let’s Make a Deal@ cards. |
| CC5: S1, S5 | Create a safe, positive, and supportive learning environment that encourages active participation in a variety of individual and group learning activities. | Daily classroom schedule. |
| CC6: S3 | Modify the learning environment (schedule and physical arrangement) to manage inappropriate behaviors. | Individual schedules and visual supports. Floor plan. |
| CC6: S7 | Direct the activities of a classroom paraprofessional. | Daily classroom schedule. |
| CC1: K4 | Due process rights related to assessment, eligibility, and placement | IEP due dates, 3 year re-evaluation dates. |
| CC7: S2, S3 | Foster respectful and beneficial relationships between families and school by communicating and consulting with families on a regular basis. | Open disclosure document. Parent contact log. Back-to-school night. |

**Learning Activities:**
Class members will be required to actively participate in hands-on learning and practice during class time.

Students will be required to complete several applied assignments outside of class. These assignments are briefly described below:

1. Attend Running Start and Orientation classes and be an active participant.
2. Turn in a copy of your daily classroom schedule signed by your coach. Discuss with your
coach how your daily schedule meets-addresses the IEP goals of each student.
3. Complete/write a chained sequential lesson plan (task analysis) of functional academic or
   self-help skills from one student’s IEPs using the sequential lesson plan template provided in
   class. Be sure to include the task analysis and data collection forms.
4. Complete a “Forced Choice Reinforcement Assessment” in the TeachMe Lab. Keep a copy
   of the 5 highest preferred items to use throughout the year in the Lab.
5. Participate in an Explicit Instruction (Small Group Instruction) session in the TeachLivE lab.
6. Turn in a digital photo of your classroom rules and “What If” charts signed by your coach.
   Discuss with your coach why you chose the rules, how you taught the rules, and why and how
   you use the “What Ifs”.

Assessment and Grading: This class is graded on quality of completion of assignments.
Attendance at all Orientation classes, in class participation, and satisfactory completion of all
assignments is required to earn a passing grade. The Department of Special Education requires a
“C” or better to pass a class. No “Incomplete” grades will be given for this class.

Classroom Etiquette
A few simple rules will help produce a positive learning environment:
1. Arrive to class on time and be ready to listen and participate.
2. Share your comments and questions with everyone in the class.
3. Turn cell phones off or put them on silent mode during class.
4. Maintain confidentiality about the students with whom you work and fellow ATP
   students.
5. Be professional in your demeanor and comments during class.

All assignments are due at the start of class on the due date. Assignments will be accepted after
that time with a 5 point deduction for each week the assignment is late after the due date.
Assignments are due October 21st, 2009. Assignments may be turned in before the due date.

A 95 – 100%       C+ 77 – 79%
A- 90 – 94%        C 73 – 76%
B+ 87 – 89%        C- or Below Failing
B  83 – 87%
B- 80 – 82%

- Points may be deducted which could affect grades as stated on the absence/tardy policy.
- Students must earn a grade of “C” or better to pass any teacher licensure required
courses. Grades of “C-“ or below are failing grades. Please refer to the policy about
retaking courses in Special Education & Rehabilitation.
- Students must maintain a grade point average of 2.75 after being admitted to the
  Alternative Teacher Preparation Program.
- “Incomplete” grades will be issued for this class in accordance with the University
  “Incomplete Policy”. Please locate and read this policy.

*The letter grade may be adjusted down based on professional behavior during class time
including Running Start. One warning will be issued before the grade is lowered.
USU INCOMPLETE POLICY

Incomplete (I) Grade: Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term “extenuating” circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter course schedule to secure employment, (4) change in work schedule as required by employer, or (5) if there are other emergencies that students think necessitate an incomplete grade, then students will need approval from both the instructor and the department head. Documentation of the circumstances cited to justify an incomplete grade is required. If an incomplete is approved, two grades will be given, an “I” and a letter grade for the course computed as if the missing work were zero. The student is required to complete the work by the time agreed upon, or not longer than 12 months. If no change of grade is submitted by the instructor within the prescribed period, the “I” will be removed and the letter grade originally submitted with the “I” will remain as the permanent grade for the course. Arrangements to complete the missing coursework are to be made directly with the instructor awarding the “I” grade, and in accordance with departmental policy. In the absence of the original instructor, special circumstances must be handled by the department head. Documentation of required work to be completed in order to remove the “I” grade must be filed with the department office. The “I” grade should generally not require a complete repeat of the course. A student should not reregister for the course. Research and thesis courses taken for graduate work are exempted from this policy. All “I” grades must be changed to letter grades prior to graduation, regardless of whether or not the course is required for the degree.

STUDENTS WITH DISABILITIES

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. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. If you have additional questions or concerns, please contact the head of the Department of Special Education and Rehabilitation.
POLICY: Assisting Students At-Risk for Practicum/Student Teaching Failure – Alternative Teacher Preparation Programs

ADOPTION DATE: 1-26-08

The field-based applications in the Alternative Teacher Preparation (ATP) licensure programs provide the ATP teacher with opportunities to practice effective instruction and management skills. It is the goal of participating district representatives, program supervisor, and university faculty to see each ATP teacher succeed. However, on occasion, ATP teachers may have deficits in instruction and management skills (or may have made limited progress in the development of instruction and management skills) such that the quality of instruction provided to students with disabilities is compromised. When this occurs in a practicum or student teaching experience, the district representative and USU program supervisor must decide whether the ATP teacher should continue in the experience as it is presently structured. The procedures outlined below are designed to help the ATP teacher, district representative, and USU program supervisor make that decision. Serious problems in practica/student teaching in terms of instruction, management, professional and interpersonal skills should be identified and addressed as early as possible in the semester to maximize improvements in ATP teacher’s skills and to minimize the effects of inadequate instruction on students with disabilities.

During the practicum/student teaching experience, all ATP teachers are assigned an Instructional Coach by the school district. As an ATP Instructional Coach, their responsibilities include:

- Observing the ATP teacher a minimum of three times during each semester while he or she is teaching.
- Providing evaluative feedback relative to their performance at least three times each semester.
- Serving as a resource for the ATP students throughout the year that includes providing advice and support to address the wide variety of issues a first-year teacher faces.

Formal observations are scheduled to occur at regular intervals approximately 30 days apart (although the schedule will vary) to allow sufficient time for ATP teachers to implement recommendations from their Instructional Coach. This observation schedule also allows for follow-up for those students requiring additional guidance and support.

In practica/student teaching, each of the Instructional Coach’s observations address a set of teaching skills related to teaching in different formats (e.g., group instruction, peer tutoring, one-on-one) or related to teaching different student activities (e.g., reading, math, life skills) as well as all aspects of classroom management (e.g., IEP development, parent meetings, scheduling, supervision of paraprofessionals). Upon completion of student teaching, competence is required in all of these teaching skills.

Due to the nature of the ATP program, ATP teachers assume a professional position at the same time they begin coursework for the alternative preparation program. In most cases, ATP teachers have full responsibility for a special education classroom prior to completion of the alternative preparation program. Therefore,
1. The Instructional Coach conducts the first formal observation. If an ATP teacher receives a score of 1 or 2’s (i.e., unacceptable or needs improvement) on a particular skill(s) on their first observation, the cooperating teacher and the ATP teacher must develop an action plan to address the skill deficit(s) within two weeks. This plan is outlined on the USU observation form and identifies recommended areas for improvement. The observation form and action plan will then be reviewed and approved by the USU program supervisor.

2. The Instructional Coach also conducts the second formal 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.

The USU supervisor will refer the ATP teacher to this policy and specify in writing the necessary actions and improvements and communicate them to the ATP teacher. Remediation actions may include: (1) a site visit to a model special education program with cooperating teacher, (2) an additional observation conducted by USU personnel with increased coaching and modeling, and/or (3) in service training. Documentation of the at-risk process will include:
- notification date of at-risk status,
- action plan developed after the first observation
- data from second observation
- written feedback and notes from the previous at-risk meeting.

3. The third observation and fourth (if necessary) will be conducted by the USU supervisor or designated USU personnel.

By the third formal observation, ATP teachers will be expected to be performing at the level identified in the course syllabus to pass the practicum/student teaching. However if the ATP teacher receives a failing grade on the 3rd observation (below the level identified on the practicum syllabus), the USU program supervisor will notify the ATP teacher and district representative of the failed observation. The ATP teacher and USU supervisor will review each of the skill deficits and outline necessary improvements. Within 2 weeks the USU supervisor or designated USU personnel will conduct a fourth and final formal observation.

4. A final meeting will be held by the USU supervisor with the cooperating teacher, district representative(s) and the ATP teacher to discuss outcomes.

- If the ATP teacher has met the goals of the action plan, a PASSING grade will be administered and the ATP student can advance to student teaching or on to licensure.
- If the ATP teacher fails the 4th observation, outcomes may include the following:
  - a failing grade for the practicum or student teaching experience,
  - a repeat of the practicum/student teaching (student will register for additional student teaching or practicum credit), or
• discontinuation of involvement in the ATP program.

5. During practica/student teaching, Instructional Coaches and USU supervisors may visit and observe ATP teachers at any time for purposes of providing feedback. These visits may follow requests from the ATP teacher for additional assistance, recommendations from the Instructional Coach, or desires of the USU supervisor or district representative.