Special Education 5040 Assignments and Quizzes

ATP Program/Severe/Fall 2010

September 8, 2010
Course overview/syllabus
Working As a Team
Tips for surviving your first year/Time Saving Tips

BRING YOUR UAA BOOKS TO CLASS NEXT WEEK, ALONG WITH COPIES OF IEPs

September 15, 2010
Quiz #1    Teaming
Alternate Assessments (UAA)
Accommodations/Modifications

Assignment: Choose UAA goals in Math, Language Arts and Science for each of your students. They must align with current IEP goals. Turn 3 into me.  DUE: October 6

September 22, 2010
Quiz # 2    Alternate Assessments
Browder Book  Chapters: 7 and 8
Functional Reading and Math

September 29, 2010
Quiz # 3    Browder Chapters
Procedural compliance under IDEA:
Special Education Teacher Reference Manual
Forms and what to do with them

Assignment: Complete File Review Assignment.  DUE: October 6

October 6, 2010
Quiz # 4    Forms and Compliance
CBA/CBM/Performance Assessments

Assignment: Design 3 CBAs in 3 different areas, administer to students, evaluate results.  DUE: October 27
October 13, 2010  FALL BREAK/NO CLASS

October 20, 2010  Quiz # 5  CBA/CBM

IEP STRAND  (4 Weeks)

Assessments:  Formal and informal

Observation

Interview

Tying Assessments to PLAAFPs

Writing Effective PLAAFPs

Assignment:  Group work in class.  Write 1 PLAAFP per group based on Case scenario’s provided. OR, use own student example.

October 27, 2010  Quiz # 6  PLAAFPs

IEP STRAND:  Content Standards

Performance Standards

DESK/USOE Extended Standards

MAGs, STOs, Benchmarks

Assignment:  Group work in class.  Write MAGs, STOs, Benchmarks from PLAAFP that was written last week.  Utilize ABCDE framework.

Assignment:  Choose one of the provided PLAAFP examples and write a MAG, STO/Benchmark.  DUE:  November 3

November 3, 2010  Quiz # 7  MAGs, STOs, Benchmarks

IEP STRAND:  More MAGs, STOs, Benchmarks, Data

Assignment:  Use assessment data from a student in your class (formal or informal) and write a PLAAFP, MAG, STO/Benchmark.

DUE:  November 17
November 10, 2010  
NO QUIZ

IEP STRAND: Program modifications

Curriculum Diamond

IEP document/cover to cover

Assignment: Using the curriculum diamond adapt 3 programs to fit the levels needed for your students to access the general curriculum. **DUE: December 1**

November 17, 2010  
IEP POST TEST

Bondy Book: Chapter 8 Designing Effective Lessons

Chapter 9 Specific Teaching Strategies

Browder Book: Chapter 4

Assignment: Design a program with cover sheet, data sheets, task analysis etc. based on a student IEP goal. **DUE: December 1**

November 24, 2010  
HAPPY THANKSGIVING!! NO CLASS

December 1, 2010  
Quiz # 8 Effective Lessons & Teaching Strategies

Bondy Book: Chapter 10 Minimizing & Correcting Errors

Chapter 11 Data Collection

Browder Book: Chapter 4

December 8, 2010  
LAST NIGHT OF CLASS!

FINAL EXAM

Course assignments and schedule may change in order to best attain the objectives of the course. You will be notified prior to any changes. Please read assigned articles and chapters PRIOR to the class that it is scheduled for discussion.

USU INCOMPLETE POLICY
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, within 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
If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center, preferably during 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. If you have additional questions or concerns, please contact the head of the Department of Special Education and Rehabilitation.

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. Certification/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 for disciplinary action.

**CERTIFICATION/UNDERGRADUATE COURSE REQUIREMENTS**

1. Students are required to earn a "C" or higher in all certification courses. Students who receive a grade below "C" 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 "C" 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 certification 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 student teaching experience. To expedite this process, all students planning on student teaching must submit completed background check forms to the Office of Teacher Certification, Education Building, Room 103. The forms are available in Room 103.