

Syllabus
CPSE 467R: Practicum:
Teaching Students with Severe Disabilities

Brigham Young University
Department of Counseling Psychology and Special Education

Summer Term 2015

Credit Hours:	3
Location and Time:	On-Site Varies
Instructors:	Staci Y. Hartline Dr. Blake Hansen
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Course Catalog Description: Practicum: Instructional content and practice for individuals with severe disabilities.

Course Description: This course is designed to meet the requirements needed for a Utah State special education teaching license in Severe Disabilities.

Prerequisites: Successful completion of spring term CPSE courses

Syllabus Elements: Mapping Core Course Outcomes to the Conceptual Framework Aims & INTASC Evaluation Standards

	Council for Exceptional Children	Conceptual Framework Aims	INTASC Evaluation Standards	Assessment
Core Course Outcomes	CEC Standard	CF 1: Embrace and Apply the Moral Dimensions of Teaching <ul style="list-style-type: none"> • Practicing nurturing pedagogy • Providing access to knowledge • Enculturating for democracy • Ensuring responsible stewardship of the schools CF2: Demonstrate Academic Excellence CF3: Model Collaboration CF4: Act with Social Competence	S1: Subject Matter S2: Student Learning S3: Diverse Learners S4: Instructional Strategies S5: Learning Environments S6: Communication S7: Planning Instruction S8: Assessment and Professional Development S9: Reflection S10: Collaboration, Ethics, & Relationships	
Models, theories, and philosophies that form the basis for special education practice.	CC1K1, CC1K3, IC1K2, CC4S1, CC4S4, CC4S5, IC4K3, IC4S1, IC4S4, IC4S5, IC4S6,	CF1, CF2	S1, S2, S4, S7	Class Participation, Teaching Checklist

	CC5K3, CC7K1, CC7K2, CC7S5			
Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.	CC1K4, CC1K7, CC7K5, IC8K2, IC8K3	CF1, CF2, CF3, CF4	S2, S3, S6, S10	Class Participation
Specialized materials for individuals with disabilities.	IC4K1, CC5K1, IC5K2, IC5K3	CF1	S5, S6	Class Participation
Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities.	IC4S3, CC5K2	CF1, CF4	S5	Class Participation
Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. Social skills needed for educational and other environments.	CC5K5, IC5K4, CC7S7	CF1, CF3		Class Participation
National, state or provincial, and local	CC7K3, CC7S1	CF1, CF4	S9, S10	Class Participation, Brigrance,

curricula standards.				DIBELS
Prepare and organize materials to implement daily lesson plans.	CC7S10, CC7S11, CC7S13	CF1, CF2	S2, S4, S7, S9	Class Participation, Brigance, DIBELS Lesson Plans, Observations, CBA, Teaching Checklist
Develop or modify individualized assessment strategies.	CC8K1, CC8K2 CC8S4, CC8S5, CC8S9, IC8K1	CF1, CF2, CF4	S8	Class Participation, DIBELS, Brigance, CBA, Data Based Unit
Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.	CC9K1, CC9K2, CC5S1, CC10S10 CC7S8, CC8S2	CF1, CF4	S3	Class Participation,
Continuum of lifelong professional development.	CC9K3, CC9S1, CC9S10, IC9K1, IC9K2, CC10K1, IC10K3	CF1, CF3, CF4	S9	Class Participation

Course Expectations:

1. Students will adhere to the BYU Honor Code.
2. **STUDENTS WILL ATTEND ALL PRACTICUM HOURS** and participate in teaching, recess duty, activities, research, and group work. Late arrivals or early dismissals are inappropriate. **Each absence, EXCUSED OR UNEXCUSED, will result in ONE GRADE LEVEL DROP (eg. An A = an A-). Your Cooperating teacher, Instructor and University Supervisor need to be informed of your absence or reason for tardiness at least ½ hour BEFORE class for it to be considered excused. You will be responsible for providing sub plans at least 30 minutes before class for any day you miss. You must submit in writing to the Instructor any requests for absence at least 2 weeks BEFORE the absence.**

These will be read by the attendance committee. Any hours missed must still be made up through an approved alternate assignment by the instructor.

3. Students will actively share the load of teaching. Each teacher is expected to actively participate in teaching, recess duty, opening, snack time, etc. each day.
4. Students will complete all assignments on time. Written reports are expected to be typed, proof-read, spell-checked and written in American Psychological Association (APA) style. All **late assignments will lose 10% each day it is late.** Assignments are due at the **beginning** of class.

Summer Practicum Policies

To complete the summer practicum, each student must:

1. Complete two formal observations with an average score of $\geq 80\%$ (B-). If the student falls below 80% (B-) on one formal observation s/he can request one replacement observation. The old score and replacement score will be averaged.
2. Complete all practicum assignments with an average score of $\geq 80\%$ (B-) with the option to request one replacement assignment.

If the student does not complete the summer practicum with $\geq 80\%$ (B-), then s/he is not permitted to begin student teaching/internship. S/he can request to retake the practicum one time. If the student does not complete the practicum the second time, then s/he may not continue in the special education program.

Certain extreme circumstances, such as a medical emergency, may warrant the absence being approved as an “excused” absence. A committee of faculty will review the written notice and decide if the absence may be excused.

All students are expected to complete the daily practicum assignments for the day of an absence.

Course Content:

This course is designed to prepare special educators to understand the methods of effectively assessing, teaching, and making adaptations for students with severe disabilities.

Methodologies/Teaching Strategies:

Course format may include but not be limited to lecture, group discussion, panel discussion, small group work, service learning, and research participation.

Assignments:

- 1) **Class participation:** Students will attend all practicum hours and participate in teaching, recess duty, activities, research, and group work. Late arrivals or early dismissals are inappropriate. Each absence, excused or unexcused, will result in one grade level drop (eg. an A = an A-).
- 2) **Professionalism:** You will be evaluated for professionalism using the CPSE departments Professionalism rubric by your University Supervisor and Cooperating Teacher
- 3) **Administration of the Brigrance:** You will assess preferably one student each week using separate sections of the Brigrance for a total of 4 sections (see Master Calendar for specific sections) **20 points**
- 4) **Teacher Work Sample: Unit Framework & Assessment Plan:** Design a Unit Framework with Assessment Plan with a Pre/Post test. Administer Pre/Post tests. Create and teach 5 DI lesson plans that align with your Unit Framework along with a form you will use to track data during your lessons. Pre post data must be represented visually and submitted to your University Supervisor by **July 23rd. 30 points**
- 5) **Mock IEP:** You will conduct a Mock IEP meeting with your Cooperating Teacher acting as the Parent/Guardian and your University Supervisor acting as the LEA. You will develop an IEP with data collected from the Brigrance assessment. You will develop 3 Present Levels of Academic Achievement and Functional Performance (PLAAFPS), 3 Measurable Annual Goals (MAG) aligned to an Essential Element and 1 short-term objective for each. **30 points**
- 6) **Lesson Plans:** You will submit 5 (25 total) lesson plans on the last day of each teaching week for the coming week. At least 5 lesson plans, total, must be Discrete Trial format. See site Master Calendar for lesson plan due dates. **5 points each for a total of 125 points**
- 7) **Lesson Plan Self-Evaluation/Data:** You will conduct and complete a self-evaluation on five lesson plans each week. Your University Supervisor will spot check your self-evaluations and select a lesson plan(s) to grade on the first day of each teaching week. Your University supervisor will also spot-check your lesson plan to ensure you have collected data. See site Master Calendar for self-evaluation due dates **9 points**
- 8) **Video Observation:** You will video tape yourself teaching a Direct Instruction lesson plan, and then observe this lesson with your University Supervisor. This is a Pass/Fail Assignment worth **5 points**
- 9) **Formal Observations:** Your University Supervisor will formally observe you twice. Each Observation is worth 100 points **for a total of 200 points**
- 10) **DIBELS:** You will administer the DIBELS benchmark (Kindergarten or 1st grade) and assess and progress monitor 1 student throughout the summer using the DIBELS Assessment form. You will progress monitor this student weekly for 4 weeks **10 points**
- 11) **Teaching Checklist.** You will submit a checklist on the final day of the week of the things you have taught for weeks 3, 4 and 5 of your practicum experience. The checklist will consist of answering yes or no to the following questions **15 points**

- Did you teach at least 1 lesson from the 100 manual?
- Did you teach at least 1 lesson from the RALP Books?
- Did you teach at least 1 lesson using the Discrete Trial format?
- Did you teach at least 1 lesson using the Match/Sort/Select/Name method?
- Did you teach at least 1 lesson from the Downs text?

Brigance Administration	20
Teacher Work Sample: Unit Framework & Assessment Plan	10
Teacher Work Sample: Lesson Plans	30
Mock IEP	30
Lesson Plans	125
Video Observation	5
Formal Observations	200
DIBELS	10
Teaching Checklist	15
FED	5
Lesson Plan Self-evaluation	9

Evaluation:

A	96-100%
A-	90-94%
B+	88-89%
B	85-87%
B-	80-84%
C+	78-79%
C	75-77%
C-	70-74%
D+	68-69%
D	65-67%
D-	60-64%
E	below 60%

Preventing Sexual Harassment:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities:

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). **Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities.** Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

Statement on Diversity:

The McKay School of Education and Brigham Young University are committed to preparing students to serve effectively in a diverse society. In this course students will learn methods and material that may be adapted to various settings and contexts. Students are expected to demonstrate the knowledge, skills, and dispositions to effectively apply the course content when working with individuals and groups with varying abilities and backgrounds.

Rubric for Brigrance

Student Name: _____

Evaluator: _____

Brigrance	Points Possible	Points Earned
Fill out demographics (cover and pg.1)		
Fill out protocol correctly sections w/ pencil and blue pen; circles and lines	2	
Assess 4 subtest sections	2	
Include comments throughout sections.	1	
Total	5	

Rubric for Short Lesson Plans

Criteria	Point Breakdown	Points Possible
1. Objective is written in a measurable way		1
a. Audience	.25	
b. Behavior (measurable, specific & realistic)	.25	
c. Condition	.25	
d. Degree (accuracy)	.25	

2. Student considerations are listed and thought/concern is well reflected		
a. Specific accommodations & modifications		
b. Technology considerations integrated as appropriate		
c. Materials are listed w/o any missing elements	.25	.25
3. Anticipatory set/opening is well described and behavioral expectations are explained. Objective is written as it will be said to students along with a rationale		
a. Review maintenance and prerequisite knowledge to make logical connections between this lesson and previous learning		
b. Teach/review behaviors	.25	
c. State the concept of the objective not just the activity		
d. State rationale (so what?)	.25	.5
4. Objective is broken down into small manageable parts (task analysis) for students to follow		
a. Brief explanation of new material		
b. List of small steps	.25	.25
5. A good explanation of how teacher will model the skill w/o students involvement.		
a. Model is aligned to objective		
b. Individual steps (to accomplish skill)	.25	
c. Model sufficient examples appropriate for student(s)	.25	.5
6. Teacher explains an effective method to check for understanding and how this will occur		
a. Check for understanding stated positively		
b. Check for understanding on the activity NOT the concept	.25	.25
7. Guided practice is written w/ at least 3 examples (as appropriate) for student(s) to be guided through the practice. How data will be taken BEFORE the teacher will move student(s) on to Independent Practice is explained well.		
a. GP aligns to objective	.25	
b. Clear fading of prompts (fading of prompts listed)	.25	
c. At least 3 examples (as appropriate)		
d. State accuracy to be achieved before moving to IP	.25	1

e. Indication of GP on data sheet. Data sheet is applicable	.25	
8. Independent practice is written w/ at least 5 examples (as appropriate) for students to do independently. How data will be taken is explained well. Data sheet is included.		
a. IP aligns to objective	.25	
b. State direction for activity	.25	
c. At least 5 examples (as appropriate)	.25	
d. IP mastery is aligned to objective for mastery		
e. Indication of IP on data sheet. Data sheet is applicable to lesson	.25	1
9. Teacher explains well how he/she will close the lesson with restating what was learned/objective and how students will transition to the next activity smoothly.		
a. Restate concept learned and describe student performance (academically/behaviorally)		
b. Preview next lesson to make logical connections between this lesson and the next		
c. Transition students to next activity	.25	.25
Total Points		5

Rubric for Self-Evaluation

Student Name: _____

Evaluator: _____

<i>Criteria</i>	<i>Points Earned</i>	<i>Points Possible</i>
Student answered all self-evaluation questions.		.5
Student appropriately reflected (Reflections contained specific and detailed responses describing achievements and improvements)		.5
Data collected and represented on data sheet (data matches and is aligned to lesson plan)		.5
TOTAL		1.5

<i>Portfolio Objective or Indicator</i>	<i>Meets Expectation</i>	<i>Partially Meets Expectation</i>	<i>Expectation Not Met</i>	<i>Score</i>
Unit Framework				
1. State Unit Outcome or Learning Goal	The goal is clearly stated as a learning outcome that defines what students be able to do at the end of the unit and aligns with state or district standards and IEP annual goals.	The goal is stated as a learning outcome, but alignment to state or district standards and IEP annual goals is not clear .	Goal is not stated clearly as a learning outcome, and/or there is no alignment with state or district standards and IEP annual goals.	/1
2. State PLAAFP and IEP Goal	The PLAAFP is clearly stated and addresses students strengths and weaknesses and how this affects progress in the general curriculum. IEP goal is clearly stated as a learning outcome that defines what students be able to do and aligns with PLAAFP	The PLAAFP has some but not all components. The goal is stated as a learning outcome, but alignment to state is not clear .	The PLAAFP and IEP Goal are not stated clearly as a learning outcome, and/or there is no alignment with state or district standards.	/1
3. Write At Least Four Unit Lesson Objectives	The objectives are varied and challenging and written in ABCD format.	The objectives are Varied and challenging but are not written in ABCD format	The objectives are incomplete or are not written in ABCD format.	/2
4. Alignment of the Five Unit Lesson Objectives	Each objective supports the learning outcome and aligns with state or district standards and IEP annual goals.	Some objectives support the learning outcome and align with state or district standards and IEP annual goals.	Objectives do not support the learning outcome and do not align with state or district standards and IEP annual goals.	/1
5. Include Daily Teaching Schedule	The schedule includes unit/ lesson topics covering a period of at least one month (two months for interns) Blooms's Taxonomy considerations are stated	The schedule is incomplete	The schedule is missing	/2
Assessment Plan				
6. Create/Select Pre-Post Assessments for Unit Objectives	Formative and summative assessments are aligned with learning objectives and mastery criteria.	Assessments are partially aligned with learning objectives and mastery criteria.	Assessments are not included or do not align with learning objectives and mastery criteria.	/1/2
7. Assessment Adaptations Based on Student Need	Describes appropriate adaptations to meet students' individual needs.	Describes adaptations that partially meet students' individual needs.	Adaptations are not included or do not meet students' individual needs.	/1/2
8. Quality of Assessments	Assessments directly measure the learning objectives using the stated criteria.	Assessments partially measure the learning objectives using the stated criteria.	Assessments do not measure the learning objectives.	/1/2
9. Design for Instruction	See Individual Lesson Plan scoring rubric			
10. Self - Reflection	Near the beginning of practicum, write 2 paragraphs stating how instruction will be modified based on the pre-test data and why the	Near the beginning of practicum, write 1 paragraph stating how instruction will be	Not written at all and/or not written at beginning. Or not written well.	/1/2

	modification is expected to improve student progress	modified based on the pre-test data and why the modification is expected to improve student progress		
	Approximately mid-way through practicum write 2 paragraphs stating how instruction will be modified based on formative assessments and why the modification is expected to improve student progress.	Approximately mid-way through practicum write 1 paragraph stating how instruction will be modified based on formative assessments and why the modification is expected to improve student progress.	Not written at all and/or not written in middle. Or not written well.	/1/2
	In 4 paragraphs reflect on your performance in teaching the unit. Future actions that could improve teaching and professional growth are stated.	In 2 paragraphs reflect on your performance in teaching the unit. Future actions that could improve teaching and professional growth are stated.	Not written or not written well.	/1/2
TOTAL				/10

Teacher Work Sample: Unit Framework & Assessment Plan: Lesson Plans

Student Name: _____

<i>Criteria</i>	Points Possible	Points Earned
Create and teach from 5 DI lesson Plans that align with Unit Framework & Assessment Plan		25
Track data from 5 different times lessons were taught		3
Represent Pre/Post data visually		1
Submit Pre/Post data to University Supervisor by July 23 rd		1
TOTAL		30

DIBELS Rubric (Benchmark)

Student Name: _____ **Evaluator:** _____

Criteria	Points Possible	Points Earned
Administer Benchmark (K or 1 st Grade)	1	
Protocol filled out correctly (Student and Teacher's name, etc)	1	
TOTAL	2	

DIBELS Rubric (Progress Monitoring)

Student Name: _____ **Evaluator:** _____

Criteria	Points Possible	Points Earned
Progress monitor (markings documented)	1	
Data transferred to graph	1	
Total	2	

Discrete Trial Lesson Plan Rubric

Criteria	Points Possible	1	2	3	4	5
Objective is written in a measurable way <ul style="list-style-type: none"> • Objective • Accuracy Rate • Work Sessions • Appropriate and realistic 	1					
Definition of target behavior is clear <ul style="list-style-type: none"> • Observable • Measurable/Accuracy 	.5					
Setting, time, materials, etc. are clearly marked and/or written out <ul style="list-style-type: none"> • Setting/Time • Activity/Materials 	.5					
Movement between steps in the body of the lesson. One step to the next is explained and is well thought out <ul style="list-style-type: none"> • Accuracy • Sessions 	.5					
The body of lesson is written in a format that could be easily followed by any teacher <ul style="list-style-type: none"> • Stimulus • Student Response • Indication of next step 	.5					
The prompts are faded with each step <ul style="list-style-type: none"> • Prompts • Consequences • Prompts & Consequences match 	.5					
Sufficient exercises are allowed to meet criteria for moving from one step to the next <ul style="list-style-type: none"> • Sufficient exercises • Criteria listed 	.5					
Final steps leads into teaching a new skill, or enhancing current skill <ul style="list-style-type: none"> • Data collection sheet included • Data collection sheet is applicable 	.5					
All prompts, materials, setting and people categories are filled in to aid in generalization <ul style="list-style-type: none"> • Stimuli listed • Materials listed • Setting 	.5					

• People listed						
TOTAL	5					

Students are required to submit 5 Discrete Trial Lesson Plans. Please attach this sheet to the corresponding lesson plan score form you are recording for each individual student.

Students will conduct a Mock IEP meeting during summer practicum. The following participants will act as IEP team members:

- Student Teacher: Classroom Teacher
- LEA: University Supervisor
- Parent/Guardian: Cooperating Teacher

Mock IEP Meeting

Student Name: _____

Evaluator:

<i>Before the meeting:</i>	<i>Points Earned</i>	<i>Points Possible</i>
Determine mutually agreeable time for “Parent/Guardian” (Cooperating Teacher) and “LEA” (University Supervisor) (.25pt Cooperating Teacher, .25pt University Supervisor)		.5
Send Prior notice to “Parent/Guardian” (Cooperating Teacher) & copy of Procedural Safeguards (.25pt Notice of Meeting / .25pt Procedural Safeguards)		.5
Write IEP, filling in all blanks using current data. Print copy for “Parent/Guardian” (Cooperating Teacher) and “LEA” (University Supervisor) to use in the meeting. Address the following areas:		
1. Student Information Sheet: (Name, IEP Date, Next IEP Date, Classification, etc) (.25pt Name, Classification, .25pt IEP Date, Next IEP Date)		.5
2. Present Levels of Academic Achievement and Functional Performance: (Write 3 PLAAFPS for 3 different areas: Reading, Math, Behavior, etc) PLAAFPS must include the following criteria: Identifies strengths and weaknesses, current data, specific and gives clear information that can be understood by all team members, measurable, disability affect on general curriculum (2pts PLAAFPS include all criteria listed above)(.5pt Current Data, .5pt Identifies Strengths & Weaknesses, .5pt Specific (observable/measurable) and gives clear information which can be understood by all team members, .5pt Disability affect on general curriculum)		6
3. Goals (Write 3 Measurable Goals & at least 1 short-term objective for each goal) Goals must be aligned to an Essential Element and your PLAAFPS and written to standards as taught in previous courses (.5pt Goal, .5pt Short-term Objective / 1pt for including all criteria; aligned to PLAAFPS & Essential Element)		6
4. Methods: How student progress will be measured (.25pt total)		.25
5. Special Factors Section: PLAAFPS’s and goals must address any special factors (Behavior		.25

issues – if you state behaviors in the PLAAFP section, you must address them in the goal section (.25pt total)		
6. Services/Related Services: Service time and location for goals and other services/Program Modifications (.25pt Service Time/Location, .25pt Program modifications)		.5
7. Inclusion: Regular Curriculum, Extra-curricular and Non-academic Activities (.25pt total)		.25
8. Participation in Assessment: Statewide and District-wide assessment (.25pt total)		.25
Total		15

<i>During the meeting:</i>	<i>Points Earned</i>	<i>Points Possible</i>
Welcome and introduce all team members (.25pt total)		.25
State the purpose of the meeting and time allotted. Make sure time is adequate (.25pt total)		.25
Highlight areas on Procedural Safeguards to discuss with “Parent/Guardian” (Cooperating Teacher). State when the IEP will be revisited. Remind “Parent/Guardian” (Cooperating Teacher) that he/she can reconvene an IEP meeting at any time. (2pt Overview Procedural Safeguards & .5pt when IEP will be revisited & .5pt right to reconvene)		3
<i>Discuss the following areas:</i>		
1. Present Levels of Academic Achievement and Functional Performance: PLAAFPs are discussed in a positive way (.5pt for each PLAAFP & .5pt for discussing PLAAFP’s in a positive manner)		3
2. Goals & Short-term Objectives: (.5 goal & .5 short-term objective)		3
3. Services/Related Services: Service time and location for goals and other services/Program Modifications (.25pt Service Time/Location/ Program modifications .25pt Special Factors/Methods)		.5
4. Inclusion: Regular Curriculum, Extra-curricular and Non-academic Activities (.5pt total)		.5
5. Participation in Assessment: Statewide and District-wide assessment (.5pt total)		.5
6. Signature Page: Annual Review of Placement marked, Make sure that all team participants sign the Final IEP (.25pt Placement marked, .25pt Participants signed IEP)		.5
7. Thank participants for attending (.5pt total)		.5
Total		12

<i>After the meeting:</i>	<i>Points Earned</i>	<i>Points Possible</i>
Create lesson plan/data collection system for each IEP goal/short-term objective (Create a		3

data sheet for each lesson plan geared to student IEP goals) Show lesson plan/data sheet to University Supervisor.		
(.5pt for each lesson plan, .5pt for data sheet created for each short-term objective)		
Total		3

Dear Parent:

As part of the requirements for Special Education Licensure at Brigham Young University, practicum and student teacher/interns must evaluate their teaching. One way for them to do this is by viewing their teaching on videotape. As they teach lessons, students are often videotaped as well. This tape will be viewed only by the staff involved in the licensure program, and will be erased after being used for this learning experience. We need your written permission for us to video tape the class your child is participating in. Please sign and return this form. Thank you for your help. We enjoy and appreciate the opportunity to work with your child. If you have questions or concerns, please contact us at

_____.

Teacher Signature

You may videotape my child _____ as part of the Special Education Licensure requirement.

Parent/Guardian Signature _____

Date _____

Summer Practicum Teaching Checklist

To be submitted on the last day of the week for weeks 3, 4 and 5

Name: _____

Week: 3 4 5
 (circle one)

Did you teach the following type of lesson at least once this week?

Lesson	Yes or No
100 Easy Lessons	
Discrete Trial	
RALP	
Match/Sort/Select/Name	
Downs Text	

**Mt Mahogany
618N. 1300W.
Pleasant Grove**

(Jannica Dale)
Judy Pearce (C)
Megan Napaepae (C)
Jacqui Sheppick (C)
Jacy Murray (C)
Lexi Standiford (C)

(Agatha Gibbons)
Jill Wood (S)
Kevin Kelley (S)
Sierra Herrmann (S)
Kayla Hope (S)

University Supervisors

Staci Y. Hartline (S)
Carrie Eichelberger (C)

June 15th-July 23rd
M-F 8-12:15

Nebo:

**Orchard Hills
168 E 610 S
Santaquin, UT**

Abby McLeod (M)
(Karla Peterson)

Katie Knight (M)
(Jennifer Waters)

**Sierra Bonita
53 South 1800 East
Spanish Fork, UT**

Leslie Rodham
Anne Riboldi
(Atina Wilson)

University Supervisors

McKenzie May (M)

June 15-18/23-25
July 7-9/14-16/21-23
T-Th 8-12:15

**Alpine:
Northridge Elementary
1660 N 50 East
Orem, UT 84057**

Audrey Levin (A)
(Kara Muir)

Sarah Moss (C)
(Taina Reece)

Christine Thomas (A)
(Dian Castagno)

Jessie VanValkenburg (C)
(Jon Standing)

Sarah Mortensen (C)
(Valerie Crawford)

Kaylee Christensen (A)
(Rickie Anderson)

Whitney Clancy (A)
(Suzanne Ruchti)

**University Supervisors
Carrie Eichelberger (C)
Alyssa Richins (A)**

**Thunder Ridge
264 N. 750 W.
Saratoga Springs**

Katy Witt (A)
(Melanie McPherson)

**University Supervisors
Alyssa Richins (A)**

June 15-18/ 23-25

July 7-9/14-16/ 21-23

T-Th 8am-12:15pm

CPSE 467R: Practicum
Teaching Students with Severe Disabilities

Weekly Schedule of Assignments (pg. 1 of 3)

Site: **Mount Mahogany**

Week #1: June 16th – June 19th

Assignment:	Due Date:	Submit to:	Completed
5 Lesson Plans	Friday, June 19 th	Cooperating Teacher	
DIBELS Benchmark	Friday, June 19 th	University Supervisor	
Video Lesson Plan	Record by the end of the day on June 19 th	University Supervisor	
Brigance: Reading or Math (University Supervisor will assign you)	Friday, June 19 th	University Supervisor	
Design Unit Pre Test/Post Test (Include your PLAAFP, MAG, Alignment to the Common Core Standard & Unit Objective)	Friday, June 19 th (This can be submitted in draft format)	University Supervisor will provide feedback.	

Week #2: June 22nd – June 26th

Assignment:	Due Date:	Submit to:	Completed
5 Lesson Plans	Friday, June 26 th	Cooperating Teacher	
Video Observation Review	University Supervisor will schedule this with you	University Supervisor	
DIBELS Progress Monitoring	Friday, June 26 th	University Supervisor	
Brigance Reading or Math (Assess in the area you did not assess in during the first week)	Friday, June 26 th	University Supervisor	
Administer Unit Pre Test & the Assessment Integrity Guide & complete the Self-Reflection (Item #10a on rubric)	Friday, June 26 th	University Supervisor will provide feedback.	

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Week #3: June 29th – July 3rd			
Assignment:	Due Date:	Submit to:	Completed
1 Lesson Plan Self-Evaluations	Monday, June 29 th	University Supervisor will select 1 Lesson Plan Self-Evaluation	
5 Lesson Plans (These can be the same 5 lesson plans you use for your UNIT)	Friday, July 3 rd	Cooperating Teacher	
Formal Observation #1	University Supervisor will schedule this with you	University Supervisor	
DIBELS Progress Monitoring	Friday, July 3 rd	University Supervisor	
Brigance: Yellow Brigance: Language Development & Social/Emotional Green Brigance: Speech & Readiness	Friday, July 3 rd	University Supervisor	
*Start writing your IEP (Schedule Meeting, Notice of Meeting, Student Demographics, PLAAFPS)			
Teaching Checklist	Friday, July 3 rd	Cooperating Teacher	
*Create/compile 5 lesson plans for your UNIT. Create your Assessment Schedule & your Teaching Schedule (Begin teaching lessons this week). Complete the Self-Reflection (Item10b on rubric)	*Reminder	University Supervisor will provide feedback	

Week #4: July 6th – July 10th			
Assignment:	Due Date:	Submit to:	Completed
<u>2</u> Lesson Plan Self-Evaluation	Monday, July 6 th	University Supervisor will select 2 Lesson Plan Self-Evaluations	
5 Lesson Plans	Friday, July 10 th	Cooperating Teacher	
Formal Observation #2	University Supervisor will schedule this with you.	University Supervisor	
DIBELS Progress Monitoring	Friday, July 10 th	University Supervisor	
*Finish writing up your IEP (Goals/Short-term Objectives, Other IEP sections: services, methods, special factors, etc)			
Teaching Checklist	Friday, July 10 th	Cooperating Teacher	
*Continue teaching your lesson plans for your UNIT and formatting and finalizing your UNIT Framework write up.	*Reminder		

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Week #5: July 13th – 17th			
Assignment:	Due Date:	Submit to:	Completed
<u>2</u> Lesson Plan Self-Evaluation	Monday, July 13 th	University Supervisor will select 2 Lesson Plan Self-Evaluations	
5 Lesson Plans	Friday, July 17 th	Cooperating Teacher	
DIBELS Progress Monitoring	Friday, July 17 th	University Supervisor	
*Conduct Mock IEP & show proof of Lesson Plans/Data Sheets that align with IEP goals/short-term objectives		University Supervisor	
Teaching Checklist	Friday, July 17 th	Cooperating Teacher	
Framework & Assessment Plan.	*Reminder	University Supervisor	
*Continue teaching your lesson plans for your UNIT and formatting and finalizing assignment (You will need to have 5 sets of data)	*Reminder	University Supervisor	

Week #6: July 20th – 23rd			
Assignment:	Due Date:	Submit to:	Completed
1 Lesson Plan Self-Evaluation	Monday, July 20 th	University Supervisor will select 1 Lesson Plan Self-Evaluation	
*Conduct Mock IEP & show proof of Lesson Plans/Data Sheets that align with IEP goals/short-term objectives		University Supervisor	
*Administer Unit Post Test & Integrity Assessment Guide (represent results from PRE/POST test visually). Wrap up Unit Framework. Complete Self-Reflection (Item 10c on rubric)	Thursday, July 23 rd	University Supervisor must receive a hard copy of your TWS Unit Framework	

***Indicates Reminder**

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Weekly Schedule of Assignments (pg. 1 of 3)

Sites: Northridge, Thunder Ridge, Orchard Hills & Sierra Bonita

Week #1: June 16th – June 18th			
Assignment:	Due Date:	Submit to:	Completed
5 Lesson Plans	Thursday, June 18 th	Cooperating Teacher	
DIBELS Benchmark	Thursday, June 18 th	University Supervisor	
Video Lesson Plan	Record by the end of the day on June 18 th	University Supervisor	
Brigance: Reading or Math (University Supervisor will assign you)	Thursday, June 18 th	University Supervisor	
Design Unit Pre Test/Post Test (include your PLAAFP, MAG, Alignment to the Common Core Standard & Unit Objective)	Thursday, June 18 th <i>(This can be submitted in draft format)</i>	University Supervisor will provide feedback.	

Week #2: June 23rd – June 25th			
Assignment:	Due Date:	Submit to:	Completed
5 Lesson Plans	Thursday, June 25 th	Cooperating Teacher	
Video Observation Review	University Supervisor will schedule this with you	University Supervisor	
DIBELS Progress Monitoring	Thursday, June 25 th	University Supervisor	
Brigance Reading or Math (Assess in the area you did not assess in during the first week)	Thursday, June 25 th	University Supervisor	
*Administer Unit Pre Test & the Assessment Integrity Guide & complete the Self-Reflection (Item #10 on rubric)	*Reminder	University Supervisor will provide feedback.	

***Indicates Reminder**

Weekly Schedule of Assignments Continued (pg. 2 of 3)

Sites: **Northridge, Thunder Ridge, Orchard Hills & Sierra Bonita**

Week #3: July 7th – July 9th

Assignment:	Due Date:	Submit to:	Completed
<u>2</u> Lesson Plan Self-Evaluation	Tuesday, July 7 th	University Supervisor will select 2 Lesson Plan Self-Evaluations	
5 Lesson Plans (These can be the same 5 lesson plans you use for your UNIT)	Thursday, July 9 th	Cooperating Teacher	
Formal Observation #1	University Supervisor will schedule this with you	University Supervisor	
DIBELS Progress Monitoring	Thursday, July 9 th	University Supervisor	
Brigance: Yellow Brigance: Language Development & Social/Emotional Green Brigance: Speech & Readiness	Thursday, July 9 th	University Supervisor	
*Start writing your IEP (Schedule Meeting, Notice of Meeting, Student Demographics, PLAAFPS)			
Teaching Checklist	Thursday, July 9 th	Cooperating Teacher	
*Create 5 lesson plans for your UNIT. Create your Assessment Schedule & your Teaching Schedule (Begin teaching lessons this week). Complete the Self-Reflection (Item10b on rubric)	*Reminder		

Week #4: July 14th – July 16th

Assignment:	Due Date:	Submit to:	Completed
<u>2</u> Lesson Plan Self-Evaluation	Tuesday, July 14 th	University Supervisor will select 2 Lesson Plan Self-Evaluations	
5 Lesson Plans	Thursday, July 16 th	Cooperating Teacher	
Formal Observation #2	University Supervisor will schedule this with you	University Supervisor	
DIBELS Progress Monitoring	Thursday, July 16 th	University Supervisor	
*Finish writing up your IEP (Goals/Short-term Objectives, Other IEP sections: services, methods, special factors, etc)			
*Conduct Mock IEP & show proof of Lesson Plans/Data Sheets that align with IEP goals/short-term objectives	*Reminder	University Supervisor	
Teaching Checklist	Thursday, July 16 th	Cooperating Teacher	
*Continue teaching your lesson plans for your UNIT and formatting and finalizing your UNIT Framework write up (You will need to have 5 sets of data).	*Reminder		

Weekly Schedule of Assignments Continued (pg. 3 of 3)**Sites: Northridge, Thunder Ridge, Orchard Hills & Sierra Bonita****Week #5: July 21st – 23rd**

Assignment:	Due Date:	Submit to:	Completed
<u>2</u> Lesson Plan Self-Evaluation	Tuesday, July 21 st	University Supervisor will select 2 Lesson Plan Self-Evaluation	
5 Lesson Plans	Tuesday, July 21st	Cooperating Teacher	
DIBELS Progress Monitoring	Thursday, July 23 rd	University Supervisor	
*Conduct Mock IEP & show proof of Lesson Plans/Data Sheets that align with IEP goals/short-term objectives	*Reminder	University Supervisor	
Teaching Checklist	Thursday, July 23 rd	Cooperating Teacher	
*Administer Unit Post Test & Integrity Assessment Guide (represent results from PRE/POST test visually). Wrap up Unit Framework. Complete Self-Reflection (Item 10c on rubric)	Thursday, July 23 rd	University Supervisor must receive a hard copy of your TWS Unit Framework	

***Indicates Reminder**