

**CONSENT AGENDA
APRIL 14, 2016**

TAB	DESCRIPTION	ACTION
1	BAHR – RETIREMENT PLAN COMMITTEE APPOINTMENT	Information Item
2	IRSA – PROGRAMS AND CHANGES APPROVED BY EXECUTIVE DIRECTOR – QUARTERLY REPORT	Information Item
3	IRSA – GRADUATE PROGRAM REVIEW – SUMMARY	Information Item
4	PPGA – ALCOHOL PERMITS – PRESIDENT APPROVED REPORT	Information Item
5	PPGA – IDAHO INDIAN EDUCATION COMMITTEE APPOINTMENTS	Information Item
6	SDE – PROFESSIONAL STANDARDS COMMISSION APPOINTMENTS	Motion to Approve
7	SDE – BYU-IDAHO – PROPOSED BACHELOR IN SPECIAL EDUCATION, EXCEPTIONAL CHILD GENERALIST	Motion to Approve

BOARD ACTION

I move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Retirement Plan Committee Appointment

REFERENCE

April 2015	Idaho State Board of Education (Board) approved second reading of Board Policy II.R., establishing a Retirement Plan Committee
February 2016	Board appointed initial roster of Retirement Plan Committee members

APPLICABLE STATUTES, RULE OR POLICY

Idaho Code §33-107A, 107B, 107C
Idaho Code §59-513
Idaho State Board of Education Governing Policies & Procedures, Section II.K.

BACKGROUND / DISCUSSION

The Board is the Plan Sponsor for three Defined Contribution (DC) Optional Retirement Plan (ORP) plans used by non-PERSI employees at the colleges and universities. The Board has a 401(a) mandatory plan (with employer and employee contributions), and also voluntary 403(b) and 457(b) plans (with employee-only contributions). The exclusive Board-approved vendors for the 401(a) and 457(b) plans are TIAA-CREF and VALIC. These two vendors are available for 403(b) plans, along with a half-dozen other plan vendors that employees can elect to use, and with whom the Board has established information sharing agreements.

The Board has assigned oversight responsibility for the above-described ORP programs to a Retirement Planning Committee (RPC), chaired by a Board member appointed by the Board President and made up of representatives from the institutions and community colleges, as well as other experts in the area of retirement planning drawn from outside the staffs of the colleges and universities. The RPC helps provide oversight of Board ORP programs and taps its financial market expertise as it relates to evaluating portfolio performance, reviewing vendor fees, and carrying out fiduciary oversight.

Subsequent to the initial appointment of RPC members by the Board, one of the initial cohort of college/university representatives has departed from the host institution, and a highly-qualified replacement candidate—Lillian Talley (Executive Director, Human Resources, College of Western Idaho) is nominated to replace the current institutional representative vacancy.

Lillian Talley currently has served as the College of Western Idaho's (CWI) Executive Director of Human Resources (HR) since May 27, 2014. Ms. Talley brought to CWI 26 years of HR experience. Prior to joining CWI she served as the HR Business Partner for Saint Alphonsus Medical Group, through which she supported over 80 medical clinics and business offices from Boise to Baker City,

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Oregon. While supporting the Saint Alphonsus Medical Group, she transformed HR process, practices, and workforce models to meet the growing demands of healthcare reform. Prior to her experience in the healthcare industry, Talley worked for Hewlett Packard. There, she managed leadership curriculum and delivery, was a staffing and workforce consultant, and a HR Business Partner managing HR initiatives across four countries.

IMPACT

The proposed nominee has direct and regular contact with ORP participants at one of the community colleges. She is well qualified to bring an institutional perspective to the RPC as it carries out its fiduciary duties as the plan sponsor of the DC Plans, in accordance with industry standards and best practices, and ensuring responsive service to plan participants at the college/universities, community colleges, and Board staff.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends appointment of Lillian Talley to the Board's Retirement Planning Committee.

BOARD ACTION

I move to appoint Lillian Talley as a member of the State Board of Education Retirement Plan Committee.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Programs and Changes Approved by Executive Director - Quarterly Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8.a., Postsecondary Program Approval and Discontinuance

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.3.c.i. and 4.b, prior to implementation the Executive Director may approve any new, modification, and/or discontinuation of academic or professional-technical education programs, with a financial impact of less than \$250,000 per fiscal year. Each institution has indicated that their respective program changes, provided in Attachment 1, fall within the threshold for approval by the Executive Director.

Consistent with Board Policy III.G.8.a., the Board office is providing a quarterly report of program changes from Idaho's public institutions that were approved between December 2015 and March 2016 by the Executive Director.

ATTACHMENTS

Attachment 1 – List of Programs and Changes Approved by the
Executive Director

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This item is for informational purposes only. Any action will be at the Board's discretion.

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Academic Programs

Approved by Executive Director
December 2015 and March 2016

Institution	Program Changes
BSU	Bifurcation of existing BA in Communication (four emphases in Media Production, Journalism and Media Studies, Public Communications, and Relational and Organization Studies) to create: BA in Communication BA in Media Arts with three emphases (Journalism and Media Studies, Media Production, and Public Relations)
BSU	Discontinue BS, Athletic Training
BSU	Discontinue BS, Environmental Health; BS, Health Education & Promotion; and four emphases in BS, Health Science Studies
BSU	Creation of new School of Materials Science
ISU	Merge the Departments of Electrical Engineering, Nuclear Engineering, Health Physics, and Physics into one single Department of Physics, Nuclear and Electrical Engineering.
ISU	New Bachelor of Applied Science, Paralegal Studies
NIC	Discontinuation of 26 Associate degrees – result of new Board Policy III.N General Education <ul style="list-style-type: none"> College aligned all transfer offerings with a single set of general education requirements – previously there were different requirements for the AA and AS. Many degree designations were eliminated and unnecessary.

Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
BSU	Addition of three new minors: <ul style="list-style-type: none"> English as a New Language (K-12)/TESOL Teaching Endorsement Minor Bilingual Spanish Education (K-12) Teaching Endorsement Minor Literacy (K-12) Teaching Endorsement Minor
CSI	Addition of Landscape Design concentration to existing Associate of Science in Horticulture
ISU	Expand existing AS in Paramedic Science to Idaho Falls and Pocatello
ISU	Change name of existing Idaho Biomedical Research Institute to Institute of Biomedical Sciences
ISU	CIP Code and Name changes: <ul style="list-style-type: none"> Change CIP codes for existing Computer Science program from 11.0101 to 11.0701 Change CIP code for existing Early Childhood Care and Education from 13.1210 to 19.0708 Change name of existing Family Child Care to Early Childhood Care and Education
ISU	Discontinue six minors under the Theatre program: Acting, Acting and Directing, Costume, Technical Theatre and Costume, Theatre History, and Dramatic Literature
ISU	Change name of existing Master of Organizational Learning and Performance to a Master of Science in Human Resource Development

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Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
ISU	Expand existing Practical Nursing program into two advanced technical certificate options: <ul style="list-style-type: none"> • Traditional option that replaces the existing ATC options • Veteran to Nurse option, which includes the award of credit for nursing experience gained through military service
ISU	Addition of emphasis in Instructional Design and Technology to the Ed.D., in Educational Leadership
ISU	Change CIP code for existing Ph.D. in English and the Teaching of English from 13.1305 to 23.0101
ISU	Dual degree option under existing M.S. in Athletic Training and Doctor of Physical Therapy

Professional - Technical Education Programs
Approved by Executive Director

Institution	Program Changes
CSI	Addition of new AAS and Intermediate Technical Certificate, Automation Engineering Technology
CSI	Addition of AAS to Food Processing Technology
EITC	Addition of new Basic Technical Certificate, Professional Development Business Applications to Office Technologies Program
EITC	Addition of new Microsoft Certified Solutions Associate/MCSA track to Computer Networking Technologies Program
EITC	Addition of new Microsoft Certified Solutions Expert/MCSE track to Computer Networking Technologies Program
EITC	Discontinue options of the Diesel Technology Program –Diesel Engine Specialist; Diesel Heavy Duty Brake Specialist; Diesel Heavy Duty Drive Train Specialist; Diesel Heavy Duty Electrical Systems Specialist; and Diesel Heavy Duty Fuel Injection Specialist
EITC	Discontinue options under the Automotive Technology Program – Automotive Automatic Transmission & Transaxle Specialist; Automotive Brake Specialist; Automotive Electronics Specialist; Automotive Engine Performance Specialist; Automotive Engine Repair Specialist; Automotive Heating & Air Conditioning Specialist; and Automotive Power Trains, Suspension & Steering Specialist
EITC	Discontinue Microsoft Certified Systems Engineer Track option under the Computer Networking Technologies Program
ISU	Addition of Basic Technical Certificate to existing Law Enforcement Program
ISU	New AAS, in Occupational Therapy Assistant Program
ISU	New Advanced Technical Certificate, Pharmacy Technology Program
ISU	New Unmanned Aerial Systems Program, offering a Basic Technical Certificate, Intermediate Technical Certificate, or an Associate of Applied Science degree
ISU	New Cyber-Physical Security Program (AAS and Intermediate Technical Certificate)

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SUBJECT

Graduate Program Review - Summary

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8, Postsecondary Program Approval and Discontinuance

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.8.b, institutions are required to provide an initial progress report on all graduate programs approved by the State Board of Education. Consistent with this policy, and with input from the Council on Academic Affairs and Programs, the Chief Academic Officer developed a template and timeline for reports to be submitted to the Board office.

The reporting requirement pertained to graduate programs that were approved by the Board and implemented on or after **January 1, 2007**. Those programs included:

Boise State University

- MS in Anthropology and Master of Applied Anthropology
- MS in Nursing and Master of Nursing
- MS in Chemistry
- MS in STEM Education

Idaho State University

- Master of Accountancy

University of Idaho

- MS in Athletic Training
- Executive Master of Business Administration
- Professional Science Master's
- MS in Bioregional & Community Design
- Law 3rd Year Curriculum JD
- MS in Water Resources
- Ph.D in Water Resources
- MS in Rehabilitation Counseling & Human Services
- Ph.D in Rehabilitation Counseling & Human Services

IMPACT

Progress reports will provide the Board with updates on new graduate programs and whether institutions met intended goals and benchmarks.

ATTACHMENTS

Attachment 1 – Summary

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STAFF COMMENTS

A provision was added to Board Policy III.G. Subsection 8 requiring institutions to provide an initial progress report on graduate programs approved by the Board. This provision was added in response to Board member inquiries regarding status of new graduate programs and whether institutions met their projected enrollments and fiscal commitments from initial proposal submission.

Staff compiled reports from each institution into a summary, which provides a brief overview of program, year implemented, whether enrollment projections were met, whether fiscal commitments outlined in the proposal were carried out and whether additional fees or external funding were necessary for implementation. Institutions also provided the number of graduates over a four-year period for Master's programs and over a six-year period for doctoral programs. The institutions' full reports are housed in the Board office.

BOARD ACTION

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New Graduate Program Review

Boise State University, Spring 2016

1. MS in Anthropology and Master of Applied Anthropology

The master's programs were implemented Fall 2007. The MA in Anthropology requires completion of a thesis, and is intended to prepare students who will eventually seek a doctoral degree. The Master of Applied Anthropology requires completion of a project constituting significant professional activity, and is intended to prepare students for employment as a professional anthropologist with a state or federal agency. No significant changes have been made to the program since its inception.

Enrollment and Number of Graduates:

The initial projected enrollments (table below) were reasonable given the assumption, made at the time of the implementation of the program, that a sixth tenure track faculty member would be added to the department. However, not only did the department not receive that sixth line, but they temporarily lost one of their other five tenured/tenure track faculty lines. The fifth faculty line was replaced in 2014, which will enable the department to take on more students.

End of Term Fall enrollment in MA Anthropology and Master of Applied Anthropology	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Projected	12	15	20	
Actual	7	9	8	10

Annual Graduates: MA Anthropology and Master of Applied Anthropology	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Actual	0	3	2	3	5

During the Program Prioritization process, these master's programs were flagged for a low number of graduates: the three year average was 3.67 graduates per year and the flagging threshold was 5 graduates per year. Because of the flagging of the program, the Department of Anthropology was required to develop an action plan to increase the number of graduates. The number of graduates has begun to rise; the last two years averaged 4.5 graduates per year. The numbers for FY16 look even better: five students graduated in December and another three to four graduates expected in May.

Budget:

Fiscal commitments outlined in the proposal were carried out. No additional fees were necessary and no external funding has been required to sustain the program.

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MS in Nursing and Master of Nursing

The MS in Nursing was designed to require completion of a thesis, and is intended to prepare students who will eventually seek a doctoral degree. The Master of Nursing was designed to require a project, and would enhance skills and knowledge relevant to a career path. The focus of both degrees is on population health.

Enrollment and Number of Graduates:

The master's programs were implemented in the Fall of 2007, but admission to both has been suspended as of Fall 2014. As a result of Program Prioritization process, these programs were flagged for a low number of graduates: the three year average was 4.3 graduates per year and the flagging threshold was 5 graduates per year. The process required that the School of Nursing develop a set of actions to address the low number of graduates.

End of Term Fall enrollment in MS Nursing and Master of Nursing	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Projected	10	20	30	
Actual	5	15	16	21

Annual Graduates: MS Nursing and Master of Nursing	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Actual	0	0	0	4	3

Budget:

All fiscal commitments described in the proposal were carried out. No additional fees were necessary; no external funding has been required.

2. MS in Chemistry

The MS, Chemistry program was implemented Fall 2010. The program was developed to (i) help ensure a highly trained workforce in SW Idaho, (ii) provide an advanced degree option for students who would otherwise need to relocate, (iii) increase the research profile of the department, (iv) support research in materials science and the biochemical processes of disease and its treatment, and (v) facilitate participation in PhD programs, e.g., Biomolecular Sciences and Materials Science and Engineering. Because of its relative newness, the program was not reviewed during the program prioritization process. No significant changes have been made to the program since its inception.

Enrollment and Number of Graduates:

The program took longer than originally predicted to achieve the projected numbers of enrollees. The number of graduates per year has not yet reached the threshold of five per year that was used to identify programs that should be "flagged."

End of Term Fall enrollment in MS Chemistry	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Projected	9	11	13	
Actual	3	6	6	8

Annual Graduates: MS Chemistry	2010-2011	2011-2012	2012-2013	2013-2014
Actual	0	1	1	1

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The Department of Chemistry and Biochemistry projects that it will have five graduates during 2015-16, three during 2016-17, and from that point on will be able to maintain a running average that equals or exceeds the flagging threshold of five. The department has also developed a plan and is implementing to bring the number of graduates up to a level higher than the flagging threshold.

Budget:

The budget of the proposal contained two key commitments for resources that are funded by state funds:

- Faculty workload was adjusted to enable the department to teach necessary graduate courses and to mentor graduate students.
- Two graduate assistants, funded by appropriated funding, were to be hired in the first year of the program.

No additional fees have been necessary. External funding, in the form of grants, has been important to the program. Over the five years since implementation of the program, the department has averaged nearly \$600k in extramural research funding per year.

3. MS in STEM Education

The STEM Education program was implemented in Fall 2011. The program is designed to provide broad program content for teachers seeking a Master of Science degree, who need flexibility in course selection, and who want to be exposed to a wide diversity of education pedagogy. Because of its relative newness, the program was not reviewed during the program prioritization process. Two significant changes have been made since the program was first implemented.

- A project option was added to allow classroom teachers to focus their culminating activity on their teaching practice.
- Both ED-CIFS 536 Curriculum Planning & Implementation and ED-CIFS 537 Instructional Theory are now required. Previously students only chose one. The change better addresses the necessary skill set for teachers to improve their practice.

Enrollment and Number of Graduates:

The program came close to meeting its third year goal of 15 students enrolled, and substantially exceeded that number (27 enrolled) by the fourth year. The number of graduates is increasing nicely, and given the increased enrollments should, by the end of FY2016, exceed the flagging threshold of five graduates per year.

End of Term Fall enrollment in MS in STEM Education	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Projected	10	12	15	
Actual	4	9	12	27

Annual Graduates: MS in STEM Education	2011-2012	2012-2013	2013-2014	2014-2015
Actual	0	0	3	4

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Budget:

No additional resources were required to initiate this program; all courses needed were already being taught and had sufficient capacity to accommodate MS STEM Education students.

Idaho State University, Spring 2016

1. Master of Accountancy

The MAcc program is designed to prepare students for the accounting profession and specifically for a public accounting career track. The MAcc program offers rolling admissions with students entering the program during spring, summer, and fall terms. ISU began enrolling students in the Fall 2011 term. The program is growing steadily with about 15% of MAcc students also completing the MBA degree. Many public accounting firms actively recruit students from ISU's program. The first students graduated in August, 2012.

Enrollment and Number of Graduates:

The proposal estimated a headcount of 10 students in year 1, 50 students in year 2, and 75 students in year 3. ISU did not meet projected enrollment in year 3, but the program is growing steadily and should reach that goal within the next year or two. While initial enrollments were as projected, the anticipated growth in enrollment was slower than projected. While increased enrollments have been slower than projected, there have been steady enrollment numbers since year two.

Enrollments

Year 1 (2011)	Year 2 (2012)	Year 3 (2013)	Year 4 (2014)
10	36	33	35

Graduates

Year 1 (2012)	Year 2 (2013)	Year 3 (2014)	Year 4 (2015)	Year 5 (2016)
7	13	22	24	39*

*Fourteen (14) students graduated in Fall 2015, with 12 expected to graduate in May, 2016, and 13 expected to graduate in August.

The total graduates for the 2016 year will not be finalized until the fall, given the structure of the program.

Budget:

The financial commitments requested for the program included, in part, one new faculty line and one new reallocated faculty line. Securing the funding for the reallocated faculty position was delayed by one year until FY2013. Another delay, due to the holdback and budget reductions in FY2011, FY2012, prevented the proposed new position from being received by the Accounting Department until FY2014. It was received at the proposed salary, but higher fringe and health insurance a year later than anticipated. While the program experienced budget challenges, the implementation of the program went forward as scheduled with a reduced budget.

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University of Idaho, Spring 2016

1. Athletic Training, MSAT

The Master of Science in Athletic Training (MSAT) Program was implemented in 2012. Due to various reasons, the MSAT program did not enroll students until the Summer 2013 semester. For the next two years, the program could not be listed as a CAATE accredited program until the 2 year transition period was complete. The faculty completed the CAATE Transition documents in 2014-2015 and the MSAT program received full CAATE Accreditation in the spring of 2015. The program is now listed as an approved site on the CAATE website and is participating in the Athletic Training Centralized Applicant System utilized by CAATE to help with recruiting students from a national and international pool.

Enrollment and Number of Graduates:

The program did not meet initial goals of enrollment. The next three years did meet expectations and the UI expects numbers to increase as they've seen applications more than double for the 2016-2017 academic year. The program is currently serving an adequate number of students to ensure sustainability.

Enrollments

Year 1 Fall 2013	Year 2 Fall 2014	Year 3 Fall 2015
12	23	19

Graduates

Year 1 2013-14	Year 2 2014-15	Year 3	Year 4
0	11		

Budget:

The MSAT program commenced with the first cohort of students in the summer of 2013. During the transition into a self-support program (i.e., from the BS degree to the MS degree), two faculty members initially leading the program were transitioning off of state funding in fiscal year 2014. In 2014 the two faculty members were partially paid from self-support funds and state funds. In 2015, the MSAT Program faculty salaries were 100% from the self-support Athletic Training Program. No additional fees or external funding were required.

2. Executive MBA

The Executive MBA was implemented in 2007. Strategically integrated curriculum is more interdisciplinary with the addition of UI faculty subject matter experts from the College of Law and Department of Communications. The UI added skills-based professional development components in leadership awareness, executive coaching, and crisis communication. They have also developed the Inside the C-Suite Executive Speaker Series to build high-impact engagement opportunities with national, statewide, and regional business leaders.

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The program experienced changes with delivery in Sandpoint. The Sandpoint program delivery, which met twice a month, was stopped 2009 when the first cohort graduated. Sandpoint delivery was restructured to a once a month format and moved to Coeur d'Alene. The Coeur d'Alene program delivery is once a month, Thursday-Saturday; two cohorts meet each month which provides an opportunity for new students to join the program each year. Additionally, credit hours were reduced from 48 to 42.

Enrollment and Number of Graduates:

The proposal anticipated an annual demand of 30 students; however, the inaugural sponsor Coldwater Creek was unable to provide number of students which impacted enrollment. The program is serving an adequate number of students to ensure its sustainability, provided that the program fee is increased to cover the cost of delivery.

Enrollments

Year 1 Fall 2013	Year 2 Fall 2014	Year 3 Fall 2015
26	25	27

Graduates

Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14	Year 5 2014-15
9	10	17	14	10

Budget:

Fiscal commitments outlined in the initial proposal were carried out; however the projected budget was impacted by the reduced sponsorship of Coldwater Creek. Due to program enhancements, the UI will be making a request to increase fee effective FY 2016. No external funding has been required. The UI has a plan that is currently being implemented for financial sustainability for the future.

3. Professional Science Master's

The Professional Science Master's (PSM) program was implemented in 2010. During academic year 2015-16 all of the PSM tracks except Environmental Contamination are dormant to new students. This was done because of the loss of key faculty and the reorganization of Water Resources Program following program prioritization. After reorganization, the two tracks associated with water will be reinstated. Also, the College of Business and Economics is no longer offering the courses listed as part of this program in the proposal. Alternate courses will be phased in within the next 12 months. After this, the UI expects the dormant tracks to accept new students into the PSM program.

Enrollment and Number of Graduates:

The program has fewer students than initially planned primarily due to key faculty leaving the university. When these faculty are replaced and the associated tracks are reinstated enrollment is anticipated to again meet initial projections. While the program has fewer students than planned, the program is serving an adequate number of students to ensure its sustainability and should continue to be so once the tracks are reinstated.

Enrollment

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Year 1 Fall 2013	Year 2 Fall 2014	Year 3 Fall 2015
20	24	17

Graduates

Year 1 2011-12	Year 2 2012-13	Year 3 2013-14	Year 4 2014-15
7	12	4	8

Budget:

Fiscal commitments outlined in the initial proposal were carried out and no additional fees were necessary. Initial external grant funding, which provided over \$700,000 helped to initiate this program.

4. Bioregional & Community Design, MS

The Bioregional & Community Design program was implemented in 2008. Bioregional Planning and Community Design (BIOP) was set up as an interdisciplinary university wide graduate program with participation of faculty from eight colleges, nine departments, and the UI Extension. Near the time of spring of 2014, all university wide programs were moved from the Graduate College and BIOP moved to the College of Art and Architecture. Consequently in the spring of 2015, BSU announced the cancellation of their Community and Regional Planning Program, making the University of Idaho the only university in the state for planning education. In order to better meet the needs for planning education in Idaho, Bioregional Planning hired its first full time administrator in the fall of 2015. During the fall of 2015, the administrator met with alumni, students, faculty and external constituents to evaluate the program. Based on these meetings, the faculty is writing a strategic plan that outlines how the BIOP program can meet the needs for planning education in the entire state

Enrollment and Number of Graduates:

The projected enrollment for the three-year period as initially proposed in proposal was not met. After initial funding for assistantships was expended, the student numbers declined. The program has performed an analysis of the job market and is in the process of formulating a strategic plan that addresses this. It is fully expected that the program serves an essential educational need in Idaho (especially after the cancellation of the program at Boise State) and will attract sufficient students to ensure its sustainability.

Enrollments

Year 1 Fall 2013	Year 2 Fall 2014	Year 3 Fall 2015
10	8	5

Graduates

Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14	Year 5 2014-15
7	12	8	6	1

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Budget:

The fiscal commitments outlined in the initial proposal were carried out and no additional fees or external funding were necessary.

5. Law 3rd Year Curriculum J.D. Program

The Law program third year curriculum was implemented in 2010. In 2010, the University of Idaho, College of Law expanded the curricular opportunities available at the Boise campus to students in the existing J.D. program. This expansion of curricular offerings in Boise enabled students in the J.D. program to spend the entire third (and final) year of the J.D. program at the Boise campus, whereas previously they had only been able to spend their 6th (and last) semester at the Boise campus. The expansion of the third-year curriculum in Boise has been successful in advancing the University of Idaho's statewide mission to provide public legal education. Specifically, third-year J.D. students at the Boise campus can, and do, take advantage throughout their final year of professional/experiential learning opportunities by (1) proximity to state government – including the legislative, executive, and judicial branches; –and by performance of (2) externships with state agencies and other entities, and (3) pro bono legal services, as required for receiving their J.D. Through these externships and pro bono activities, these students also contribute valuable services to state agencies and the Idaho public.

Enrollment and Number of Graduates:

The program did meet projected enrollment for three-year period as initially proposed in proposal and is serving an adequate number of students to ensure its sustainability.

Enrollments

Year 1 Fall 2013	Year 2 Fall 2014	Year 3 Fall 2015
35	35	73

Graduates

Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14	Year 5 2014-15	Year 6
24	27	26	38	33	

Budget

The initial proposal proposed funding from two sources: The central university was to contribute a fixed amount in each of three successive years, and the College of Law was to supply funding derived from a combination of (a) student professional fee increases overall, (b) increased professional fee revenue projected to come from increased enrollment, and (c) the base tuition payable to the College for instances in which the College's student headcount exceeded 315. These proposed commitments of funds were carried out.

6. Water Resources, MS and Ph.D.

The Water Resources program offering an MS and Ph.D. was implemented in 2007 with \$1.6 million funding from the University's Blue Ribbon Initiative. The program is an interdisciplinary academic program at the University of Idaho (UI), committed to graduate education and research. The primary focus is on teaching students interdisciplinary approaches to understanding and solving water resources problems. The program offers degrees structured

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around three option areas: Engineering & Science, Science & Management, and Law, Management & Policy.

In 2015, as part of the Focus on the Future Initiative, Water Resources, Environmental Science and PSM were disentangled. In the process, funding for the three programs was substantially reduced and no budget or FTE's accompanied the Water Resources Program. In the new structure, the WR program is administered by the College of Agricultural & Life Sciences (CALS).

Enrollment and Number of Graduates:

The program met its projected enrollment for three-year period as initially proposed in proposal. The Blue Ribbon Initiative set a goal of 40 graduate students. This number was met in 2010, 2011, and 2012. Graduate enrollment peaked in 2011 with 50 students in the program, and following loss of numerous water faculty, programmatic restructuring and loss of the long-term director, currently has a lower enrollment of 34 students. Of the 34 currently enrolled students, 24 are Ph.D. students. Graduate student numbers are limited by external funds available for research and teaching assistantships. Graduate students have been funded through a combination of grants, including the NSF GK-12 and NSF IGERT, and through funding obtained by major advisors. Voluntary faculty participants today include faculty from 8 colleges.

The program is serving an adequate number of students to ensure its sustainability. Current refocusing of the program as part of the Taskforce Report should strengthen water resources research in the future and ensure consistent enrollment numbers going forward.

MS Enrollments

Year 1 Fall 2013	Year 2 Fall 2014	Year 3 Fall 2015
14	9	7

MS Graduates

Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14	Year 5 2014-15	Year 6
8	7	9	12	2	

Ph.D Enrollments

Year 1 Fall 2013	Year 2 Fall 2014	Year 3 Fall 2015
19	50	22

Ph.D Graduates

Year 1 2011-12	Year 2 2012-13	Year 3 2013-14	Year 4 2014-15	Year 5	Year 6
2	0	2	5		

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Budget:

The future sustainability of the WR program is at the heart of the Taskforce Report and associated restructuring of water research at the University of Idaho. At the time of this writing it is unclear what the new structure will be. It is clear however that there is a strong faculty and institutional commitment to water. The Water Resources program has the opportunity for greater development of its research and outreach components. The lack of faculty appointments in Water Resources, and, therefore, the dependence on participation by faculty on a more or less voluntary basis, is a unique challenge when trying to grow interdisciplinary research in the water resources field. The Program has lacked college-level support (e.g. recruiting, development, fundraising) which may be changing with the new administrative home in CALS. CALS is currently supporting a part time director and administrative staff. Final budget availability is not clear at the time of this writing.

Fiscal commitments outlined in the initial proposal were carried out and no additional fees were necessary.

8. Rehabilitation Counseling & Human Services, M.Ed. and M.S.

The Rehabilitation Counseling & Human Services M.Ed program was implemented in 2012 and the M.S degree under the same title was implemented in 2013. The initial proposal incorporated both the M.S. & M.Ed. The summary information provided here reflects both programs.

The Rehabilitation Counseling and Human Services (RCHS) degree program is a master's level 60-credit counseling program. This program is nationally accredited by the Council on Rehabilitation Education (CORE). Graduates are eligible for national certification as a rehabilitation counselor (CRC) and state licensure as a professional counselor (LPC).

The RCHS Program has undergone significant updating since 2012 to improve curriculum alignment to national standards and to prepare for its 2016 national accreditation visit by CORE. This includes adding program location to UI Boise, updating curriculum, program documents, policies, and handbooks. Students are now accepted into the program every other year in two locations Coeur d' Alene and Boise. Courses are offered for fall, spring and summer semesters. Courses are offered using a variety of course delivery formats: face-to-face, online, hybrid, and video conferencing.

Enrollment and Number of Graduates:

The program met projected enrollment for three-year period as initially proposed in proposal. In 2012, a new location for the RCHS Program was added in Boise. Enrollment numbers for the Summer 2012 cohort (three in Boise and nine in Coeur d' Alene) totaled 12 students. Five additional Boise students enrolled Spring 2013. From Spring 2014 through Fall 2014, our RCHS Program had a total of 13 graduates (eight in Coeur d' Alene; five in Boise) and Spring 2015, had one additional graduate in Boise.

This increase in student enrollment numbers and retention rate for the most recent three years has been very positive and our RCHS Program is close to capacity (of admitting 25 students every two years) in line with the 1:10 instructor to student ratio required by CORE.

The program is serving an adequate number of students to ensure its sustainability. The RCHS Program has demonstrated growth over the last three years consistent with 10:1 student to faculty ratio, per CORE accreditation standards. Consistent with this ratio and current faculty capacity (two full-time faculty), the RCHS Program has targeted goal of accepting 20-25 students every other year. This upcoming 2016-2017 academic year, the RCHS Program

**CONSENT AGENDA
APRIL 14, 2016**

anticipates accepting maximum number of students and will likely need to deny and/or place select number of qualified student applicants on waiting list for acceptance into the program due to increased interest and applicant pool

M.Ed Enrollments

Year 1 Fall 2013	Year 2 Fall 2014	Year 3 Fall 2015
15	22	19

M.Ed Graduates

Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4	Year 5	Year 6
1	7	7			

MS Enrollments

Year 1 Fall 2013	Year 2 Fall 2014	Year 3 Fall 2015
6	4	1

MS Graduates

Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4	Year 5	Year 6
0	0	0			

Budget

· Fiscal commitments outlined in the initial proposal were carried out. Idaho's Division of Vocational Rehabilitation (IDVR) and the University of Idaho entered into an agreement - Memorandum of Understanding (MOU) to advance the Continuing System of Professional Development (CSPD) for the vocational rehabilitation community of Idaho, in particular the vocational rehabilitation counseling field. This agreement set forth the expectations and terms of the on-going partnership to advance the CSPD of Idaho through the state's land-grant institution and only University that provides a vocational rehabilitation counselor training program.

· IDVR provided up to \$100,000 annually over the last three years to support the RCHS Program and the continuing system of professional development in Idaho. Funds provided have been used for personnel and other operating expenses that advance the continuing system of professional development that included, but not limited to: student recruitment and marketing/development, travel for faculty, practitioner forums, professional development for students, administrative supplies, institutional memberships, curriculum developments, faculty technology, student testing/assessment materials. During this time, the RCHS Program has made significant progress. Through efforts made, IDVR has been able to address some of their recruitment challenges specifically in Boise and Coeur d' Alene areas. IDVR staff have benefitted from the professional development training coordinated through the program. This has been an excellent avenue for Treasure Valley staff to gain knowledge in various topical

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areas relevant to their positions. Category R Advanced Graduate Certificate has also been added to support the continuing system of personnel development.

Additional fees were necessary. The Department/College budget typically allocated for use by UI faculty for teaching/advising, outreach and service, and scholarship were necessary. The RCHS Program has two tenure-track faculty, a minimum requirement per CORE.

With the addition of the 5-year \$1,000,000 Rehabilitation Training grant from the U.S. Department of Education in combination of IDVR -MOU, the UI RCHS program expects to continually enhanced our capacity, visibility, and reputation within rehabilitation, disability and other counseling communities in Idaho and across the region.

To further enhance the sustainability and growth of the RCHS program, the RCHS Program faculty is currently preparing a proposal with UI Center for Disability and Human Development/Idaho Assistive Technology Project staff to help our state agency partner, IDVR, in the application of Pre-Employment Transition Services (PETS) per the Workforce Innovation and Opportunity Act (WIOA) passed on July 22, 2014.

CONSENT
APRIL 14, 2016

SUBJECT

President Approved Alcohol Permits Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

BACKGROUND/DISCUSSION

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the February 2016 Board meeting. Since that meeting, Board staff has received forty-four (44) permits from Boise State University, eleven (11) permits from Idaho State University, and seventeen (17) permits from the University of Idaho.

Board staff has prepared a brief listing of the permits issued for use. The list is attached for the Board's review.

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution

Page 3

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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**CONSENT
APRIL 14, 2016**

APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY January 2016 – August 2016
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EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
City Club of Boise Reception	BODO Complex		X	01/28/16
Awards Banquet – Northwestern Mutual of Idaho	Stueckle Sky Center		X	01/29/16
Creative Good Benefit for Interfaith Sanctuary	Student Union Building	X		02/05/16
The Piano Guys – Concert	Morrison Center		X	02/06/16
Givens Pursley LLP Annual Meeting	Stueckle Sky Center		X	02/06/16
Boise Regional Meet & Greet	College of Business and Economics		X	02/09/16
The Illusionists – Broadway Magic Show	Morrison Center		X	02/09/16-02/11/16
Boise State Legislative Dinner	Stueckle Sky Center	X		02/10/16
AmeriBen Holiday Party	Student Union Building		X	02/12/16
Summers/Watkins Wedding	Stueckle Sky Center		X	02/13/16
SPS Kick-Off Reception	Student Union Building	X		02/16/16
City of Boise Reception	Stueckle Sky Center		X	02/17/16
State Board of Education Dinner	Stueckle Sky Center	X		02/17/16
Scott Hahn Reception	Stueckle Sky Center		X	02/19/16
Sanatra and More – Ballet	Morrison Center		X	02/19/16-02/20/16
CTAI 2015 Conference & Expo	Stueckle Sky Center	X		02/23/16
Executive MBA Informational Open House	College of Business and Economics	X		02/25/16
Philharmonic – East Meet West	Morrison Center	X		02/27/16
Idaho Youth Sports Commission Auction	Stueckle Sky Center		X	02/27/16
The Producers – Broadway in Boise	Morrison Center		X	03/01/16-03/03/16
Idea of Nature	Student Union Building	X		03/03/16-04/14/16
National Air Guard	Stueckle Sky Center		X	03/05/16

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EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
David Archuleta – Concert	Morrison Center		X	03/11/16
Boise Philharmonic – Concert	Morrison Center		X	03/12/16
Pearce Wedding	Stueckle Sky Center		X	03/12/16
Toby Mac Hits Deep Tour – Concert	Taco Bell Arena		X	03/12/16
Cesar Millan – The dog whisperer performance	Morrison Center		X	03/13/16
Glenn Miller – Concert	Morrison Center		X	03/15/16
Catsino 2016	Student Union Building		X	03/18/16
Lyle Smith 100 th Birthday	Hall of Fame		X	03/19/16
Lovett and Keen Concert	Morrison Center		X	03/19/16
Mary and Brent Wedding	Stueckle Sky Center		X	03/19/16
NPR Speaker and Catering Event	Yanke – Boise State Public Radio Office/Studio	X		03/24/16
Midtown Men	Morrison Center		X	03/30/16
Henry's Fork Foundation Dinner	Stueckle Sky Center		X	04/01/16
Distinguished Professor Awards	College of Business & Economics	X		04/07/16
Bogus Basin Bridge Builders	Stueckle Sky Center		X	04/07/16
St. Luke's Foundation Donor Reception	Stueckle Sky Center		X	04/07/16
Grid Iron Social Event	Stueckle Sky Center	X		04/08/16
Wassmuth Center for Human Rights Dinner	Morrison Center		X	04/19/16
Cradlepoint 2016 Global Partner Summit Awards Dinner	Stueckle Sky Center		X	04/26/16
President's Club Spring Celebration	Student Union Building	X		04/28/16
ConFab-Student Affairs/SILC	Stueckle Sky Center	X		07/29/16
5 Seconds of Summer – Concert	Taco Bell Arena		X	08/27/16

**CONSENT
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APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY February 2016 – May 2016				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
IMNH Pub Trivia	Idaho Museum of Natural History		X	02/11/16
Frank Church Symposium	Stephens Performing Arts Center	X		03/03/16
Business Leader of the Year Reception	Stephens Performing Arts Center	X		03/17/16
ISUCU Annual Meeting	SUB: Salmon River Room	X		03/23/16
IASE Reception	Idaho Museum of Natural History	X		03/31/16
IASE Symposium Banquet	SUB: Ballroom	X		04/01/16
Gem Legacy Donor Recognition Dinner	Stephens Performing Arts Center	X		04/07/16
Overachievers Under 40 Award Ceremony	Stephens Performing Arts Center		X	04/19/16
Southeast Idaho Military Ball	SUB: Ballroom	X		04/22/16
Outstanding Student Awards	Stephens Performing Arts Center	X		04/27/16
CoSE Dean's Reception	SUB: Salmon River Room	X		05/06/16

**CONSENT
APRIL 14, 2016**

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO January 2016 – May 2016				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Christ Church Winter Feast	Bruce Pitman Center		X	01/22/16
Logos School Benefit Auction	Bruce Pitman Center		X	01/29/16
RED Benefit Play Reading	Prichard Art Gallery	X		01/30/16
Prichard Biennial Benefit Auction	Prichard Art Gallery	X		02/05/16
Qin Bailan Silk Scroll from History and Folklore	UI Boise	X		02/16/16
Jazz Festival Kick-Off Reception	Prichard Art Gallery	X		02/26/16
Lionel Hampton Jazz Festival	Kibbie Dome	X		02/27/16
Staff Appreciation Reception	UI Library	X		03/08/16
VIP Welcome Event	Prichard Art Gallery	X		03/23/16
Rocky Mountain Elk Foundation 2016 Banquet	Bruce Pitman Center		X	03/26/16
Faculty Gathering/VIP Event	Bruce Pitman Center	X		04/08/16
Leadership Academy Recognition Dinner	Bruce Pitman Center	X		04/19/16
2016 University Awards for Excellence	Bruce Pitman Center	X		04/26/16
CoE Expo Dean's Reception	Bruce Pitman Center	X		04/28/16
Idaho Pitch	Commons	X		04/29/16
VIP Dinner with Expo – Tom Mueller	JEB	X		04/29/16
College of Ed – Dean Mantle Bromley Retirement Celebration	Prichard Art Gallery	X		05/10/16

CONSENT
APRIL 14, 2016

SUBJECT

Idaho Indian Education Committee Appointments

REFERENCE

February 21, 2013	The Board approved the first reading of Board Policy I.P. combining the Higher Education and K-12 Indian Education Committees.
April 18, 2013	The Board approved the second reading of Board Policy I.P. combining the Higher Education and K-12 Indian Education Committees.
December 19, 2013	The Board approved members of the Idaho Indian Education Committee.
June 18, 2014	The Board approved the appointment of Dani Hansing to the Committee.
August 14, 2014	The Board approved the appointment of Kathy Albin and Bill Picard.
October 16, 2014	The Board approved the appointment of Mitzi Sabori to the Committee.
February 19, 2015	The Board approved the appointment of Pete Putra and Will Fanning.
June 18, 2015	The Board approved the appointment of Nolan Goubeaux.
October 22, 2015	The Board approved the appointment of Donovan Chase and Shawna Daniels.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.P.

BACKGROUND/DISCUSSION

The Idaho Indian Education Committee serves as an advisory committee to the State Board of Education (Board) and the State Department of Education (Department) on educational issues and how they affect Idaho's American Indian student population. The committee also serves as a link between Idaho's American Indian tribes.

The Idaho Indian Education Committee consists of 19 members appointed by the Board and includes the following consistent with Board Policy I.P.

- One representative from each of the eight public postsecondary institutions
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education affiliations (K-12)
- One representative from each of the two Bureau of Indian Education schools

CONSENT
APRIL 14, 2016

- One representative from the State Board of Education, as an ex-officio member

Ms. Selena Grace is the Associate Vice President for Institutional Effectiveness at Idaho State University (ISU). She has served on the Idaho Indian Education Committee as ISU's representative since 2013. Ms. Grace's term is slated to expire in June 2016 and has expressed interest in continuing her service on the committee. A letter of support from ISU's Provost is provided.

Dr. Chris Meyer is the Director of Education for the Coeur d'Alene Tribe and currently serves as the Vice Chair of the committee. She has served on the Idaho Indian Education Committee as the Tribal Chairperson's designee since 2013. Dr. Meyer's term is slated to expire in June 2016 and has expressed interest in continuing to serve on the committee. A letter of support from the Chairman of the Coeur d'Alene Tribe is provided.

Mr. Bob Sobotta is the Director of Native American & Minority Services at Lewis-Clark State College (LCSC) and currently serves as the Chair of the committee. He has served on the Idaho Indian Education Committee as LCSC's representative since 2013. Mr. Sobotta's term is due to expire in June 2016 and has expressed interest in continuing to serve on the committee. A letter of support from the LCSC Provost is provided.

The College of Western Idaho (CWI) has forwarded Mr. Tomas Puga's name for consideration. Mr. Puga is the Coordinator, Advising and New Student Services Coordinator at CWI. A letter of support is provided.

IMPACT

The proposed appointment replaces the CWI representative on the Committee and reappoints three existing members.

ATTACHMENTS

Attachment 1 – Current Committee Membership	Page 5
Attachment 2 – Nomination Letters	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Mr. Will Fanning currently representing the College of Western Idaho will complete his term ending on June 30, 2016. Mr. Tomas Puga has been identified to replace Mr. Fanning and serve as CWI's representative. Mr. Puga has more than fifteen years' experience working with at-risk students and helping them succeed at reaching and persisting in higher education. If approved, Mr. Puga's term would run from on July 1, 2016 - June 30, 2019.

Board staff recommends approval.

CONSENT
APRIL 14, 2016

BOARD ACTION

I move to appoint Ms. Selena Grace, representing Idaho State University, Dr. Chris Meyer to serve as the Tribal Chairperson's designee for the Coeur d'Alene Tribe, Mr. Bob Sobotta representing Lewis-Clark State College, and Mr. Tomas Puga representing the College of Western Idaho to the Idaho Indian Education Committee effective July 1, 2016 and expiring June 30, 2019.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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CONSENT
APRIL 14, 2016

State Board of Education
Indian Education Committee

Dr. Yolanda Bisbee is the Executive Director of Tribal Relations at the University of Idaho (UI). Term: July 1, 2013 – June 30, 2017.

Selena Grace is the Associate Vice President for Institutional Effectiveness at Idaho State University (ISU). Term: July 1, 2013 – June 30, 2016.

James Anderson is the Vice President for Enrollment Services in the Division of Student Affairs at Boise State University (BSU). Term: July 1, 2013 – June 30, 2018

Bob Sobotta, Jr. is the Director of Native American/Minority Student Services at Lewis-Clark State College (LCSC). Term: July 1, 2013 – June 30, 2016

Evanlene Melting-Tallow is an Advisor for American Indian students at North Idaho College (NIC). Term: July 1, 2013 – June 30, 2017

Nolan Goubeaux is the Associate Dean of Student Affairs for the College of Southern Idaho (CSI). Term: July 1, 2013 – June 30, 2018

Will Fanning is the Dean of Professional-Technical Education at the College of Western Idaho (CWI). Term: July 1, 2013 – June 30, 2016

VACANT is currently an Admissions Counselor at Eastern Idaho Technical College (EITC). Term: July 1, 2013 – June 30, 2017

Jennifer Porter is the chairperson's designee for the Kootenai Tribe. Term: July 1, 2013 – June 30, 2017

Dr. Chris Meyer is the Director of Education for the Coeur d'Alene tribe and serves as the Tribal Chairperson's designee for the Coeur d'Alene Tribe. Term: July 1, 2013 – June 30, 2016

Shawna Daniels is the High School Coordinator for the Coeur d'Alene tribe and serves as the K-12 Representative for the Tribe. Term: July 1, 2013 – June 30, 2016

Bill Picard is a member of the Nez Perce Tribal Executive committee and serves as the Tribal Chairperson's designee. Term: July 1, 2013 – June 30, 2018

Joyce McFarland is the Education Manager for the Nez Perce tribe and serves as the K-12 representative for the Nez Perce tribe. Term: July 1, 2013 – June 30, 2018

Mitzi Sabori is a member of the Fort Hall Business Council and serves as the Tribal Chairperson's designee for the Shoshone-Bannock Tribes. Term: July 1, 2013 – June 30, 2017

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VACANT is the Youth Education Coordinator for the Shoshone-Bannock Tribes and serves as the K-12 representative for the Shoshone-Bannock Tribes. Term: July 1, 2013 – June 30, 2016

Pete Putra is a member of the Shoshone-Paiute Tribes and serves as the Tribal Chairperson's designee for the Shoshone-Paiute Tribes. Term: July 1, 2013 – June 30, 2018

Shana Thomas is the Owhyee Combined School Counselor for the Shoshone-Paiute Tribes and serves as the K-12 representative for the Shoshone-Paiute Tribes. Term: July 1, 2013 – June 30, 2017

Donovan Chase is the Superintendent of the Coeur d'Alene Tribal School and serves as the one of the Bureau of Indian Education school representatives. Term: July 1, 2013 – June 30, 2016

Eric Lords is the Superintendent of the Sho-Ban Jr-Sr High School and serves as the one of the Bureau of Indian Education school representatives. Term: July 1, 2013 – June 30, 2018

Idaho State **UNIVERSITY**

Provost and Vice President for Academic Affairs
921 South 8th Avenue, Stop 8063 • Pocatello, Idaho 83209-8063

MEMORANDUM

TO: Patty Sanchez
Academic Affairs Program Manager, Idaho State Board of Education

FROM: Laura Woodworth-Ney
Provost & Vice President, Academic Affairs, Idaho State University

SUBJECT: Idaho Indian Education Committee

DATE: March 10, 2016

Idaho State University would like to retain Selena Grace as our representative for the Idaho Indian Education Committee for another term.



COEUR D'ALENE TRIBE
OFFICE OF THE CHAIRMAN
P.O. BOX 408
PLUMMER, IDAHO 83851
(208) 686-1800 • Fax (208) 686-8813

March 4, 2016

Patty Sanchez
Academic Affairs Program Manager Readiness
Office of the State Board Education
PO Box 83720
Boise, ID 83720-0037

Dear Ms. Sanchez,

As you know, over the past couple of years, Dr. Christine Meyer who is the Director of Education for the Coeur d'Alene Tribe has been serving as my designated representative on the Indian Education Committee. It has come to my attention that my term is coming to an end so the purpose of this letter is to request that you allow Dr. Meyer to continue serving as my designee for the next term as well.

Thank you for your consideration. We look forward to hearing of the progress of the committee.

Sincerely,

A handwritten signature in blue ink, appearing to read "Chief J. Allan".

Chief J. Allan
Chairman, Coeur d'Alene Tribe

CONSENT
APRIL 14, 2016

Lewis-Clark
S T A T E
C O L L E G E

Connecting Learning to Life

March 9, 2016

Patty Sanchez
Office of the State Board of Education
PO Box 83720
Boise ID 83720-0037

Dear Ms. Sanchez,

Robert (Bob) Sobotta has represented Lewis-Clark State College on the State Board of Education's Idaho Indian Education Committee well and his term on the committee is expiring as of June 2016. Please accept this letter as my formal recommendation for Bob to continue his representation of LCSC and the important work of the Committee for another term.

Please let me know if you have any questions.

Sincerely,



Dr. Lori Stinson
Provost

Cc Robert Sobotta, Native American/Minority Student Services Director

Office of the Provost
500 8th Avenue, Lewiston, ID 83501-2698 • Phone: (208) 792-2213 • www.lcsc.edu
An Affirmative Action/Equal Opportunity Employer

CONSENT
APRIL 14, 2016

From: [Eric Studebaker](#)
To: [Patty Sanchez](#)
Cc: [David Shellberg](#); [Tomas Puga](#); [Luis Caloca](#)
Subject: IIEC Committee Representative
Date: Sunday, March 13, 2016 9:33:32 PM

Patty,

Thank you for the opportunity to have CWI continue our participation on the Idaho Indian Education Committee. It is my pleasure to recommend Tomas Puga to serve as the CWI representative. Mr. Puga brings with him more than fifteen years of experience helping minority, at-risk students succeed at reaching and persisting in higher education. Tomas is a gifted, passionate, and well-informed practitioner who will no doubt help the committee as they assist in removing educational barriers for the American Indian population.

Here is Mr. Puga's contact information:

Tomas Puga

tomaspuga@cwidaho.cc

(208) 562-2436

If you need any additional information or have questions, please feel free to contact me anytime. Thank you again for the opportunity to continue serving on the IIEC.

Sincerely,

Eric Studebaker, Ph.D.
Interim Dean of Enrollment and Student Services
College of Western Idaho
Office: (208) 562-3247
Cell: (208) 404-1532
ericstudebaker@cwidaho.cc

CONSENT
APRIL 14, 2016

SUBJECT

Appointments to the Professional Standards Commission

REFERENCE

August 2015

Board approved one appointment to the Professional Standards Commission

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Idaho Statute Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission (PSC).

The Commission consists of eighteen (18) members including one (1) from the State Department of Education and one (1) from the Division of Professional Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. The Idaho Association of School Superintendents, the Idaho Association of Secondary School Principals, the Idaho Association of Elementary School Principals, the Idaho School Boards Association, the Idaho Association of Special Education Administrators, the education departments of private colleges, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

Nominations were sought for the positions from the Idaho Association of Colleges for Teacher Education, the Idaho Education Association, Northwest Professional Educators, and the Idaho Association of Secondary School Principals. Resumes for interested individuals are attached.

Secondary Classroom Teacher:

Kathleen Davis, St. Maries Joint School District
Glenda Funk, Pocatello School District
Derek Kohles, Coeur d'Alene School District
William Proser, Coeur d'Alene School District

Secondary School Principal:

Deanne Clifford, Coeur d'Alene School District
Steve Copmann, Cassia County Joint School District

School Counselor:

Kelli Aiken, Coeur d'Alene School District

CONSENT
APRIL 14, 2016

Kristin Hagadone, Post Falls School district
Richard Jones, Coeur d'Alene School District

Secondary Classroom Teacher:

Dawn Anderson, Madison School District
Shawna Exline, Idaho Fine Arts Academy
Mark Gorton, Lakeland Joint School District
Mary Jackson, Lewiston School District
Aliene (Ali) Shearer, West Ada School District

Public Higher Education (Letters and Sciences Representation):

Tony Roark, Boise State University (reappointment)

Public Higher Education:

Taylor Raney, University of Idaho

Exceptional Child Education:

Levi Cavener, Vallivue School District
Christine Kaufman, Lewiston School District
Virginia Welton, Coeur d'Alene School District (reappointment)

ATTACHMENTS

Attachment 1 – Current Professional Standards Commission Members	Page 5
Attachment 2 -- Resume for Kathleen Davis	Page 7
Attachment 3 – Resume for Glenda Funk	Page 11
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Attachment 5 – Resume for William Proser	Page 19
Attachment 6 – Resume for Deanne Clifford	Page 27
Attachment 7 – Resume for Steve Copmann	Page 29
Attachment 8 – Resume for Kelli Aiken	Page 31
Attachment 9 – Resume for Kristin Hagadone	Page 39
Attachment 10 – Resume for Richard Jones	Page 41
Attachment 11 – Resume for Dawn Anderson	Page 45
Attachment 12 – Resume for Shawna Exline	Page 49
Attachment 13 – Resume for Mark Gorton	Page 51
Attachment 14 – Resume for Mary Jackson	Page 53
Attachment 15 – Resume for Aliene (Ali) Shearer	Page 57
Attachment 16 – Resume for Tony Roark	Page 61
Attachment 17 – Resume for Taylor Raney	Page 67
Attachment 18 – Resume for Levi Cavener	Page 71
Attachment 19 – Resume for Christine Kaufman	Page 75
Attachment 20 – Resume for Virginia Welton	Page 81

CONSENT
APRIL 14, 2016

BOARD ACTION

I move to appoint Derek Kohles as a member of the Professional Standards Commission for a three-year term beginning July 1, 2016, and ending June 30, 2019, representing Secondary Classroom Teachers.

Moved by _____ Seconded by _____ Carried: Yes ____ No ____

I move to appoint Steve Copmann as a member of the Professional Standards Commission for a three-year term beginning July 1, 2016, and ending June 30, 2019, representing Secondary School Principals.

Moved by _____ Seconded by _____ Carried: Yes ____ No ____

I move to appoint Kelli Aiken as a member of the Professional Standards Commission for a three-year term beginning July 1, 2016, and ending June 30, 2019, representing School Counselors.

Moved by _____ Seconded by _____ Carried: Yes ____ No ____

I move to appoint Mark Gorton as a member of the Professional Standards Commission for a three-year term beginning July 1, 2016, and ending June 30, 2019, representing Secondary Classroom Teachers.

Moved by _____ Seconded by _____ Carried: Yes ____ No ____

I move to reappoint Tony Roark as a member of the Professional Standards Commission for a three-year term beginning July 1, 2016, and ending June 30, 2019, representing Public Higher Education (Letters and Sciences Representation).

Moved by _____ Seconded by _____ Carried: Yes ____ No ____

I move to appoint Taylor Raney as a member of the Professional Standards Commission for a three-year term effective July 1, 2016, and ending June 30, 2019, representing Public Higher Education.

Moved by _____ Seconded by _____ Carried: Yes ____ No ____

CONSENT
APRIL 14, 2016

I move to reappoint Virginia Welton as a member of the Professional Standards Commission for a three-year term effective July 1, 2016, and ending June 30, 2019, representing Exceptional Child Education.

Moved by _____ Seconded by _____ Carried: Yes _____ No _____

CONSENT
APRIL 14, 2016

Professional Standards Commission Members 2015-2016

Clara Allred
Special Education Administrator
Twin Falls SD #411

Kim Mikolajczyk
School Counselor
Moscow SD #281

Margaret Chipman
School Board Member
Weiser SD #431

Laural Nelson
School Superintendent
Idaho Digital Learning Academy

Kristi Enger
Profession-Technical Education
Division of Professional-Technical Education

Mikki Nuckols, Vice Chair
Secondary Classroom Teacher
Bonneville Joint SD #93

Deb Hedeon
Public Higher Education
Idaho State University

Tony Roark
Public Higher Education – Letters and Sciences
Boise State University

Esther Henry, Chair
Secondary Classroom Teacher
Jefferson County Joint SD #251

Elisa Saffle
Elementary School Principal
Bonneville Joint SD #93

Dana Johnson
Private Higher Education
Brigham Young University - Idaho

Donna Sulfridge
Elementary Classroom Teacher
Mountain Home SD #193

Pete Koehler
State Department of Education
Idaho Department of Education

Heather Van Mullem
Public Higher Education
Lewis-Clark State College

Charlotte McKinney
Secondary Classroom Teacher
Mountain View SD #244

Ginny Welton
Exceptional Child Education
Coeur d'Alene SD #271

Becky Meyer
Secondary School Principal
Lake Pend Oreille SD #84

Kim Zeydel
Secondary Classroom Teacher
West Ada SD #2

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**CONSENT AGENDA
APRIL 14, 2016**

KATHLEEN A. DAVIS

3058 Cherry Creek Rd.
St. Maries, ID 83861
Home Phone (208) 245-3801
Cell (208) 582-0187

Penni Cyr, IEA President
Idaho Education Association
P.O. Box 2638
Boise, ID 83701

Dear Ms. Cyr,

I respectfully submit my application and required documents for consideration for the IEA's selection of a representative to the Idaho Professional Standards Commission.

I believe it is imperative that the profession be protected from negative influences. One way in which we, as teachers, can help in this effort is to monitor practices which ensure that ethical conduct is employed at all times. This will not only make certain that those we come into contact are protected from wrong doing, but also ensure that those in the profession of education are not tarnished by the misdeeds or unprofessional choices of others. This review process also provides assurance that educators will be treated appropriately if accusations should arrive and that false accusations can be handled with integrity.

I have included the following documents: application, resume, statement of commitment to education, along with three letters of recommendation.
Should you have additional questions, please contact me so that I might provide any necessary information.

Thank you for considering me as a candidate for this appointment.

Sincerely,



Kathleen A. Davis

Enc: PSC Application
Resume
Statement of Commitment to Education
Letters of Recommendation
D.Kachelmier
D. Baerlocher
N. Huddleston

**CONSENT AGENDA
APRIL 14, 2016**

KATHLEEN A. DAVIS

3058 Cherry Creek Rd.
St. Maries, ID 83861
Home Phone (208)245-3801 208 582-0187

OBJECTIVE: I would like the opportunity to serve on the Professional Standards Commission.

QUALIFICATIONS

In my 14 years of teaching, I have provided appropriate instruction to children in grades Pre K-8. During this time I have taken additional responsibilities and focused on strengthening community involvement in our school. By seeking workshops and conferences that focus on subject areas for which I am responsible, I have attempted to use current research and data to offer my students an optimal learning environment. My experience has included working with preservice teachers, novice teachers, and with college instructors involved in mentoring new teachers in order to provide resources and support that will aid them in a positive transition into the profession.

EDUCATION

1974-1978 High School Diploma, St. Maries High School, St. Maries, ID
1994-1998 B.S. Elementary Education, Lewis Clark State College, Lewiston, ID
Endorsements in Reading K-12 and English K-9
2002-2005 M. Ed. Curriculum and Instruction, University of Idaho, Moscow, ID

EMPLOYMENT

1998-1999 *Teacher, Heyburn Elementary, SD #041, St. Maries, ID*
Sept. - Jan Served as support personnel for Special Education Department. Responsible for weekly activities for grades K-5.

1999-1999 *Substitute Teacher, Heyburn Elementary, SD #041, St. Maries, ID*
Jan - June Performed as long term substitute. Responsible for daily instruction and activities for twenty preschool age children including those with special needs.
Responsible for all planning and assessment in fourth grade classroom. In addition assumed all committee activities and assignments for teacher on leave during the final academic quarter.

1999-2005 *Classroom Teacher, UpRiver Elementary, SD #041, St. Maries, ID*
Assigned instruction in Language Arts, Geography, and Math for grades 6-8. This position included work within the Title I program. During this time I served on the technology, spelling bee, and assemblies committees.

2000-2008 *Teacher for Summer Reading Program, SD #041, St. Maries, ID*
Provided remediation for students in primary grades identified through IRI assessments.

2005-present *Classroom Teacher, St. Maries Middle School, SD #041, St. Maries, ID*
Language Arts, Grades 7-8, All subjects Grade 6
Responsible for instruction in reading and English. Member of district professional development committee, and RTI team. Mentor for novice teachers. Facilitator for collaboration activities.
Coordinator for building RTI team. Assisted in staff development for Danielson Evaluation Model.

RELATED ACTIVITIES

1998-present Active Member St. Maries Education Association
2003-2005 St. Maries Education Association Building Representative
2008-present St. Maries Education Association Treasurer; Delegate
2008-present Benewah County Library Association Board Trustee
Chair 2010-present
2010-present Active member P.E.O.
Chair - Scholarship committee 2010-present; Treasurer - 2012

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Professional Associations and related activities
(including offices)

<u>St. Maries Education Association</u>	<u>2001-Present</u>	<u>Building Rep</u>
<u>St. Maries Education Association</u>	<u>2009-2011</u>	<u>Delegate</u>
<u>St. Maries Education Association</u>	<u>2005-present</u>	<u>Treasurer</u>
<u>SMEA</u>	<u>1998-present</u>	<u>Member</u>
<u>International Reading Association</u>	<u>1998-present</u>	
<u>Kappa Delta Pi</u>		
<u>University of Idaho Alumni Association</u>		
<u>Lewis-Clark State College Alumni Association</u>		
<u>National Teachers of English</u>		
<u>Idaho Library Association</u>		

Community Involvement (Please list all community service or other community activities in which you have been involved and dates)

<u>Benewah County Library Board of Directors</u>		<u>2008-present</u>
<u>Benewah County Library Board of Directors</u>	<u>Chairperson</u>	<u>2010-present</u>
<u>North Idaho Volleyball Club</u>		<u>1998-2006</u>
<u>St. Maries High School Booster Club</u>		<u>2000-present</u>
<u>St. Maries Church of the Nazarene</u>		<u>1990-present</u>
<u>Heyburn Parent Teacher Organization</u>		<u>1992-1998</u>
<u>P.E.O. International</u>		<u>2009-present</u>
<u>Parents Helping Parents</u>		<u>1999-2005</u>

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position? YES X NO .

Applicant's signature Kathleen G. Davis

Please attach resume, three (3) letters of recommendation, and statement of commitment to the profession.

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**CONSENT AGENDA
APRIL 14, 2016**

Glenda Funk

Highland H. S.
1800 Bench Road
Pocatello, ID 83201
208-241-8620 (cell)
gfunk441@gmail.com

EDUCATION

August 2008
M.A. English
Idaho State University

May 1981
B.S. Speech Education
Southwest Baptist University

HONORS AND AWARDS

2011 National Board for Professional Teaching Standards Certificate Renewal: AYA/ELA
2011 Lionel Bowzer Excellence in Education Award
2009 Thomas C. Wright Fellowship, University of Idaho
2008 Teaching Shakespeare Institute, Folger Shakespeare Library, Washington, D.C.
2007 Teaching Shakespeare Mini-Institute, Folger Shakespeare Library, University of Tulsa
2004 National Humanities Center: "American Beginnings: The European Presence in North America 1492-1690"
2002 National Board for Professional Teaching Standards Certification in Adolescent Young Adulthood English Language Arts
2002 Zonta Women of Achievement recipient
1994 National Forensic League Diamond Coaching Award

ASSOCIATION MEMBERSHIPS

National Council of Teachers of English
ALAN: Assembly on Literature for Adolescents of the NCTE
Phi Kappa Delta
National Forensic League
National Education Association
Idaho Education Association
Pocatello Education Association

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TEACHING EXPERIENCE

1989-Present

English and Speech, Highland High School

Grades 9-12; Contemporary World Lit, British Lit, American Lit; honors level to special services inclusion; fundamentals of speech; competitive forensics, debate, student congress.

Additional duties include advising the student literary magazine, *Rambles*, for three years.

Presented to the faculty ideas for using performance pedagogy in all curriculum areas (2011).

2006 Summer

Upward Bound, Idaho State University. Responsible for teaching College Prep English with the directive to teach the course as I would the English 1101 Introduction to Writing at ISU; taught speech and English 12 following the Idaho Content Standards for those classes.

1981-1984; 1986-1989

English teacher, Kofa High School, Yuma, Arizona

Grades 10-12; Contemporary World Lit, British Lit, American Lit; includes experience teaching English Language Learners as well as native English speakers. Additional duties include advising the wrestling cheerleaders (volunteer).

1984-1986

English, Urbana Community School, Urbana, Iowa

Grades 7-8; Additional responsibilities include advising the student newspaper, coaching the cheerleaders, serving as a class sponsor, and directing school-wide drama productions.

COMMITTEE MEMBERSHIPS

2008 to Present

Highland H. S. Mission Statement Committee

2008 to Present

Highland H.S. Building Representative for PEA

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APRIL 14, 2016

Glenda Funk

February 12, 2013

Statement of Commitment to the Teaching Profession

Thirty-two years is a long time to spend in any profession, so in some ways writing a statement about my commitment to the teaching profession seems a bit like stating the obvious. Perhaps this would be true if commitment were measured by the clock, but commitment isn't a period of time. Nor is it a tradition. It isn't metered by what one does when unsure what else to do. Those who value commitment evaluate it by growth, by change, by perseverance and tenacity. I named my blog *Evolving English Teacher* because the name embodies my commitment to students and to my profession, a profession easily characterized as at risk.

Consider: A July 30, 2012 report, *The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools*, by TNTP documents the growing crisis in teacher retention. Simply, especially in urban areas, not enough teachers are staying in the profession. Why? That's the million-dollar question. Many teachers lack commitment to a profession that fails in its commitment to them. Call it a Social Contract. Teachers often find their idealism immediately shattered for myriad reasons. The report offers two recommendations for keeping exceptional teachers in the classroom: Prioritize retaining those teachers who clearly advance student learning, which I'd argue isn't measured in test metrics alone; improve the profession "with higher expectations" of teachers, also not evaluated by such things as value-added assessment.

Herein resides my commitment to the profession. Long ago I decided to do all I can to live my professional life as a learner, to value professional growth above all else, especially politics. Last week a student commented: "You are the most helpful teacher ever." Teaching is a service profession, and it's my job to serve my students. That's why I blog about teaching, including lesson ideas, participate in #engchat on Twitter, speak at conferences, and share, share, share books with students, teaching materials with my colleagues in Idaho and throughout the country.

When I think about why I want to serve on the Professional Standards Commission, my thoughts turn to what needs to be done to elevate the profession so that teachers are once again revered and respected, not just by their students, but by business leaders and politicians and all other stake-holders. Daniel Pink has much to say on this topic in *Drive: The Surprising Truth About What Motivates Us*. Among his arguments, Pink names *autonomy* and *mastery* as essential components of motivation.

The trajectory of my own career verifies Pink's premise: I find ways to exercise autonomy over my career—especially as those not vested in my profession seek to diminish it—which means seeking PD outside my classroom, and I am committed to mastery of my subject matter and the pedagogy necessary to teach it successfully.

I'm committed to holding on to what Tom Newkirk calls the "good ideas in a time of bad ones" and doing all I can to promote excellence among my students and within myself.

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Professional Standards for Educators Commission – Personal Statement

I have been a professional educator for about a quarter of a century. After working in a private college-prep parochial school for two years in California, I returned to Idaho and began working in public education, first at the Region #1 Juvenile Detention Center, then at the alternative high school Project CDA (now Venture HS) in the Knight School program, before graduating to my current position teaching Social Studies and English at Lake City High School.

Throughout my career I have seen my job as a professional educator partly as a role model for my students and my peers. Effective teaching that prepares young people for the kind of future that we hope to create requires individuals of strong character and high principles. I understand that we are all learning constantly, and during my career I have had numerous opportunities to learn better how to be a professional educator. While none of us are perfect, clear ethical and legal guidelines help to shape positive and productive interactions between educators and the students, parents, and communities we serve.

In 25 years I have seen several situations where well-meaning teachers have run afoul of best practices and the Code of Ethics through ignorance or a momentary lapse in judgment. I have also had occasion to see blatant and intentional violations of these standards. Each situation is different and the application of consequences by the governing authority should recognize and account for these differences. As a USSF Soccer Referee Instructor I teach new referees to respect both the written and unwritten standards that make the game enjoyable and fair for all participants. As a working soccer referee, I know the importance of setting clear standards and holding players and coaches accountable for respecting the game we all enjoy.

I have had a copy of the Code of Ethics on the bulletin board by my desk for a number of years now. It is a strong document even given the changes we have seen in technology, communication and supervision. The Code establishes “bright lines” for professional educator conduct in a clear and concise way.

Thank you for considering my application to serve the teaching profession on the Idaho Department of Education’s Professional Standards Commission.

Derek Kohles
8291 Stonehaven Drive
Hayden, Idaho 83835
(208) 640-6477

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APRIL 14, 2016

Derek Kohles
8291 Stonehaven Drive
Hayden, Idaho 83835
(208) 640-6477

Current Position: 23 years in CDA School District #271 (LCHS) 25+ years teaching overall
Courses Currently Taught: **NIC US History 111 & 112, Geography 9, Basic English 9**
Previously: US History, English 11, IB History of the Americas, IB 20th Century Topics, World History, Economics, Government, English 10, Basic English 10, Science Fiction & Fantasy Literature

Education:

- 2000 Completed **M.A. in Secondary Education** through University of Idaho extension program in Coeur d'Alene, Idaho
- 1993-6 Graduate coursework in English Literature at Gonzaga University, Spokane, Washington
- 1989 Completed Grinnell College 9th Semester Teacher Preparation Program including student teaching practicum in Newton, Iowa
- 1988 Graduated from Grinnell College, Grinnell, Iowa, with **B.A. History**
- 1984 Graduated from Post Falls High School, Post Falls, Idaho

Teaching Experience:

- Project CDA/Venture HS Summer School** sessions 2000-Present English and Social Studies classes
- 2000-Present Classroom teacher involved with developing curriculum and assessments in Social Studies and English (US History, NIC US History 111 & 112, Economics, World History, AP U.S. History, English 10, Basic English 10, IB History of the Americas, Sci-Fi & Fantasy Lit) at **Lake City High School**, Coeur d'Alene
 - 1998-2006 Classroom teacher in Social Studies and English (Economics/Money Management, World History, English, Government) 10-15 hours/week in the Knight School (evening) program at Venture HS (previously Project CDA – Creating Dropout Alternatives), Coeur d'Alene
 - 1993-2000 Classroom teacher at **Region #1 Juvenile Detention Center**, Coeur d'Alene, Idaho
 - 1996-98 Outreach teacher at Cd'A Public Safety Building for **North Idaho College Adult Basic Education Program** preparing inmates for GED and HSE examinations
 - 1989-91 Teaching Social Studies (World History, AP U.S. History, U.S. History, History of the U.S. Media Industry) at **Providence High School**, a Catholic college-prep school in Burbank, California

Content training and Awards:

- Summer 2005 **IB Level III** training Pacific Grove, CA – Canadian & Latin American Literature & History
- January 2005 **IB Level I** training in Vancouver, BC – Curriculum development workshop
- Summer 2004 Participated in week-long **AP US History** training workshop in Bellevue, Washington
- Summer 2000 **Northwest Inland Writing Project (NIWP) Teacher Consultant**
- 1995 **Active Change Empowerment** (Cognitive Re-structuring)
- 1991 **National Endowment for the Humanities Summer Seminar for School Teachers**

School/Community Leadership Activities:

- CEA President – 2013-Present: Responsibilities included negotiations, advocacy and support of employee rights, communication with members and IEA leadership, legislative testimony, etc.
- LCHS Social Studies Dept. Chair (2010-13)

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NISTAR (North Idaho Student-Teacher Achievement Recognition) – 2008, 2009, 2011, 2014

LCCHS Teacher of the Year nominee – 2007, 2008, 2011

LCCHS Steering Committee (2006 – Pres.) – Admin/Staff decision-making body for Lake City High School

Sting Soccer Club – Board Member (2006 – 2013.) – VP, Fields, Long Range Planning, Referee Committees

Course Development:

Implemented syllabus and instruction for North Idaho College Hist 111 & 112 sequence as part of Dual Enrollment program to allow HS students to earn college credit – 2013/14 – Present

Developed and taught 2-year IB Groups and Societies curriculum at LCCHS from 2006-2014

IB History of the Americas – 11th grade survey of century of history in the western hemisphere including Latin America, Canada, and the United States

IB 20th Century Topics – 12th grade analysis of significant events, themes, and trends in World History around the globe during the 20th century

Created Science Fiction and Fantasy Literature course at LCCHS – Semester elective exploration of grammar, literature, the writing process, and analysis through short stories, novels, and films – 2006

Active member of Curriculum Development Team – 4 years – English 10, Basic English 10, World History, Economics – 2000-2005; World History and IB Curriculum 2005-2011

NIWP Teacher Consultant

Writer's Tool Box Presentation to Student Writer's Workshop in Moscow, 2000

NIWP Spring Conference at Mt. St. Michaels, Spokane, WA Spring 2001

Community Involvement:

Member of Coeur d'Alene Education Association /IEA/NEA since 1993

Sting Soccer Club – Board Member, 2006-12 – Fields, Long Range Planning, Referee Committees

NISRA member (North Idaho Soccer Referees Association) 2005-Present – Club, High School, Adult league
Selected as referee for High School State Championships 2007, 2008, 2010

District 1 IHSAA Soccer Commissioner –2012 - Present

References

Matt Handelman, Superintendent, Coeur d'Alene School District #271 208.664.8241 Fax: 208.664.1748
1400 North Northwood Center Court, Coeur d'Alene, ID 83814

Deanne Clifford, Principal, Lake City High School, 208-769-0769
6101 N. Ramsey Road, Coeur d'Alene, ID 83815

Phil Harding, IEA Region #1 Uniserv Director, 208-667-1502
1621 N 3rd St., Coeur D Alene, ID 83814

Rick Jones, Region #1 President
14848 N. Sunset St., Rathdrum, ID 83858

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WILLIAM S. PROSER

1338 W Kidd Island Road
Coeur d' Alene, ID. 83814
Phone (208) 664-2900

Summary of qualifications

Highly skilled teacher
Excellent communicator
A developed work ethic
A sense of humor

Education

Ph.D. Educational Leadership, Gonzaga University 1993
Dissertation: "Existential Implications of the Nazi Death Camps Based on
Selected Readings of Four Jewish Thinkers"

The reaction of Jewish thinkers to the Holocaust can be ranged along a continuum extending from the conservative orthodox position of Eliezer Berkovits to the radical position of Richard L. Rubenstein. Rubenstein suggests that the events of World War II completely destroy the orthodox position of Berkovits and that a new revelation has come to the world. That new revelation must start with, "In the beginning was the Holocaust." The implications of these divergent views remain largely unexplored and conflict dramatically with a worldview that is currently dominated by existentialism and post-modern thought.

M.Ed. Education, University of Idaho, 1981 (Principal certification)
M.A. English, Arizona State University, 1975
B.A. English, Pacific University, 1973

Professional experience

1999-present Founder, former principal, teacher: Coeur d' Alene Charter Academy
(First college prep charter high school in the Pacific Northwest) (99-00)
Founder, academic dean, teacher (00-02) Founder, English department chair,
Teacher (02-05)
Advanced Placement American Literature, English Literature, World Literature,
World Religions, Economics
1997-1999 Advanced Learning Facilitator, teacher-AP English: Coeur d' Alene School
District, Idaho
1977-1997 Teacher-Honors English, American and World Literature, Research Writing,
Coach Baseball and Basketball: Coeur d' Alene School District, Idaho
1996-1998 Adjunct Professor-Literature of the Holocaust,
Historical and Philosophical Foundations of Education: University of Idaho
1983-1984 Adjunct Professor-World Religions: North Idaho College
1975-1977 Teacher-Australian Literature, American Literature: Queensland Dept. of
Education, Australia
1974-1975 Graduate Teaching Assistant-Freshman Composition: Arizona State University
1973-1974 Teacher-British Literature, American Literature, Coach Football: Sherwood
School District, Oregon

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Community Involvement

2002-2004	Committee member to take Neo-Nazi Aryan Nation compound and develop it into a Human Rights Study Center
2004-present	Northwest Professional Educators Board of Directors
2002-2005	Advanced Placement Reader (Grade Eng. Literature essays) Florida
2004-2005	American Board for Certification of Teacher Excellence (ABCTE) (completed teacher certification test for grades 1-6, (St. Louis) 2004 grades 6-12, (Washington DC) 2005 (St. Louis) 2006
2001, 2004	Washington State Charter School Conference, presenter (Seattle)
1996-2002	Board Member: Idaho Humanities Council
1996-present	Small business owner: Retirement Investments
1992-present	Kidd Island Sewer District Board of Directors
1997-present	Coeur d' Alene Teachers Credit Union Board Member
1983-1997	Kidd Island Water Association Board of Directors
1998-1999	Idaho Board of Education Exiting Standards Committee
1995-1998	Long Range Planning Committee, Coeur d' Alene School District
1992	Intern: Hecla Mining Company
1992	Head Coach: American Legion Baseball (W49 L14) 1992 League and District Champions
2004	Head Coach Boys Basketball

Honors

Teacher of the Year Nominee: Lake City High School 1997
Teacher of the Year National Honor Society (multiple years)
Teacher of the year Key Club (multiple years)
North Idaho Student/Teacher Recognition
Class Valedictorian: Most Influential Teacher Award 1993, 94, 95, 96, 2004

Grants

Local: Excel Committee "Great Ideas in the Humanities" 1985

State: The Idaho Humanities Council "Existential Implications of the Nazi Death Camps"

National: Fellow: The National Endowment for the Humanities
Herman Melville's Moby Dick
University of California at Santa Barbara 1986

Fellow: The National Endowment for the Humanities
Literature of the Holocaust
Simmons College, Boston, MA 1991

The Holocaust and Jewish Resistance
Study Tour in Poland and Israel 1994

American Gathering of Holocaust Survivors
Facilitator: National Convention, Washington DC 1998

American Gathering of Holocaust Survivors
Presenter: National Convention, Washington DC 2000, 2002

Professional References Available Upon Request

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Dr. William Proser

American Stars of Teaching Nomination

Please accept the nomination of Dr. William Proser for an American Stars of Teaching Award.

Dr. Proser is an exemplary educator who inspires students to reach for the highest standards academically, athletically, and in their personal character. Proser, who began teaching high school English in 1973, has also taught World Religions, Historical and Philosophical Foundations of Education, and Literature of the Holocaust at Idaho institutions of higher education. He has coached football, basketball, and baseball as well.

In 1999, Dr. Proser founded the Coeur d'Alene Charter Academy (the Academy), the first college preparatory charter high school in the Pacific Northwest. Proser has served as the Academy's founder, principal, academic dean, and English department chair as well as teacher. After the daunting work of gaining district approval, the Academy was established in the former Duncan's Garden Center. While flowers and plants no longer grow in this large cement facility, young, fertile minds eager to be challenged are blossoming and bearing fruit.

"Our idea," Proser stated back at the Academy's founding, "is to take the same dedication and energy that we have in athletics and apply it to the classroom. We want to create an equal playing field where students compete for excellence." The Academy adopted a rigorous academic curriculum and promotes a strong work ethic with accountability. Proser and the Academy board resurrected the "C" grade, too often used to denote the lowest grade rather than the statistical average. The Academy has been accredited as an "Idaho Merit School" and is fully recognized by the "College Board."

By implementing an original college preparatory curriculum, which includes Latin in seventh grade, interdisciplinary history and English classes, and accelerated reading of 75-100 of the "best books ever written," Dr. Proser's students consistently outperform district, state, and national norms.

At Dr. Proser's urging, the Academy enlisted the expertise of Dr. Charles J. Clock, a management and educational consultant to help the school develop the most efficient and effective use of testing and measurement data to track student achievement and keep the instructional program focused on student needs. Clock has a doctorate in Educational Evaluation, Measurement, and Statistics. His research reveals that students entering the Academy in sixth grade perform relatively low and their standardized test scores are relatively consistent with the general population in the same geographic area.

To Proser's and the Academy staff's credit, the longer students remain in the Academy, the better they perform in comparison with many other schools in the district, state and nation. For example, in 2004 Academy sixth grade students performed an average of 539 on the Educational Records Bureau (ERB) Writing Assessment Program (WrAP) which is below the average of 625 for sixth graders in high performing suburban schools. By the eighth grade, these same Academy students posted higher average scores than their counterparts in high performing suburban schools. For example, Academy students scored 825, 1054, and 1302 for eighth, ninth, and tenth grades, respectively, while their counterparts in the same grades scored an average of 818, 970, and 1039 for the same grades, respectively.

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According to Dr. Clock, the major requirements for academic assessment at the Academy are to monitor student progress over time (using longitudinal data) and to test this progress with performance based instruments. The primary tests are the CTB/McGraw-Hill TerraNova Performance Assessment tests in Communication Arts and Math. By the fall of 2000, and certainly in subsequent years, Dr. Clock documented that entry-level students tended to score lower than students who had been attending the Academy at each grade.

Dr. Proser established the Academy full of hope and promise to help young people reach their true potential. To meet this goal, the school adopted testing early in the school year to obtain data for instructional purposes. In 1999-2000, when the school first opened, students' average (mean) scores were in the upper 30 to 40 percent of the national percentile distribution on the ITBS/TAP. Students' performance on the TerraNova Performance Tests in Communication Arts and Math revealed numerous skill deficiencies and scores below their performance on the ITBS/TAP. Instructional staff received the names of students needing skill improvement. As this was the first year of the Academy, student performance was based on "inherited" knowledge at all grade levels.

Dr. Clock reports that in 2000-2001, the students made statistically significant gains and the number of skill deficiencies noted on the previous years' Performance Assessment tests tended to decline. However, there were some problems in grade 9 that followed students as they moved from eighth grade. (These deficiencies, "Evaluate Critically and Write Effectively" in Communication Arts and "Problem Solving and Communication" in Math became strengths when the students reached 10th grade.) The Performance Assessment tests became the major focus for instructional improvement since the items were measuring both subject content and writing skills.

In 2001-2002, the state Direct Writing Assessment (DWA) and Direct Math Assessment (DMA) results placed the Academy substantially above the state and district data, according to Dr. Clock. The scores for these tests are on a five-point scale. The Academy had 92% of 8th graders above 3.0 in Writing and 65% above 3.0 in Math. At grade 11, the Academy had 95% of scores above 3.0 in Writing. Longitudinal data on the Performance Assessment tests showed statistically significant gains at all grade levels. Not resting on its laurels, the Academy brought any skill areas needing additional concentration to the attention of instructional staff.

2002-2003 was the first year that the Academy administered the Idaho Standards Achievement Test (ISAT) to all grades 6 through 10 students. Comparing Academy average scores with the Lexile Framework (the scale where the reader can expect to have 75% comprehension), all students were functioning 2-3 grade levels above their grade level in reading. Dr. Clock reports that the data on the ISAT for all students in grades 7 through 10 were relatively high in contrast to statewide data. In Reading, the Charter Academy 10th graders scored an average (mean) of 236, the highest of all public schools in Idaho except Boise High School that also had a 236. The grade 10 Language average (mean) score of 234 was higher than any other public school. The grade 10 Math average (mean) score of 259 was 10 points higher than any other public school in Idaho (data does not include statewide charter schools.)

Dr. Clock also indicates that of the thirty-two 11th and 12th grade students who have taken the SAT I since the fall of 2003, 66% have scored above the 80th percentile, and 25% have scored above the 90th percentile. The average (mean) scores for these students are Verbal 617, Math 613, and total composite score 1230. The ACT scores were also positive, with 50% of the students taking the test scoring above the 90th percentile.

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The above data clearly show that Dr. Proser's vision, gifts, and grit have succeeded in raising student achievement. The data looks great on paper, but what it doesn't necessarily reveal is how this extraordinary man has changed individual lives, families, and our communities for the good—in both the near and far term. Parents and students authenticate how students thrive under this first rate educator's tutelage.

Cynthia Taggart, a parent and education reporter for the *Spokesman Review* for seven years who has observed countless teachers in 13 school districts says, "Bill Proser rises above them all. Both my daughters have had some great experiences at Lake City High School. Unfortunately of the dozens of teachers they've had between them, only a few pushed them to achieve excellence. Bill Proser tops that short list." In a 1997 article, "Teacher ignites desire to learn," Taggart wrote, "Bill is closing in on 50 and is no starry-eyed neophyte. He's taught high school English for 25 years and awakened the brains of thousands of students. At least several parents credit him with their children's success in college. . . He's the suit among a crowd of teachers in jeans and flannel, but he's easily approachable. He addresses his students as 'Ms.' and 'Mr.' He doesn't see unruly kids in his classroom but students with untapped potential."

Taggart described Proser's classroom as a "think tank." A proponent of knowledge-based learning, he "invites discussion, opinions, scrutiny, examination. He doesn't duck controversy, but uses it to bore deeper into a subject. He wants to hear what his students think because he might learn from them." Dr. Proser requires his students to read and write prolifically and think fearlessly because their goal is the same. "We're all searching for the truth."

Taggart describes Dr. Proser as one of the few teachers that ever pressed students to achieve excellence. "I'm most impressed with Bill's respect for students' intelligence and his willingness to learn from them. Through his assigned reading--difficult at any age--and his open discussions, Bill encourages and inspires his students to think at a deeper level. He excites them about learning because he is excited about it. I told my older daughter, who worked harder and more willingly for Bill than any other teacher, that college would be full of Proser's. She's a college sophomore this year and still waiting to find one. She's grateful that Bill showed her the amazing power of her brain."

Former student Nathaniel Heffter responded to Taggart's feature article with his own letter to the editor, "Proser a teacher you remember forever," published in the *Spokesman Review*, May 7, 1997. He explained, "Since graduating from high school and continuing on in college, I have often reflected on the impact this teacher had on my life. Proser challenged me to learn how to write, to look beyond the printed words for deeper meaning and, most of all, challenged me to begin relating literature to my life. After four semesters of higher education, I have yet to find someone so capable of inspiring a student to challenge themselves. . . I hope that when I graduate in a few years with a degree in secondary education, enough of his magic will have rubbed off. Only then could I begin to inspire students as he has inspired me."

College students consistently report that their college English and literature classes are "easy" after experiencing Dr. Proser in high school. A local college professor claims that he can identify Proser's former students because they are his best writers. Numerous Proser students have been placed in the honors programs of their respective universities or colleges, and some, such as Emily Ruskovich who placed 2nd in the Ayn Rand National Competition, have won writing awards and contests. Ninety-eight percent of Dr. Proser's students in the past six years matriculated to their first choice of university or college.

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Richard Rock, a former student of Proser's, entered the Stanford Graduate School of Business as its youngest student. He was appointed senior director of new business development at eBay, the phenomenally successful Internet auction company. Featured in *Coeur d'Alene Magazine's* Winter 2000 issue highlighting high school graduates who had gone on to achieve exceptional success, Rock credited Bill Proser with helping him develop critical thinking skills. "Hard work, critical thinking, problem solving, communication, innovation, and excellence" are the timeless elements needed for business success, according to Rock. Dr. Proser "always challenged people to question everything and the root thinking behind it." That skill, Rock acknowledges, has helped him develop a core belief that he's tested for himself. "We have the ability to mold ourselves into whatever we desire."

Dr. Proser's talent as an educator has earned him many awards, many notably granted by students. Some of these include:

- Class Valedictorian: Most Influential Teacher Award, 1993-96, 2004
- Teacher of the Year National Honor Society (multiple years)
- Teacher of the Year Key Club (multiple years)
- North Idaho Student/Teacher Recognition
- Teacher of the Year Nominee, Lake City High School, 1997

Proser's personal and professional generosity extends well beyond his classroom and the Academy to reinforce our broader education and civic communities. Some of his contributions include:

- Advanced Placement Reader (grade English literature essays), five years
- Committee member to take Neo-Nazi Aryan Nation compound and develop it into a Human - Rights Study Center
- Northwest Professional Educators, Board of Directors (affiliate of the Association of American Educators)
- American Board for Certification of Teacher Excellence (ABCTE), completed teacher certification tests for grades 1-6 (2004) and grades 6-12 (2005)
- Washington State Charter School Conference Presenter
- Idaho Humanities Council, Board Member
- Coeur d'Alene Teachers Credit Union Board Member
- Idaho Board of Education Exiting Standards Committee
- Long Range Planning Committee, Coeur d'Alene School District
- Head Coach, American Legion Baseball, 1992 League and District Champions
- Head Coach, Basketball

A man of integrity, Dr. Proser leads students and his fellow educators by example, challenging himself to learn and grow by advancing his scholarship and professional growth through a variety of competitive educational grants and fellowships. Some of these include:

Local: Excel Committee, "Great Ideas in the Humanities" 1985

State: The Idaho Humanities Council, "Existential Implications of the Nazi Death Camps"

National: Fellow: The National Endowment for the Humanities
Herman Melville's Moby Dick
University of California at Santa Barbara, 1986

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Fellow: The National Endowment for the Humanities

Literature of the Holocaust
Simmons College, Boston, MA, 1991

The Holocaust and Jewish Resistance
Study Tour in Poland and Israel, 1994

American Gathering of Holocaust Survivors
Facilitator, National Convention, Washington DC, 1998

American Gathering of Holocaust Survivors
Presenter, National Convention, Washington DC, 2000, 2002

In conclusion, I am privileged to nominate Dr. William Proser, a true shining star for learning and excellence, for an American Stars of Teaching Award.

Through ardent, stimulating teaching and the persistent determination to establish and maintain a demanding college preparatory charter school, Bill Proser has launched a galaxy of stars noted for their scholarship, culture, and integrity who will make incalculable contributions to our world.

Thank you for considering this brilliant educator for the American Stars of Teaching Award!

Cindy Omlin
Executive Director
Northwest Professional Educators
An affiliate of the Association of American Educators (AAE)
PO Box 28496
Spokane, WA 99228-8496
800-380-6973
info@nwpe.org

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Deanne Clifford

30514 Sienna Loop
Athol, Idaho 83801
(208) 691-1192

Professional Profile

"I believe she has unlimited potential in any administrative area for which she may apply."

John Brumley
Lake City High School

I currently serve as a high school building principal in Idaho. This has been my professional goal for many years. It is my strong desire to complete my specialist degree and certification in the superintendency. My hope is to have a positive impact on the students of Idaho.

Educational Background

- **Specialist Degree:** Educational Leadership Superintendency Projected Completion: December, 2016
University of Idaho: Moscow, Idaho
- **Master's Degree:** Educational Leadership Principalship May, 2003
University of Idaho: Moscow, Idaho
- **B.S. Degree:** Education/Secondary Ed. May, 2001
Major: Mathematics University of Idaho: Moscow, Idaho
Minor: English/Journalism

Professional Certification

- **Principal Endorsement** September 2006
School Administrator State of Idaho: State Board of Education
- **Teacher Certification** August 2001
Secondary Education State of Idaho: State Board of Education

Professional Experience

- ***Principal***
July, 2010-present Lake City High School: Coeur d'Alene, ID Matt Handelman, Superintendent
- ***Summer School Principal***
June, 2009-2011 Project CDA: Coeur d'Alene, ID Rosie Astorquia, Dir. Secondary Ed.
- ***Assistant Principal***
August, 2007-June, 2011 Lake City High School: Coeur d'Alene, ID John Brumley, Principal
- ***International Baccalaureate Diploma Program Coordinator***
January, 2004-August, 2007 Lake City High School: Coeur d'Alene, ID John Brumley, Principal
- ***Administrative Intern***
September, 2002-June, 2003 Lake City High School: Coeur d'Alene, ID John Brumley, Principal
- ***Mathematics Instructor/Student Council Advisor***
August, 2002-June, 2007 Lake City High School: Coeur d'Alene, ID John Brumley, Principal
- ***Mathematics Instructor/Student Council Advisor***
August, 2001-June, 2002 Post Falls High School: Post Falls, ID John Billetz, Principal
- ***Assistant Treasurer***
August, 1995-May, 2000 Lake City High School: Coeur d'Alene, ID John Brumley, Principal

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Professional Committees and Organizations

- | | |
|---|--|
| • Inland Empire League | President, 2010-2011 |
| • Idaho Association of School Administrators | Member, 2003-present |
| • Numerous Building and District Committees | Volunteer member, 2000-present |
| • Idaho Association of Student Councils | Interim Executive Director, 2007
Region 1 & 2 Director, 2002-2007 |
| • Lake City High School Student Council | Advisor, 2002-2007 |
| • Parent Advisory Committee | Student Council Liaison, 2002-2006 |
| • Lake City High School Steering Committee | Elected Member, 2003-2006 |
| • Lake City High School Collaboration Team | Volunteer Member, present |
| • Coeur d'Alene Education Association | Building Representative, 2002-2005 |
| • National Association of Secondary School Principals | Member, 2003-present |
| • Assoc. of Supervision & Curriculum Development | Member, 2002-present |

Awards/Grants/Recognition

- National Association of Student Councils : *Gold Council of Excellence*, 2007
- Idaho Association of Student Councils: *Distinguished Service Award*, 2006
- National Association of Student Councils: *National Advisor of the Year Region 7*, 2005
- Idaho Association of Student Councils *Idaho State Advisor of the Year*, 2004-2005
- Coeur d'Alene School District 271: *Rookie of the Year*, 2005
- Coeur d'Alene School District 271: *Teacher of the Year Nominee*, 2003-2005
- Excel Foundation: *Grants exceeding \$6,000*, 2002-2004
- National Youth Leadership Forum: *Honoree*, May, 2002 and May, 2006
- National Teacher Training Institute Award Recipient, *Award winning lesson plan* - "*Measuring the Earth*," 2001
- Golden Key National Honor Society, 1998-2002
- Phi Theta Kappa, 1996-1998

Clubs/Community Service/Activities

- Idaho Association of Student Councils interim state director and regional advisor
- High School student council advisor
- University of Idaho Instructor of International Baccalaureate Teacher Professional Development
- Lake City High School Football Boosters: former president, current member
- LCHS Math Study Club: facilitator
- Youth Soccer Association: referee and coach
- Annual Food Drive: organizational assistant
- Adopt-a-Family: program advisor
- National Association of Student Councils: annual fall and spring conference organizer
- Teen events volunteer

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Kristen,

I didn't see where this went through yesterday, so I am sending it again. Hopefully it isn't too late. I am interested in applying for the open secondary position on the PSC.

The following are a few of my qualifications:

** 1989 to 1995 - Teacher and Dean of Students at Pinon Mesa Middle School in Phelan, CA

** 1995 to 1999 --> Assistant Principal at Burley Jr. High School

** 1999 to present --> Principal at Burley Jr. High School

** This is my 21st year as an administrator in Idaho

** 2006 to present --> I am the administrator on our district negotiations team

** 2002 to present --> Member of the State Accreditation Commission

** Principal of the Year for IASSP

** Active member of IASSP for 18 of the last 21 years

** Served as a member on a PSC hearing

If I am chosen for this position, I will be very dedicated to helping this commission operate in an effective and efficient manner. There are many timely and critical issues currently facing our State and I look forward to being involved with the process.

Sincerely,

Steve Copmann

Principal, Burley Jr. High School

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KELLI AIKEN

1263 E. Katie Court
Coeur d'Alene, ID 83815
Cellular 208-818-6577
Work 208-667-4544 #3222
Kelli_Aiken@yahoo.com

Summary

A highly motivated Educational Leader and professional School Counselor offering 1 year of principal internship, 13 years of successful direct counseling experience and 28 years of experience working with children and families, from birth through high school graduation, in a variety of settings. Solid background in educational leadership, solution focused counseling theories, and extensive knowledge of the ASCA National School Counseling model, the 40 Developmental Assets, and effective prevention and intervention strategies. Created, developed and coordinated successful enrichment programs for students. Recognized for the ability to develop positive relationships with students, parents, and staff and community members. Proven ability to identify the barriers to academic success and in finding the strategies and resources to support the student in overcoming those barriers. Demonstrated record of strong advocacy for all students. Possesses strong leadership and successful team building capabilities, and excellent communication skills. Resourceful problem solver with proven ability to work with challenging situations.

Areas of Expertise

Served on the Bully Task Force for the Coeur d Alene School District at the request of the superintendent.

- Researched the Olweus Bully Prevention Program and potential costs for training and materials to implement in the Coeur d Alene School District.
- Collaborated with colleagues to develop bully prevention and intervention program

Successfully implemented comprehensive school counseling programs based on the ASCA national school counseling model, to provide personal, social, academic and career guidance for a variety of at-risk and diverse students, so that each student could reach their full potential.

- Collaborates with staff to make sure that the needs of the whole child are being met.
- Consults weekly with staff members to improve student success.
- Initiated and developed an area Youth Services Team to provide wrap around services for at-risk youth. Facilitated monthly team meetings with community service providers.
- Created and administered an after school enrichment program for girls in the 5th-12th grades, supported by \$106,000 grant from the Washington County Commission on Children and Families, using the 40 Developmental Assets, as a prevention strategy.
- Assisted special education students in transitioning from high school to work, or post secondary college options.
- Supported the ongoing development of the science, health and arts magnet program at Lakes Middle School.

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Experience

Lakes Middle School, Coeur d Alene, Idaho

2012 to 2013

Principal Intern

Provided support and resources for all students and staff to reach their full potential. Built rapport and trust with all of the educational stakeholders. Served on the leadership team to update the strategic plan, using the WISE tool.

- Assisted in assuring Title 1 Compliance. Co-facilitated Title 1 Parent Involvement meetings, assisted in the planning and implementation of family nights.
- Screened candidates for the Homeless Outreach Worker position and chose candidates to interview. Created interview questions and selected the interview team. Completed reference checks. Trained and supervised new staff member.
- Ensured that each student was educated in an appropriate and least restrictive learning environment.
- Assisted in implementing researched validated best practices applied to teaching and learning. Completed formal review process for teacher. Evaluated teachers as part of an Administrative Academy on Danielson training.
- Maintained frequent communication with educational stakeholders and included them in decision making. Facilitated monthly meetings with paraprofessionals and classified staff members.
- Assisted in creating a learning environment that recognizes diversity. Sought out live music performances and ethnic restaurants for the Lakes Multicultural Faire.
- Provided administrative supervision of the Music Man performance and the staff basketball fundraising game.
- Coordinated all transition activities from elementary to middle school, grade level to grade level, and middle to high school.
- Responsible for student discipline while substituting for building principals. Investigated circumstances leading up to behavior referrals. Consulted with school resource officer. Gave appropriate consequences. Contacted parents of involved students.
- Developed relationships with community leaders and organizations.
- Sought relevant information about family and community concerns, expectations and needs. Surveyed all parents, updated Title 1 Parent Involvement policy, planned and implemented parent workshops.
- Understands school law and partners with law enforcement personnel. Meets monthly with diversion and probation officers supervising students. Worked closely with school resource officer on many cases. Assisted in student searches.

Woodland Middle School, Coeur d Alene, Idaho

2012 to 2013

Principal Intern

Served on building leadership team, RTI team and as substitute building principal.

- Assisted in the supervision and evaluation of teachers. Evaluated teachers during the District Instructional Review.
- Assisted in the supervision of a school dance.
- Researched RTI interventions and scheduling options for intervention classes.

Lakes Magnet Middle School, Coeur d Alene, ID

2003 to Present

School Counselor

13 years of experience counseling 325 middle school students, in a high needs school, where 70% of students qualify for free or reduced meals, using the ASCA national model for comprehensive school counseling services.

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- Collaborates with staff to make sure that the needs of the whole child are being met, using appropriate prevention and intervention strategies. Works closely with outside agencies to provide additional resources to students and families in need.
- Teaches QPR suicide risk prevention to building staff and students at 3 local high schools. Conducts suicide risk assessments.
- Effectively taught classroom guidance for all 6th grade students, using Why Try?, a strength based program that helps students overcome challenges with peer pressure, bullying, goal setting and decision making.
- Served in various leadership roles, including being a team member on the building leadership school improvement team, and positive school climate team.
- Coordinated our weekly food backpack program, which benefits students who go without food on a regular basis.
- Coordinates student registration and course selection. Consults on the development of the master schedule.
- Develops and case manages 504 plans. Participates in IEP development. Serves on the MDT (multidisciplinary team) for special education.
- Taught Parenting Teens with Love and Logic classes.
- Mentored and supervised school counseling interns from the University of Idaho and Gonzaga University.
- Coordinated the Lakes Christmas for All service learning program that provided food, clothing, and Christmas gifts for 50 our Lakes students and families.
- Supported the development of the science, health and arts magnet program.
- Coordinated the implementation of the School Wide Positive Behavior Support Program; Facilitated weekly positive behavior support team meetings; Prepared annual PBS grant report for the University of Idaho.

Brown Middle School, Hillsboro, OR

2002 to 2003

School Counselor

Counseled 350 middle school students from diverse backgrounds, using the ASCA national model for comprehensive school counseling. Handled scheduling, 504 plans, parent-teacher staffings, safety assessments and behavior plans. Effectively communicated with teams and parents.

- Consulted weekly with 7th grade team staff members to improve student success. Listened to concerns teachers had about students, and followed up with students and parents to address those concerns.
- Developed lessons on stress management, including a needs survey, to create support opportunities for students.
- Researched relevant issues and resources to share with staff and family members.
- Coordinated Peer Mediator Program for the school.
- Assisted in the transition from a semester to trimester system, with one team on block scheduling and the remaining four teams on regular schedules.
- Initiated welfare checks, safety assessments and child abuse reports with the school resource officer and child protective services.

Sherwood School District, Sherwood, OR

2001 to 2002

Prevention Specialist/School Counseling Intern

Counseled at-risk students enrolled in Project Success (for students with academic and behavioral problems) at the middle and high school levels. Provided insight and input on designing interventions for students, as a member of the Student Management Team.

- Established trust and connections with students and families in crisis.

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- Initiated and developed an area Youth Services Team to provide wrap around services for at-risk youth. Facilitated monthly team meetings with community service providers. Consulted with school district staff to coordinate wrap around services.
- Tracked student achievement, discipline, and attendance data to evaluate the effectiveness of interventions.
- Appropriately referred families for the assistance and resources they needed to address their concerns with their children.
- Initiated child abuse reports with child protective services, and the police.

Additional Work Experience

Sherwood School District, Sherwood, OR

2001 to 2002

Substitute Teacher K-12

Implemented teacher lesson plans, assigned student class work and homework, maintained classroom control and discipline. Completed daily reports or evaluations to communicate any pertinent information resulting from the day's events.

Forest Grove School District, Forest Grove, OR

1997 to 2001

T.E.A.M. Program Coordinator

Created and administered an after school enrichment program for girls in the 5th-12th grades, at three sites, at the elementary, middle school and high school levels. Successfully wrote and submitted a \$106,000 grant proposal to the Washington County Commission on Children and Families. Recruited, hired, trained, supervised and released staff and volunteers for three program sites, serving approximately 120 students per year. Secured in-kind resources and donations from community organizations. Provided direct services, guest speakers and field trips for young women to enhance their self-esteem, overall well-being, health and success. Addressed critical issues such as depression, suicide, family issues, abuse, eating disorders, school success, sexual activity, and teen pregnancy. Provided classroom guidance type activities, using the 40 Developmental Assets, as a prevention strategy. Communicated with parents, and encouraged their participation in our monthly parent involvement activities. Collected and analyzed student achievement, discipline and attendance data. Prepared detailed quarterly reports, including yearly budgets, with fiscal responsibility and accountability.

Forest Grove School District, Forest Grove, OR

1996 to 1998

Transition Specialist

Identified and referred students to the Office of Vocational Rehabilitation Services (OVRs). Secured documentation of disability and relevant information to assist team in determining eligibility for services. Identified transition and career-skill readiness deficits that need to be in the Individualized Plan for Employment (IPE). Provided a variety of transition services, such as: development of work experiences, job shadows, and career exploration activities; provided job coaching; and developed paid employment consistent with the vocational goal of the student. Advocated for students to ensure that they had access to training opportunities and resources that were needed in order for the student to achieve a successful school-to-career transition. Provided referral to job clubs, community-based work experiences, work skill development, job coaching, community mobility training, selection or enrollment in post-secondary training, arranging for long-term employment supports, etc. Assisted the student in the identification of vocational goals. Provided follow-up services for 12 months following the YTP participant's completion of secondary schooling activities, to ensure access to needed information and referral resources required for success in post-secondary training or employment. Collected and reported data to document student progress toward employment. Met with OVRs counselor to provide updated information on student progress and status for completion of secondary school, employment, or post secondary education activities.

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Forest Grove School District, Forest Grove, OR

1995 to 1996

Teacher's Assistant

Provided assistance to students with special needs in an inclusion setting, such as those with severe physical and mental disabilities. Discussed assigned duties with Special Education case managers and classroom teachers in order to coordinate instructional efforts. Carried out therapeutic regimens such as behavior modification and personal development programs, under the supervision of special education instructors, psychologists, or speech-language pathologists. Provided disabled students with assistive devices, supportive technology, and assistance accessing facilities such as restrooms. Performed and taught assigned student intermittent clean catheterization. Prepared individualized lesson materials. Presented subject matter to students under the direction and guidance of teachers, using lectures, discussions, or direct instruction. Tutored and assisted children individually or in small groups in order to help them master assignments and to reinforce learning concepts presented by teachers. Supervised students in classrooms, halls, cafeterias, schoolyards, and gymnasiums, or on field trips. Graded homework and tests. Instructed and monitored students in the use and care of equipment and materials, in order to prevent injuries and damage. Observed students' performance, and recorded relevant data to assess progress. Implemented appropriate physical restraints with student who had a tendency to run away.

Self, Cornelius, OR

1987 to 1995

Family Childcare Provider

Cared for 10 children, ages 0-12, in a family home setting. Supported children's emotional and social development, encouraging understanding of others and positive self-concepts. Organized educational and recreational activities. Read to children, and taught them early childhood concepts. Instructed children in health and personal habits such as eating, resting, and toilet habits. Observed and monitored children's play activities. Helped children with homework and schoolwork. Identified signs of emotional or developmental problems in children and brought them to parents' or guardians' attention. Disciplined children and initiated other measures to control behavior. Prepared and served meals and regulated rest periods. Dressed children and changed diapers. Kept records on individual children, including daily observations and information about activities, meals served, and medications administered. Organized and stored toys and materials to ensure order in activity areas.

Education

University of Idaho, Coeur d'Alene, ID

2013

M.Ed, Educational Leadership

GPA: 4.00. Master's degree in Educational Leadership with Principal Certification. The Educational Leadership program prepares highly qualified educational leaders to meet the State Board of Education standards-based competencies and professional standards.

Lewis & Clark College, Portland, Oregon

2002

M. Ed, School Counseling

GPA: 3.918. The School Counseling Program at Lewis & Clark prepares candidates to deliver comprehensive school counseling programs based on the American School Counseling Association National Standards in the areas of academic, career, and personal/social development. Candidates promote student, school, and community collaboration through resiliency and asset-based leadership and advocacy. As professional leaders, school counselors recognize education as a community endeavor requiring the best collaborative efforts of students, educators, and community members.

Portland State University, Portland, OR

1998

B.S., Social Science, Minor: Child Development, Health Science

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GPA: 3.87. Social Science, an interdisciplinary major, allows for the acquisition of the broad base of knowledge in the dual concentrations in Psychology and Sociology.

Licenses and Certifications

Administrator- School Principal Pre K-12, State of Idaho, 2011-2016
Residency Educational Staff Associate, State of Washington, Washington, 2012. School Counselor
Substitute Educational Staff Associate, State of Washington, Washington, 2012. School Counselor P-12
Pupil Personnel Services Counselor K-12, State of Idaho, Idaho, 2003 to 2016
Initial School Counselor License, State of Oregon, Oregon, 2003 to 2006. Counselor ECE/ELE, ML/HS
Substitute Teacher License, State of Oregon, Oregon, and 2001 to 2004. Substitute All Levels PP-12
Idaho Educational Technology Competency Certificate, Boise State University College of Education,
Coeur d' Alene, ID, 2005

Professional Training

Positive Youth Development Training by Julie Marie Carrier, Idaho Department of Juvenile Corrections,
Moscow, ID, 2012
Media Literacy For Prevention, Critical Thinking, Self Esteem by Peter DeBeneditties, Ph.D. , Kootenai
Alliance for Children and Families, Coeur d'Alene, ID, 2012
QPR Gatekeeper Trainer Certification Course by Dr. Paul Quinnett, QPR Institute, Coeur d'Alene, 2011.
This certification course trains Instructors to teach QPR for Suicide Prevention to their community.
Doing the Work of School Improvement by Teresa Hurliman, University of Idaho, Coeur d'Alene, ID, 2010
to 2010
School Wide Positive Behavior Support Institute, University of Idaho Center on Disabilities and Human
Development, McCall, ID, 2009. District School wide Positive Behavior Supports Mentor Training
Stewards of Children: Darkness to Light, Kootenai Medical Center, Coeur d'Alene, ID, 2008. Child sexual
abuse prevention/intervention
Risk/Threat Assessment of Violent Youth by Dr. Eric Johnson, Oregon Forensic Institute, Coeur d' Alene,
ID, 2008
Childhood Trauma by Elisabeth D. Bennett, Ph.D. , Gonzaga University's Department of Counselor
Education , Spokane, WA, 2007
Effective Strategies for Parent Involvement, National Network for Partnership Schools John Hopkins
University, Coeur d' Alene, ID, 2007
School wide Positive Behavior Support, University of Idaho, Coeur d'Alene, ID, 2007 to 2008
School Crisis Response Critical Incident Stress Management Training, Idaho IEM, Coeur d Alene, ID,
2007
MANDT Training, University of Idaho, Coeur d'Alene, ID, 2006. A proactive system of gradual and graded
alternatives for managing disruptive, challenging and aggressive student behaviors.
Activity Based Health Education, Boise State University Professional Education, Coeur d Alene, ID, 2006
Strength Based Interventions, University of Idaho, Coeur d'Alene, ID, 2006
Childhood Developmental Disorders by Dr. Marilyn Thather, Ph.D., Summit Professional Education,
Spokane, WA, 2005
Best Practices in Professional School Counseling, University of Idaho, Coeur d'Alene, ID, 2005 to 2010
Bullying, Harassment & Prevention Strategies, Student Assistance Training International, Coeur d Alene,
ID, 2004
Leadership Skills for Collaboration, University of Idaho, Coeur d'Alene, 2004 to 2006
Odd Girl Out: The Hidden Aggression in Girls by Suze Rutherford, Youth Empowering Systems ,
Spokane, WA, 2003

Volunteer

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Idaho School Counseling Association (ISCA), Coeur d Alene, Idaho 2010 to Present

Region 1 V.P.

Represented the interests, needs, and concerns of school counselors within Region 1. Promoted the professional role of school counselors. Organized, promoted and supported professional development activities within the region and state. Advocated for comprehensive school counseling programs, for all students, K-12.

Big Brothers, Big Sisters, Coeur d' Alene, ID 2007 to 2010

Big Sister

Mentored a little sister. Shared interests, activities and outings. Talked about whatever was on her mind. Went to the library, and read together. Cooked, prepared and shared meals and treats together. Went to the movies and shopping. Played board games. Went on a nature walks.

Echo Shaw Elementary, Cornelius, OR 1994 to 1996

PTA President

Volunteered to assure that student's needs were being met by organizing fundraisers, initiating school projects and getting teachers the support that they needed. Connected with students and parents. Conferred with the school principal and called meetings. Recruited chairmen, committee members and parent volunteers. Planned PTA events and activities. Assisted with student registration and welcome for teachers, new students, and parents. Prepared master calendar of meetings and events.

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Kristin L. Hagadone

3451 W. Linneatus Drive, Coeur d'Alene, ID 83816
Email: khagadone@sd273.com Cell: (208) 659-4640

Objective: To obtain a seat on the Professional Standards Commission where I can apply my experience and knowledge as a teacher and counselor towards the various tasks at hand.

Education

University of Idaho 2002 - 2005
Masters of Education-Counseling and Human Services

Montana State University 1995 - 2000
B.S. Health and Human Development

Work Experience

Post Falls High School 2005 - Present
Counselor

- Administered various college and state exams
- Advised students in college and career planning
- Identified as district representative for crisis team
- Collaborated with faculty, students and parents on schedules, grades and career planning
- Proactively working with administrators to identify changes in behaviors in specific students
- Guided students and parents to various resources in the community
- Scheduled, counseled and provided crisis intervention to students during summer school

Post Falls High School 2001 - 2005
Family & Consumer Sciences Teacher

- Prepared weekly lesson plans keeping with state professional/technical standards
- Demonstrated and led lessons that students would be assessed in graded lessons
- Conducted meetings and communicated with all professional technical staff and members of the advisory board for professional technical education as department head
- Provided communication to parents and students regarding progress throughout the year

Ronan School District 2000 - 2001
Family & Consumer Sciences Teacher

- Prepared weekly lesson plans keeping with state professional/technical standards
- Demonstrated and led lessons
- Assessed student learning in a multitude of ways
- Provided communication to parents and students regarding progress throughout the year

Extracurricular

- Key Club Advisor - organized and planned volunteer opportunities for club members
- Class Advisors – guided students in the planning process of various class events
- Student Council Advisor - assisted with event planning on a school wide basis; took students to various leadership conferences and

References - provided upon request

**CONSENT AGENDA
APRIL 14, 2016**

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**CONSENT AGENDA
APRIL 14, 2016**

Richard A. Jones
14848 N Sunset St
Rathdrum, ID 83858
(208) 691-7864

January 27, 2016

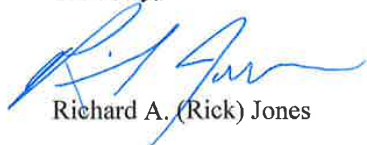
Penni Cyr, President
Idaho Education Association
620 N 6th Street
Boise, ID 83701

Re: PSC Appointment

Penni,

Enclosed is my application for the Idaho Professional Standards Commission. Also attached is my resume for your consideration. I am aware of, and eager to perform, the duties associated with a position on the commission. My experience in advocating for all aspects of the education profession, and particularly for school counselors, combined with my passion for ensuring all educational employees are treated fairly while being held to the highest standards of conduct make me an ideal candidate for a position on the commission.

Sincerely,



Richard A. (Rick) Jones

CONSENT AGENDA

APRIL 14, 2016

RICHARD A. JONES
14848 N Sunset St, Rathdrum, Idaho 83858
(208) 691-7864
rjincda@gmail.com

SUMMARY OF QUALIFICATIONS

- Master of Arts, Education
- *Professional Certificate in Career Counseling*
- Pupil Personnel Services Credential
- Bachelor of Science, Psychology
- Critical Incident Stress Management procedures trained and experienced

Work History

Coeur d'Alene School District:

Counselor, Coeur d'Alene High School, August 2006 to Date

North Idaho College:

Professional-Technical Student Support Services Coordinator, July 2005 to July 2006

Grossmont Union High School District:

Counselor, Monte Vista High School, August 2001 to June 2005

Long-term Substitute Counselor, Santana High School, April 2001 to June 2001

U.S. Coast Guard, June 1980 to January 2001

Recruiter/Military Entrance Processing Station Liaison, San Diego, California, June 1999 to January 2001

Recruiter in Charge, Ventura, California, February 1995 to June 1999

Aviation Electrician, January 1982 to February 1995

Education

Master of Arts, Education Counseling and Guidance, Point Loma Nazarene University

Bachelor of Science, Psychology, University of La Verne

Career Development Certificate, University of California at San Diego

Additional Continuing Educational Credits from the University of Idaho and Northwest Nazarene

University in the areas of:

Building a College Going Culture for All Students

College, Career and Academic Planning

Financial Aid & College Applications

Leadership & Creating a Strategic Vision

Professional Experience

High School Counseling

- Advised over 4,500 students concerning academic, career, and personal/social issues
- Conducted countless classroom and evening presentations to students and parents on topics such as college and career planning, financial aid and understanding standardized testing score reports
- Enrolled, evaluated academic progress, and scheduled classes for approximately 350 to 450 students annually
- Developed, implemented and maintained Section 504 plans for approximately 80 students each year from 2014 to date
- Served as counselor for all students on campus requiring IEP or Section 504 accommodations.
- Ten years experience serving as site coordinator/advisor for students enrolling in online courses through the Idaho Digital Learning Academy with approximate enrollment of 30-40 students per semester
- Served as sub-committee chair for the inaugural district-wide career and college fair which had over 3,500 students and parents in attendance. Coordinated 42 professionals to conduct 75 thirty-minute sessions on topics including job interview skills, legal, law enforcement, information technologies, and military careers, college admissions requirements, writing college essays, and what to look for in a college.
- Counseled individuals of various ethnic and economic backgrounds, and guided them in college and career exploration

CONSENT AGENDA

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Professional-Technical Student Support Services Coordinator

- Promoted Professional-Technical (P-T) opportunities to residents throughout the five northern counties of Idaho as well as Eastern Washington and Western Montana
- Provided academic placement and advising services to P-T students
- Prepared and presented information to area business leaders, school district administrators and counselors to increase the visibility of program opportunities
- Assisted in job placement to students completing P-T programs
- Assisted with renewing and updating Tech-Prep articulation agreements between area high schools and North Idaho College
- Treatment team member, providing coordination of counseling and mental health services for students from across the campus
- Crisis Team Member, responding to crises that may affect any aspect of the campus community
- Participated in student Orientation, Advising, and Registration Sessions

US Coast Guard Recruiting

- Developed a close working relationship with educational, career, and guidance personnel at area high schools within a large geographic area in order to increase the visibility of the organization and to inform students of post-secondary opportunities
- Prepared and implemented annual marketing plans which included long range scheduling of media promotions, travel, budgeting and personnel training
- Consistently exceeded annual production goals by 20 to 57 percent. Received national recognition for achieving second highest percentage of employment contracts written for fiscal year 1997
- Utilized lead based management systems to convert prospects into enlistments
- Participated in over 150 career fairs
- Prepared and presented career-related materials to groups ranging in size from 3 to 150 participants
- Conducted in excess of 1,000 interviews of prospective employees
- Assisted individuals in organizing their relevant professional and educational experiences in order to increase the likelihood that they would be selected for highly competitive employment opportunities
- Worked closely with Chambers of Commerce, Kiwanis, and Rotary organizations to expose clients to post-secondary educational and career opportunities
- Proficient in network systems, including agency-specific operating systems and database management

Other Education Related Activities

- Served 3 years as the Vice President and 2 additional years on the Board of Directors of the Idaho Education Association; Served as Budget Committee Chair for 3 years overseeing an annual operating budget of approximately five million dollars
- Developed relationships with the Idaho delegation to the U.S. Congress, state legislators and local business leaders to advocate for changes in public education policies
- Prepared and presented training materials for education personnel at local and statewide training seminars

References

Tim Sandford
6220 Cezanne Dr
Coeur d'Alene, ID 83815
(208) 819-0033

Derek Kohles
8387 Tartan Dr
Hayden, ID 83835
(208) 640-6477

Bruce Twitchell
11829 N Emerald Dr
Hayden, ID 83835
(208) 964-0549

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APRIL 14, 2016

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CONSENT AGENDA
APRIL 14, 2016

Received: 2/12/13 5:28PM;

208 359 3352 -> IDAHO EDUCATION ASSOCIATION; Page 1

FEB-12-2013(TUE) 15:53 OFFICE

(FAX)208 359 3352

P 001/007

Dawn Anderson
324 South 3rd East
ID 83440

Penn L. Cyr
President, Idaho Education Association
620 N. 6th St., P.O. Box 2638,
Boise, ID 83701

Dear Penni,

I am applying for a secondary education position on the Professional Standards Committee because I believe in the power of educators to transform lives and fortify a healthy, civic-minded society. Additionally, I feel that teaching is not just a profession—it is a craft, honed in the classroom and enriched by continuing education and personal dedication to the field.

When I left my position as adjunct faculty at BYU-Idaho after twenty-one years, a lot of people thought I was crazy. They couldn't understand how anyone would want to leave a cushy college position to teach in the public arena. And yet, for all those years I kept my teaching certificate current because I knew I would want to teach at the secondary level full time. I have not regretted that decision for a minute. I love my job. And my work for the past five years in the public school system teaching 8th graders has reinforced my belief that few things are more beneficial to a society than when a skilled and passionate teacher unlocks the potential of a child.

I'd like to be a part of a team that works together for the betterment of the profession—because what is good for the profession will translate into good for Idaho schools. When we treat and train teachers like the professionals they are, we not only build a quality Idaho school system, but we ensure that our students have the tools and skills they need to be successful in an increasingly globalized economy.

I bring twenty-six years of teaching experience to the table. Moreover, I've served in numerous collaborative capacities, including a scholarship committee, a college faculty association committee, and the Rexburg Children's Museum Committee where I was involved in grant writing. I've lead friendly negotiations with the Madison School Board of Trustees and served in the position of local president of the Rexburg Education Association for two years.

Included here are copies of

- o Professional resume
- o Three letters of recommendation, including one from my superintendent, my principal, and Dan Sakota who currently serves on the PSC.
- o Applications form.

Thank you for your consideration. I look forward to hearing back from you.



Dawn Anderson
208-356-4815
andersda64@gmail.com

Enclosures

CONSENT AGENDA

APRIL 14, 2016

7:29PM;

208 359 3352 -> IDAHO EDUCATION ASSOCIATION; Page 4

1 OFFICE

(FAX)208 359 3352

P 004/007

Dawn Jeppesen Anderson

324 South 3rd East
Rexburg, ID 83440
208-356-4815 cell: 208-313-6512
clavedawn@srv.net

Professional Profile

- Current Idaho Teacher Certification in Secondary Education (English emphasis)
- Master of Education Degree with major emphasis in Reading
- Twenty-five years experience teaching writing, literature, and reading education classes

Education, Honors, and Certifications

M Ed

Idaho State University, Pocatello, ID. 1995

Bachelor of Arts in Secondary Education (Honors)

Idaho State University, Pocatello, ID. 1987

Reading Endorsement K-12

Phi Kappa Phi Honor Society

Honorary Adjunct Teacher of the Year Award 2000-2001

Qualifications & Experience

- Taught 8th graders state standards content, including language use, literature analysis, vocabulary, and writing
- Taught freshman composition and advanced writing classes for many years, instructing students how to develop ideas, clarify concepts, defend arguments and master coherent writing skills.
- Taught children's literature and young adult literature to elementary and secondary education majors
- Developed a wide variety of curricula for use in the classroom, employing peer-editing, small group writing assignments, brainstorming activities, dynamic class discussions, and research instruction.
- Helped develop a clinical program where education majors visited local Madison schools and worked with remedial reading students.

Computer Skills

- Microsoft Windows® Office software, including Word, Power Point, and Publisher
- Internet research
- Adept in grading programs Blackboard and PowerTeacher

Employment

Brigham Young University-Idaho Adjunct Faculty English Dept. Fall 1987 -2008

Madison Junior High School -8th Grade English 2008 - present

Professional Development

Conference workshop presenter

Attended various conferences and workshops related to writing and teaching

Served on several scholarship and academic committees

CAT team member for Madison Junior High

Related Experience

Edited and published English Department newsletter for seven years

Regularly publish education editorials in the *Past Register* and *Standard Journal* newspapers

Worked as advocate for educators and education, serving as currently as president of the Rexburg

Education Association

References available upon request

**CONSENT AGENDA
APRIL 14, 2016**

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208 359 3352 -> IDAHO EDUCATION ASSOCIATION; Page 2

} OFFICE

(FAX)208 359 3352

P 007/007

**Professional Associations and related activities other than IEA/NEA
(including offices)**

Advisor to the BYU-I College Democrats, 2001 - 2006

Madison County Democratic Chair, 2007 - 2012

BYU-Idaho Faculty Association, 2002 - 2004

Community Involvement (Please list all community service or other community activities in which you have been involved and dates)

Rexburg Children's Museum Committee

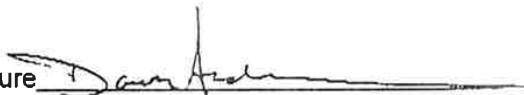
Wrote grants for the Rexburg Children's Museum

Presenter at BYU-I Literature Conference

Local President for Rexburg Ed Association (2011 - present)

Democratic Chair, Madison County 2008 - 2012

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position? YES X NO .

Applicant's signature 

Please attach resume, three (3) letters of recommendation, and statement of commitment to the profession.

Please keep file active

1 yr. 2 yr. X NO .

1/07

CONSENT AGENDA
APRIL 14, 2016

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Idaho Fine Arts ACADEMY

3467 West Flint Drive, Eagle, ID 83616 | PHONE: 208-350-4420 | FAX: 208-350-4429

February 28, 2016

Idaho Professional Standards Committee:

I am interesting in serving on the Professional Standards Committee. I have been an educator in the state since 1984. When I was first hired I received the Code of Ethics and have always carried it with me as a reminder of my commitment to the profession. Educators must accept the responsibility to practice the profession according to the Code of Ethics. Excellence in our field supports high quality educational opportunities for our students.

Thank you for considering my nomination.

Sincerely,

A handwritten signature in cursive script that reads "Shawna Exline".

Shawna Exline

Middle School English/Literature Teacher

**CONSENT AGENDA
APRIL 14, 2016**

**SHAWNA EXLINE
LETTER OF STRENGTHS
MIDDLE SCHOOL LANGUAGE ARTS TEACHER
PERFORMING ARTS SECONDARY SCHOOL**

DEGREES

60+ CREDITS POST GRADUATE WORK, VARIOUS UNIVERSITIES
M.ED. CURRICULUM & INSTRUCTION WITH SPECIALIZATION IN READING & LANGUAGE ARTS, UNIVERSITY OF OREGON, 1989
B.A. ELEMENTARY EDUCATION, BOISE STATE UNIVERSITY, 1984

CERTIFICATES

K-8 STANDARD ELEMENTARY
K-12 LITERACY ENDORSEMENT
TECHNOLOGY
PRAXIS PASSED FOR MIDDLE SCHOOL ENGLISH

POSITIONS HELD

MIDDLE SCHOOL TEACHER GRADES 6TH, 7TH, 8TH - JOINT SCHOOL DISTRICT No. 2
ICLC INSTRUCTOR - JOINT SCHOOL DISTRICT No.2
ELEMENTARY LANGUAGE ARTS & TITLE I ACADEMIC COACH - JOINT SCHOOL DISTRICT No. 2
EARLY CHILDHOOD READING SPECIALIST - IDAHO STATE DEPARTMENT OF EDUCATION
ELEMENTARY READING COACH - JOINT SCHOOL DISTRICT No. 2
COORDINATOR OF THE IDAHO INTERNATIONAL READING ASSOCIATION - STATE OF IDAHO
PRESIDENT OF THE IDAHO INTERNATIONAL READING ASSOCIATION - STATE OF IDAHO
LANGUAGE ARTS CURRICULUM COORDINATOR – JOINT SCHOOL DISTRICT No. 2
TITLE I PARENT INVOLVEMENT & LITERACY FACILITATOR - JOINT SCHOOL DISTRICT No. 2
ELEMENTARY TITLE I TEACHER - JOINT SCHOOL DISTRICT No. 2
READING ENDORSEMENT SUPERVISOR – GRADUATE FELLOWSHIP, UNIVERSITY OF OREGON
ELEMENTARY TEACHER GRADES 1ST, 3RD, 4TH AND 5TH- JOINT SCHOOL DISTRICT No. 2,
CENTER FOR EARLY EDUCATION, LOS ANGELES, CA

STRENGTHS

- EXPERTISE TEACHING GRADES 6-8 IN AN ARTS MAGNET SCHOOL
- EXPERTISE IN THE LANGUAGE ARTS
- KNOWLEDGE OF COMMON CORE STANDARDS AND DISTRICT CURRICULUM REQUIREMENTS
- EXPERIENCE IN ARTS INFUSED INSTRUCTION AND DIFFERENTIATION OF INSTRUCTION
- EXPERIENCE IN SECURING GRANTS TO SUPPORT THE ARTS
- ABILITY TO EFFECTIVELY COMMUNICATE WITH A VARIETY OF AUDIENCES
- KNOWLEDGE AND SKILLS IN COLLABORATION AND CREATIVE PROBLEM-SOLVING
- STATE/DISTRICT/CLASSROOM EXPERIENCE AND SKILLS IN ORGANIZATIONAL AND CLASSROOM MANAGEMENT
- PROFICIENCY WITH TECHNOLOGY
- POSITIVE ATTITUDE
- VESTED INTEREST IN THE SUCCESS OF THE PROFESSION
- WILLINGNESS TO TAKE ON CHALLENGES AND LEARN NEW SKILLS - DISTRICT'S TEACHER OF THE YEAR 2015-2016

CONSENT AGENDA
APRIL 14, 2016

MARK GORTON

13552 N. HALLEY STREET, RATHDRUM, ID 83858
PHONE (208) 660-3646. E-MAIL mgorton@lakeland272.org

OBJECTIVE:

Appointment to the Idaho Professional Standards Commission.

EDUCATION:

B.S. Communication Arts, December 1997 Lewis-Clark State College, Lewiston, Idaho

CERTIFICATION:

State of Idaho Teachers Certificate 6-12

Endorsements: Social Sciences, United States History, United States Government, World History, Computer Application Technology, Public Speaking and Drama

TEACHING EXPERIENCE:

- **Teacher, Mountain View Alternative School, Lakeland School District, Rathdrum, Idaho**
August 2001-Present
 - Public Speaking
 - Acting
 - Economics
 - U.S. Government
 - Computer Application

Teacher, Lakeland Junior High, Lakeland School District, Rathdrum Idaho
2000-2001

- United States History
- World History
- Computer Application Technology

Teacher, Lapwai Alternative School, Lapwai, School District, Lapwai, Idaho
September, 1998-2000

- United States History
- Economics
- United States Government
-

Professional Organizations:

- Northwest Professional Educators 2001
- Lakeland School NWPE employee benefit fair representative 2003-2014

Activities:

- February 2016 Master of Ceremonies Idaho District 1 and 2 Cheer and Dance Competition
- 2015/2016 Member of the Lakeland Mastery Learning and Report Card/Grade Report committee
- 2015/2016 Member of the Lakeland Mileposts/ExamView staff training committee
- 2014/2015 Member of the Lakeland Curriculum Committee
- 2014/2015 Member of the Lakeland Idaho LEADS committee
- 2004 Recipient of the NEH scholarship and summer workshop People, Place and Power summer workshop
- 2014-present. Volunteer coach, City of Rathdrum Parks and Recreation, Rathdrum, ID
- 2000- present. Head Track and Field Coach – Lakeland High School

CONSENT AGENDA
APRIL 14, 2016

MARK GORTON

13552 N. HALLEY STREET, RATHDRUM, ID 83858
PHONE (208) 660-3646. E-MAIL mgorton@lakeland272.org

Character References

Brad Murray
Superintendent of Schools
Lakeland Joint School District #272
bmurray@lakeland272.org

Lisa Sexton
Assistant Superintendent of Schools
Lakeland Joint School District #272
lsexton@lakeland272.org

Paul Uzzi
Principal
Mountain View Alternative School
Lakeland Joint School District #272
puzzi@lakeland272.org

Dr. Mary Ann Ranells
Superintendent of Schools
West Ada School District
208-855-4500
ranellstreehouse@gmail.com

Dennis Kachelmier
Superintendent of Schools
Nezperce Joint School District #302
dkachelmier@nezpercesd.us

Charles Kinsey
AdvancED
Former Superintendent of Schools
Lakeland Joint School District #272
cckinsey@gmail.com

Cindy Omlin
Executive Director
Northwest Professional Educators
director@nwpe.org

Jason Bradbury
President
Lakeland Education Association
jbradbury@lakeland272.org

Warren Bakes
University of Idaho
College of Education
warbak@uidaho.edu

Cassidy Hall
University of Idaho
Interim Director/Technology Integration
Specialist, Assistant Professor
cassidyh@uidaho.edu

CONSENT AGENDA
APRIL 14, 2016

2/4/16

To Whom This May Concern:

My name is Mary Jackson and I teach Spanish at Lewiston High School. I began teaching here in 1988. Through the years I have assisted our LHS LEA building representatives with a variety of activities. I didn't have the time to take a lead role in my association for various reasons and tried to fill the many gaps volunteering for tasks in my building. In my later years I have felt compelled to do more as I volunteered to be the building representative for a few years.

The Professional Standards Commission was something I learned a lot about as my colleague, Dennis Ohrtman, spent time on this commission. I realized long ago that I wanted to be a part of this a decision making group. Ethical practices by qualified, competent teachers in the workplace are important to me, my colleagues, the community and the state. Equitable and fair practices for Idaho educators are a pinnacle of importance currently and looking forward into the future. Teachers working toward high achievement for their students through excellent professional practices while remaining true to Idaho standards are a clear vision for all stakeholders. Being a veteran educator on this commission sets a stage to have a powerful, reliable, realistic voice as a teacher representative position.

My goal as a board member is to be a fair, accurate, thorough, hard working decision maker in this group. Thank you for my consideration on the Professional Standards Commission.

Sincerely,

Mary Jackson

CONSENT AGENDA

APRIL 14, 2016

Mary L. Jackson
1546 Heimark Court
Clarkston, Washington 99403
509-758-0566
mjackson@lewistonschools.net

EMPLOYMENT

Secondary Spanish Education Lewiston Senior High School 1988-current

- Level 1 Spanish: Grades 10-12
- Level 2 Spanish: Grades 10-12

EDUCATION

University of Idaho- Moscow, Idaho Undergraduate
B.S. ED 1983 Major: Secondary Education - History
Minors: Spanish and French

University of Idaho- Moscow, Idaho Graduate
M.S. ED 2012 Curriculum and Instruction

Additional work at Lewis Clark State College, Boise State University, Northwest Nazarene University, Seattle Pacific University, University of New Mexico, University of Oregon, Universidad Tecnológica Equinoccial, and Centro Mexicano de Idiomas

TEACHING CERTIFICATION

State of Idaho Teacher Certification Grades 6-12 Social Studies, History, Humanities, Spanish and French

PRESENTATIONS

- 2015 Boise, Idaho *Decoding Codices: What Do These Pictures Mean?*, Idaho Association of Teachers of Languages and Culture
- 2014 Kuna, Idaho *Visual Journaling-Incorporating the New Visual Arts Standards into Foreign Languages*, Idaho Association of Teachers of Languages and Culture
- 2012 Lewiston, Idaho *Creating and Using Papel Picado for Día de los Muertos* Idaho Association of Teachers of Languages and Culture
- 2011 Caldwell, Idaho *New Mexican Tin Art* Idaho Association of Teachers of Languages and Cultures
- 2008 Nampa, Idaho *Japan Fulbright Memorial Fund* Idaho Association of Teachers of Languages and Cultures
- 2005 Boise, Idaho *Basque Culture* Idaho Association of Teachers of Languages and Cultures
- 1993 Boise, Idaho *The Best of Ecuador* Idaho Association of Teachers of Languages and Cultures

COMMITTEES

- Lewiston Education Association scholarship committee 2014-2016
- Lewiston High School building representative to the Lewiston Education Association representative council 2011-2014
- Lewiston Education Association representative to the Lewiston School District sick leave bank committee 2010-current
- Senior project committee 2008-2010
- District calendar committee 2007
- Served on college screening committee for a long distance student teaching program (PACE) 2005
- Curriculum development committees for Spanish 9-12

CONSENT AGENDA

APRIL 14, 2016

- Textbook selection committees 9-12
- Past school attendance committee grades 10-12

ORGANIZATIONS

Member of the Lewiston Education Association, Idaho Education Association and National Education Association
Member of the Idaho Association of Teachers of Languages and Cultures
Member of the Pacific Northwest Council for Languages
Member of the American Council on the Teaching of Foreign Languages

LEADERSHIP

- 2014-current Pacific Northwest Council for Languages Board member
- 2012-2013 Secretary of Idaho Association of Teachers of Languages and Cultures (IATLC)
- 2009 Idaho Association of Teachers of Languages and Cultures conference organizer
- 2008-2009 President of the Idaho Association of Teachers of Languages and Cultures
- 2007-2008 Vice President of IATLC
- 2004-2007 Secretary of IATLC

CLASSROOM GRANTS

- 2015 Recipient of a Kids in Need Grant *Alebríjes: A Mexican Handicraft Tradition*
- 2014 Recipient of a Kids in Need Grant *Books and Roses: A Spanish Observance*
- 2013 Recipient of a Kids in Need Grant *Let's Celebrate Cinco de Mayo*
- 2013 Recipient of a Lewiston School District Impact Grant *Do You Have Anything to Read?*
- 2012 Recipient of a Kids in Need Grant *A Picture is Worth a Thousand Words*
- 2011 Recipient of a Kids in Need Grant *Papel Picado: An Introduction to Paper Cutting*
- 2010 Recipient of a Target Field Trip Grant *Cruise the World*
- 2010 Recipient of a Kids in Need Grant *If I Had a Hammer: An Introduction to Tin Art*

RECOGNITION AND ACHIEVEMENTS

- 2015 National Endowment for Humanities summer institute in Oaxaca, Mexico
- 2011 Idaho Association of Teachers of Languages and Cultures Teacher of the Year
- 2011 Thomas C. Wright Fellowship recipient. This University of Idaho scholarship program funds a Master's degree in Curriculum and Instruction.
- 2010 National Endowment for the Humanities Scholarship recipient
- 2009 Chosen as the Washington recipient of a Horace Mann-Abraham Lincoln Fellowship
- 2008 Participant in the Japan Fulbright Memorial Fund program for an extended stay in Japan
- 1993 Fulbright-Hays Grant Scholarship recipient. Attended the Universidad Tecnológica Equinoccial in Quito, Ecuador and participated in an extended home stay.
- 1989 Idaho Educator Scholarship recipient to participate in an extended home stay in Morelia, Mexico and attended Centro Mexicano de Idiomas

REFERENCES

Dr. Robert Donaldson	rdonaldson@lewistonschools.net	208-748-3044
Dr. Dennis Ohrtman	dwohrtman@aol.com	208-743-0694
Deanna Didier	deannadidier@gmail.com	208-305-3704

CONSENT AGENDA
APRIL 14, 2016

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CONSENT AGENDA
APRIL 14, 2016

February 11, 2016

To whom it may concern:

I am writing in regard to my interest in serving on the Idaho State Department of Education Professional Standards Committee (PSC). I believe I would be an asset to this committee due to my classroom experience, my ability to communicate and lead, and my desire to promote the teaching profession as one made up of professionals who are dedicated to doing the best work they can for the children of the state of Idaho.

I have been a classroom teacher since 1998. I began my career as an English and journalism teacher at Skyview High School in Nampa. Since then, I have moved to the West Ada School District, where I have been teaching French and English Language Arts at Eagle High School. I have taught a variety of subjects throughout my career. I also work as an Instructional Coach through a technology grant at Meridian Middle School. I get to work with teachers one-on-one to improve teaching practices and to integrate technology in a meaningful way. I am so excited about the changes I see taking place in classrooms every day, and the positive impact those changes have on learning and engagement. Teaching gives me a sense of purpose. I love interacting with students and with other teachers to effect change on a daily basis.

During my time in education, I have had the opportunity to work as an IEA building representative and state delegate. I have also mentored two student teachers, and several new teachers. I have served on curriculum writing and End-of-course exam writing committees. I have been a department chair, worked on the school accreditation report, and the school improvement and RTI development committees. I also work collaboratively with other Instructional Coaches to deliver professional development that supports best teaching practices. In addition, I have been working with Digital Promise and the Verizon Foundation as a technology integration coach, and have completed my master's in Educational Leadership. All of these experiences have helped me to develop effective communication skills and to be able to work with others in a variety of capacities.

I am highly dedicated to my profession. I take continuing education classes to improve my craft, even when I don't need the credits. I hold myself to high standards of ethical conduct in all things. I believe that teachers are, and should be, held to a high standard of behavior and professionalism. Educators must protect the best interests of children and do the best job we can to teach kids life-long skills, including things such as integrity and perseverance.

I am excited about the possibility of serving on the PSC. I think it will be fascinating to be a part of monitoring and developing in-service opportunities, teacher education programs, and certification requirements. I want to help ensure that students get opportunities that they have never had before as technology and mind-shifts open up possibilities for schools. I want to be a part of the committee that helps teachers be the best they can be. I am excited to work collaboratively with other representatives of the profession to determine how to meet the needs of Idaho students, teachers, and parents.

Sincerely,



Aliene (Ali) A. Shearer

CONSENT AGENDA

APRIL 14, 2016

ALIENE (ALI) SHEARER
2886 N Mule Deer Way
Meridian, ID 83646
(208)631-1771
shearer.ali@westada.org

CERTIFIED SECONDARY SCHOOL TEACHER (Grades 6-12)

Enthusiastic and motivated secondary teacher with leadership experience seeking to use strengths to work collaboratively with committee members and education stakeholders to advance the education profession as a member of the Professional Standards Commission.

CORE COMPETENCIES

<ul style="list-style-type: none">• Organizational and Communication Skills• Professionalism and Leadership Abilities• District Curriculum Development• Instructional Best Practices	<ul style="list-style-type: none">• Technology Integration• Learner Assessment & EOC Development• Project Based Learning• Familiarity with Common Core Standards
---	---

PROFESSIONAL EXPERIENCE

WEST ADA SCHOOL DISTRICT, Meridian, ID

Instructional Coach (grades 6-8), (Meridian Middle School)

French Teacher (grades 9-12), (Centennial and Eagle High Schools)

English Teacher (grades 9-12), (Skyview, Centennial, and Eagle High Schools)

I have filled a variety of positions at the high school level. I have taught 9th and 11th grade Language Arts, Language Arts Lab, French Levels 1-4 (including IEN classes), and others. I have written district concept based curriculum, and district End of Course exams. I have been an adviser for multiple student organizations. I have been a department chair in charge of purchasing, leading collaboration, helping with accreditation reports, and acting as a resource and sounding board for peers. I have mentored new and veteran teachers. I have organized large scale school events such as the roll-out of 1,000+ tablet computers.

Key Contributions:

- Develops and delivers professional development for school staff.
- Works with Digital Promise and the Verizon Foundation to promote innovation in education.
- Provides one-on-one teacher support for best practices.
- Wrote and received a grant for technology.
- Earned Distinguished and Proficient evaluations for the quality and creativity of classroom teaching, lesson plans and instructional materials used in teaching multiple subjects.
- Developed innovative lessons that used technology integration and project based learning.
- Coordinated and participated in regular collaboration meetings with teachers across the district via video conferencing.
- Established positive relationships with students, parents, colleagues, and school administrators.
- Successfully taught and engaged students in video conference (IEN) environment.

EDUCATION & CREDENTIALS

Northwest Nazarene University, Nampa, ID

- MA in Educational Leadership, 2004

Idaho State University, Pocatello, ID

- BA in Secondary English Education, 1995
 - Minors in French and Mass Communication
-

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Professional Associations and related activities
(including offices)

American Association of Teachers of French

World Language Department Chair, Centennial HS, 2007-2012

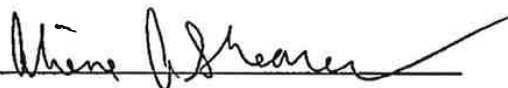
Meridian School District French Language End of Course Exam writing

Meridian School District Language Arts Content Based Curriculum revision

Community Involvement (Please list all community service or other community activities in which you have been involved and dates)

I am the communications officer for the Track and Cross Country Booster Club at Meridian High School. I also work at fundraising events for the MHS choir program. I volunteer time at my church as needed.

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position? YES X NO .

Applicant's signature 

Please attach resume, three (3) letters of recommendation, and statement of commitment to the profession.

1/07

**CONSENT AGENDA
APRIL 14, 2016**

References

Lisa Austin Meridian Middle School Principal
 (208)855-4225 austin.lisa@westada.org

Kelly Goughnour Eagle High School Assistant Principal
 (208)350-4235 goughnour.kelly@westada.org

David Moser West Ada School District Area Director
 (208)855-4500 moser.david@westada.org

CONSENT AGENDA

APRIL 14, 2016

TONY ROARK CURRICULUM VITAE

✉ torotoro11@gmail.com
☎ (208) 891-1100

1821 N. 8th St.
Boise, ID
83702-3612

BACKGROUND

- **Education**

Ph.D. (Philosophy) 1999, University of Washington
B.A. (Philosophy and English) 1992, University of Idaho

- **Administrative Appointments**

2012 Dean, College of Arts and Science, Boise State University
2011-12 Interim Dean, College of Arts and Science, Boise State University
2009-11 Associate Dean, College of Arts and Science, Boise State University
2007-09 Department Chair, Department of Philosophy, Boise State University

- **Faculty Appointments**

2011 Professor of Philosophy, Boise State University
2006-11 Associate Professor of Philosophy, Boise State University
2001-06 Assistant Professor of Philosophy, Boise State University
2000-01 Adjunct Professor of Philosophy, Boise State University
1999-2000 Visiting Assistant Professor of Philosophy, The Ohio State University

COLLEGE PROFILE

Departments:	16	Full-time faculty:	308	Annual approp. budget:	~\$36M
Interdisc. programs:	6	Part-time faculty:	~360	Research units:	5
Undergrad. majors:	~5,700	Admin. staff:	60	Extram. research exp.*:	~\$10M
Grad. students:	~330	Buildings occup.:	17		* 5 yr. annual avg.
SCH per year:	~240K				

ADMINISTRATIVE EXPERIENCE

- **Curriculum and Pedagogy**

General Education Reform. In 2008-2010 I co-chaired a task force charged with redesigning our nearly 30 year old core curriculum from the ground up. Engaging every program across campus, we developed AAC&U LEAP-inspired university-level learning objectives and a new curriculum to support them that features: a common, interdisciplinary first-year experience; another common course examining diversity, ethics, and civility; a writing across the curriculum requirement for all majors; and a capstone/senior experience class for all majors. Simultaneously, we reduced the minimum credits required to graduate from 128 to 120.

Pedagogy Reform. With the Dean of Engineering and the Director of our Center for Teaching and Learning, I currently serve as a co-investigator of a \$2M NSF grant whose goal is to increase the use of evidence-based instructional practices among STEM instructors, which will in turn support greater student learning, higher persistence, and shorter time to graduation. Our efforts are yielding results on the ground as well as publications, presentations, and national attention.

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Graduate Program Development. In the fall of 2012, COAS launched an interdisciplinary Biomolecular PhD program, which is shared jointly by the departments of Biological Sciences, Chemistry and Biochemistry, and Physics. Because the program lives at the college level, devising an effective governance structure was crucial. The program has been highly successful in recruiting and retaining students, losing only one (1) student to attrition in the first three cohorts.

COAS is currently in the development phase of a PhD in Ecology, Evolution, and Behavior, which will be administered by our Biological Sciences department.

We are also in the development phase of a PhD in Computing, which will be shared by units in the College of Engineering and several COAS departments (Mathematics, Geosciences, Biological Sciences, and others). The governance structure is modeled after the PhD in Biomolecular Sciences.

- **Reorganization**

In the spring of 2013, the Provost of Boise State University announced that the College of Social Sciences and Public Affairs would be dissolved in FY15. Four of the departments in that college were collected to build a new School of Public Service to support Boise State's state-wide responsibility for delivering programs in public policy. The remaining five departments and three interdisciplinary programs were integrated into COAS, making it the largest academic unit in the university and the home of liberal arts education. I personally managed the relevant portions of the dissolution and integration. My transparency and inclusiveness resulted in a smooth process, stable results, and high morale among faculty and staff.

- **Budgeting**

Boise State University has operated according to a historically-based, incremental budget model for many decades. Under this regime, my approach to budgeting has always been highly collaborative and transparent with department chairs. We are currently in process of moving toward a RCM/incentive-based budget model, which will devolve much of the budgetary responsibility and authority that currently resides in our central budget office down to academic colleges. I have been following the proliferation of RCM-type models for several years and am currently playing a dean's-level role in the development of the model to be deployed in FY18.

- **Research**

Facilitation of faculty research takes several forms in COAS, from the negotiation and funding of start-up packages for science faculty to the development of a college workload policy that creates greater flexibility for faculty to the creation and maintenance of NIH- and NSF-funded research centers and groups. The temperament in Boise State's VPR's office has made advancing research in the sciences more readily achievable (and more visible) than in other areas, but I have undertaken efforts to advance the work of colleagues in the humanities and fine and performing arts, as well. Of particular interest to me are opportunities to link artists, humanists, and scientists in ways that advance the work and interests of all parties.

- **Fundraising**

The Advancement office at Boise State has grown substantially in recent years, thanks to significant investment by the university. It remains relatively small, however, with only one development officer embedded within COAS. Despite that, we are remarkably successful in raising major gifts (\geq \$25K at Boise State) and currently have ~25% in hand toward a \$5M private fundraising goal for a \$35M new Fine Arts Building. My development officer and I attend CASE conferences together, and I enjoy the cultivation, solicitation, and stewardship process.

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RESEARCH

• Publications

Books

Aristotle on Time: A Study of the Physics, Cambridge University Press, March 2011.

Book Chapters

“Applying the CACAO Change Model to Promote Systemic Transformation in STEM,” with A. Marker, P. Pyke, S. Ritter, K. Viskupic, A. Moll, R. Landrum, and S. Shadle, in *Transforming Institutions: Undergraduate STEM Education for the 21st Century*, Weaver, Burgess, Childress, Slakey (eds.), Purdue University Press, 2016, 176-88.

Articles

“*Maieutikos*, Maypoles, and Metacognition: Teaching Undergraduates about Aristotelian Substance,” *APA Newsletter on Teaching Philosophy* 9:2 (2010), 20-4.

“Aristotelian Temporal Passage,” *Philosophical Writings* 28 (2005), 23-33.

“Why Aristotle Says There Is No Time Without Change,” *Apeiron* 37:3 (2004), 227-47.

“Aristotle’s Definition of Time is Not Circular,” *Ancient Philosophy* 23:2 (2003), 301-18.

“Conceptual Closure in Anselm’s Proof,” *History and Philosophy of Logic* 24:1 (2003), 1-14.

“Retribution, the Death Penalty, and the Limits of Human Judgment,” *International Journal of Applied Philosophy* 13:1 (1999), 57-68.

Book Reviews

*¹ *Time for Aristotle*, by Ursula Coope, *Mind* 118:470 (2009), 459-62.

• Conference Presentations

National

- | | |
|-------|--|
| 2015 | American Association of Colleges and Universities — <u>Concurrent Session</u> : “Catalyzing Institutional Transformation: An Integrated Model for Effective Practice,” with A. Marker, B. Earl |
| 2009 | Pacific Division Meeting of the APA — <u>Colloquium Paper</u> : “Perspectival Cognition in Aristotle’s <i>De Memoria</i> ” |
| 2009* | American Association for Philosophy Teachers — <u>Colloquium Paper</u> : “Teaching Aristotle on the Maypole Model” |
| 2007 | Pacific Division Meeting of the APA — <u>Colloquium Paper</u> : “On a Moment’s Notice: Aristotle on Perceiving Instants in Time” |
| 2005 | Pacific Division Meeting of the APA — <u>Colloquium Paper</u> : “Aristotelian Temporal Passage” |
| 2002 | Pacific Division Meeting of the APA — <u>Colloquium Paper</u> : “Tarski and Klima: Conceptual Closure in Anselm’s Proof” |
| 2001 | Karl Jaspers Online Forum — <u>Commentator</u> : “On Fear of Solipsism: Science, Radical Constructivism, and Science Education,” Target Article 40 (Dewey I. Dykstra, Jr., Dept. of Physics, Boise State University) |
| 1999 | Pacific Division Meeting of the APA — <u>Symposium Paper</u> : “The Correct Constitutions and Aristotle’s Concept of Distributive Justice” |
| 1998 | Pacific Division Meeting of the APA — <u>Colloquium Paper</u> : “Retribution, the Death Penalty, and the Limits of Human Judgment” |

¹ Items marked with an asterisk are invited articles/presentations; all other research items (except for commentator roles) are blind peer-reviewed.

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Regional

- 2010* Northwest Ancient Philosophy Conference — Colloquium Paper: “Perspectival Cognition in Aristotle’s *De Memoria*”
- 2010 Northwest Ancient Philosophy Conference — Commentator: “Sensible *Ousia* is Defined like the Snub: *Metaphysics* Z.10-11” (Chad Wiener, Portland State University)
- 2006 Northwest Conference on Philosophy — Colloquium Paper: “On a Moment’s Notice: Aristotle on Perceiving Instants in Time”
- 2006 Northwest Conference on Philosophy — Commentator: “Mind-Body Supervenience’s Cardinal Sin” (Josh Rasmussen, Notre Dame)
- 2005 Inland Northwest Philosophy Conference — Colloquium Paper: “Time Over Identity: Aristotle on the Problem of Identity Over Time.
- 2002 Northwest Conference on Philosophy — Commentator: “Socrates on Why Wrongdoing Damages the Soul” (Thomas C. Brickhouse, Lynchburg College, and Nicholas D. Smith, Lewis and Clark College)
- 2001 Inland Northwest Philosophy Conference — Commentator: “Moderate Reasons-Responsiveness, Moral Responsibility, and Manipulation: A Challenge for Fischer and Ravizza?” (Todd R. Long, University of Rochester)
- 2000 Northwest Conference on Philosophy — Commentator: “The Deflationary Approach to Truth and *De Interpretatione* 9” (Martin M. Tweedale, University of Alberta)
- 1998 Northwest Conference on Philosophy — Colloquium Paper: “The Correct Constitutions and Aristotle’s Concept of Distributive Justice”
- 1997 Northwest Conference on Philosophy — Colloquium Paper: “Retribution, the Death Penalty, and the Limits of Human Judgment”

Community

- 2013 Invited speaker, Capital City Communicators, “Ethics in Communication”
- 2010 Invited speaker, Syringa Networks Business and Technology Symposium, “The Importance of Ethics in the Workplace”
- 2006 Invited speaker, Fettuccine Forum, City of Boise, “Corruption and Civic Duty: Why Good People Can Make Bad Leaders”
- 2005 Invited speaker, Colloquium on Public Lands and Endangered Species
- 2004 Invited speaker, Western Region Conference of America’s Second Harvest

• **Panelist/Referee/Reviewer Activities**

- 2015 Panelist, National Endowment for the Humanities
- 2014 Referee, *Archiv für Geschichte der Philosophie*
- 2011,14 Manuscript reviewer, Cambridge University Press
- 2009-11 Referee, *Journal of Value Inquiry*
- 2007 Manuscript reviewer, Oxford University Press
- 2007 Referee, *Florida Philosophical Review*
- 2007 Manuscript reviewer, Longman Publishing
- 2004-05 Referee, *Ancient Philosophy*
- 2003 Manuscript reviewer, Oxford University Press

GRANT ACTIVITIES

- 2013-16 Co-PI, National Science Foundation WIDER Program (#DUE-1347830), \$2M
- 2005 PI, National Endowment for the Humanities Summer Stipend, \$5,000

HONORS AND AWARDS

- 2006 Students’ Choice Award nominee, Faculty Recognition of the Year

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2005 Students' Choice Award, Faculty Recognition of the Year, College of Arts and Sciences
2005 Phi Kappa Phi Faculty Inductee (BSU Chapter)
2004 Faculty Research Associates Program Participant
1999 Dissertation Fellowship in the Humanities, University of Washington (declined for OSU position)
1999 Graduate Student Award, Pacific Meeting of the APA
1998 Graduate Student Award, Pacific Meeting of the APA
1992 Alumni Award for Academic Excellence (UI)
1992 Phi Beta Kappa (UI Alpha)

PROFESSIONAL- COMMUNITY SERVICE ACTIVITIES

2013-16 Member, Professional Standards Commission, Idaho Dept. of Education
2005-17 Commissioner, City of Boise Ethics Commission (Chair, 2007-09; Vice Chair, 2015-17)

PROFESSIONAL AFFILIATIONS

American Philosophical Association
Council of Colleges of Arts and Sciences

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CURRICULUM VITAE

University of Idaho

NAME: Taylor Raney

DATE: January 7, 2016

RANK OR TITLE: Director of Teacher Education and Clinical Associate Professor of Curriculum and Instruction

DEPARTMENT: College of Education

OFFICE LOCATION AND CAMPUS ZIP:

Targhee Hall Room 105
Mail Stop 3082

OFFICE PHONE: (208) 885-1027

FAX: (208) 885-6761

EMAIL: tcraney@uidaho.edu

WEB: www.uidaho.edu/ed/ci/taylorryaney

DATE OF FIRST EMPLOYMENT AT UI: June 21, 2015

DATE OF PRESENT RANK OR TITLE: June 21, 2015

EDUCATION BEYOND HIGH SCHOOL:

Degrees:

Ph.D. (2015) Northwest Nazarene University, Educational Leadership

Ed.S., (2013) Northwest Nazarene University, Educational Administration - Superintendency

M.Ed., (2012) Northwest Nazarene University, Curriculum and Instruction

M.Ed. (2006) Northwest Nazarene University, Educational Administration – Principalship

B.S.Ed. (2002) University of Idaho, Secondary Education

Certificates and Licenses:

Idaho Standard Secondary Credential: English 6/12, French K/12, Psychology 6/12

Idaho Standard Administrator: School Principal PreK/12, Superintendent

EXPERIENCE:

Teaching, Extension and Research Appointments:

2015–Present Clinical Associate Professor, Department of Curriculum and Instruction, University of Idaho, Moscow, ID

2003–2008 Secondary Teacher, West Junior & Boise Senior High Schools, Boise School District, Boise, ID

Academic Administrative Appointments:

2015-Present Director of Teacher Education, College of Education, University of Idaho, Moscow, ID

2015-Present Chief Certification Officer, College of Education, University of Idaho, Moscow, ID

2015-Present Elementary Program Coordinator, College of Education, Department of Curriculum and Instruction, University of Idaho, Moscow, ID

2015-Present Secondary Program Coordinator, College of Education, Department of Curriculum and Instruction, University of Idaho, Moscow, ID

2013-2015 Director of Teacher Certification, Idaho State Department of Education, Boise, ID

2013-2015 Director of Professional Standards, Idaho State Department of Education, Boise, ID

2008-2013 Elementary School Principal, Caldwell School District, Caldwell

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TEACHING ACCOMPLISHMENTS:

Areas of Specialization:

Curriculum and Instruction
Educational Leadership

Courses Taught:

Learning, Development, and Assessment, EDCI 301, Fall 2015
Alcohol and Drug Prevention, ISEM 301, Spring 2016
Practicum, EDCI 402, Spring 2016

Students Advised:

Undergraduates:

Kayla Bryant
Bonnie Gay
Klaree Hobart
Grace Libby
Kaitlyn Pyle
Shelby Smith
Lauren Votava

SCHOLARSHIP ACCOMPLISHMENTS:

Peer Reviewed/Evaluated (currently scheduled or submitted):

Raney, T. (in review). Development of kindergarten literacy automaticity through double-dosed tier one instruction: Student outcomes and parental and teacher perceptions of program efficacy. *Literacy Research and Instruction*.

Technical/Professional Reports:

Raney, T. (2015, May). Mathematics teacher certification in Idaho. Idaho Math Education Collaborative in Boise, ID.
Raney, T. (2015, January). Idaho tiered teacher licensure: Anticipated outcomes. Boise State University.
Raney, T. (2014, December). Issues in teacher certification. Teacher Education Coordinating Committee, University of Idaho
Raney, T. (2014, November). Tiered teacher licensure: What can the new teacher expect? Northwest Nazarene University.
Raney, T. (2014, October). Tiered licensure: Expected outcomes and ramifications. Lewis-Clark State College.
Raney, T., Clark, L., Kellerer, P., Gramer, R. (2014, August). Idaho Board of Education vision for tiered teacher licensure in Idaho. Idaho School Superintendents' Annual Conference in Boise, ID.
Raney, T. (2014, July). Tiered teacher licensure: Other states' requirements and outcomes. Idaho State Board of Education.
Raney, T. (2014, April). Educator ethics: What school administration and leadership should know and do to support student safety. University of Idaho – Boise.

Refereed Presentations at International, National, Regional, State, and Local Conferences:

Raney, T., Snow, J., Sanchez, L., & Linder, C. (2015, November). Elevating the profession: Toward a continuum of professional learning. Idaho School Boards Association Annual Convention in Coeur d'Alene, ID.

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- Raney, T.**, Sanchez, L., & Kellerer, P. (2015, October). Impact on reading fluency of double-dosed tier-one instruction for struggling kindergarten students. Northern Rocky Mountain Educational Research Association Conference in Boise, ID.
- Raney, T.** (2015, March). Educator ethics in a digital world. Idaho State Prevention Conference in Sun Valley, ID.
- Raney, T.** & Haas, S. (2014, August). Trends in educator ethics in Idaho. Idaho Association of School Administrators (IASA) Summer Leadership Conference in Boise, ID.
- Losee, L., Wallace, J., **Raney, T.**, & Barzee, S. (2014, May). NTEP: Mapping our state's progress to transform educator preparation. 4th National Summit on Educator Effectiveness in San Antonio, TX. Kennedy, T., Sharrard, J., Serna, I., Johnston, H.,
- Raney, T.**, & Hammond, K. (2002, October). FLES K-6: Improving public awareness and support of elementary foreign language education programs. Idaho Association of Teachers of Language and Culture Annual Conference in Boise, ID.

SERVICE:

Major Committee Assignments:

University Level, Campus-wide

Chair, Teacher Education Coordinating Committee, 2015-present

College Level, College of Education

Member, Search Committee, Dean of College, 2015-present

Member, Leadership Team, 2015-present

Member, Expanded Leadership Team, 2015-present

Departmental Level, Curriculum and Instruction

Search Committee Chair, Director of Student Services, 2015-present

Committee Member, Clinical Faculty Third Year Review, 2015-2016

Chair, Core and Elementary/Secondary Program Revision Committee, 2015-present

Professional and Scholarly Organizations:

National Association of State Directors of Teacher Education and Certification, 2013-present

Idaho Association of School Administrators, 2008-present

Idaho School Superintendents' Association, 2013-present

Outreach Service:

Media Outreach Faculty Expert, Education Issues, University of Idaho, 2016-present

Professional Evaluation Review Committee (Idaho Department of Education), 2015

Idaho Equitable Access to Excellent Educators Committee (Idaho Department of Education), 2014-present

Institutions of Higher Education Coalition, 2013-present

Idaho Association of College of Teacher Education, 2013-2015

Region II Idaho School Superintendents' Association University of Idaho Liaison, 2015-present

Idaho Rural Schools Collaborative, 2015-present

Idaho Professional Standards Commission, Elementary Principal Representative, 2011-2013

Inclusive Education Task Force, Idaho Council on Developmental Disabilities, 2014-present

Elementary Standards Review, Professional Standards Commission, January 2015

Graduate Committees:

Northwest Nazarene University – Doctor of Philosophy

Harris, Dana

McMillan, Kendra

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University of Idaho – Doctor of Philosophy

Community Service:

Board of Directors: Family Advocates of Idaho, 2013-2015

Editorial Board: Idaho Press Tribune, 2012

Honors and Awards:

Idaho Business Review: Accomplished Under 40, 2014

PROFESSIONAL DEVELOPMENT:

Scholarship:

2015, October. *Northern Rocky Mountain Educational Research Association Conference*. Boise, ID.

Advising:

2015, September. *University of Idaho 12th Annual Advising Symposium*. Moscow, ID.

Administration/Management:

2014, January: *Network for Transforming Educator Preparation*. Atlanta, GA.

2014, February: *Ted Andrews NASDTEC Winter Symposium*. San Diego, CA.

2014, April: *Developing Student Learning Objectives Summit*, National Education Association. Minneapolis, MN.

2014, May: *State Consortium on Educator Effectiveness*. San Antonio, TX.

2014, June: *Annual Convention*, National Association of State Directors of Teacher Education and Certification. Kansas City, MO.

2014, June: *Network for Transforming Educator Preparation*. San Francisco, CA.

2015, February: *Ted Andrews NASDTEC Winter Symposium*. San Diego, CA.

2015, April: *Network for Transforming Educator Preparation*. Durham, NC.

2015, May: *State Consortium on Educator Effectiveness*. Atlanta, GA.

2015, June: *Annual Convention*, National Association of State Directors of Teacher Education and Certification. Atlanta, GA.

2015, November: *Idaho School Boards Association Annual Convention*. Coeur d'Alene, ID.

2016, February: *Ted Andrews NASDTEC Winter Symposium*. San Diego, CA.

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**APPLICATION FOR
PROFESSIONAL STANDARDS COMMISSION**

Name: Levi B Cavener
Home Address: ~~2623 S Bluegrass Drive~~ ^{19222 Warbler Way}
City: ~~Nampa~~ ^{Caldwell} Zip Code: ~~83686~~ ⁸³⁶⁰⁵
Home Ph: (208) 409-3410
E-mail Address: Levibcavener@gmail.com
School: Vallivue High School
Sch. Address: 1407 E Homedale Road
City: Caldwell Zip: 83607
Sch. Ph: (208) 454-9253
PSC Position applied for: (a) ____ classroom teacher
(check one) (b) ☒ X special education teacher (Secondary)
(c) ____ pupil personnel services

PROFESSIONAL INFORMATION

Current certificate(s) [Include endorsements with expiration dates]

Type Expiration Date

Idaho Standard Secondary School Certification August ~~2014~~ ²⁰²⁰

Standard Exceptional Child Certification August ~~2014~~ ²⁰²⁰

Note: Renewal paperwork of certificates has been sent to the State Dept. of Ed

Education Background [Degrees and places obtained]

Degree

B.S. Education, 2009

M.Ed, 2012

School

University of Idaho

Northwest Nazarene University

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Professional Experience [Date, place and position]

Date	Place	Position
01/09-05/09	Garfield Elementary, Moscow, Idaho	Practicum Internship
08/09-01/10	Mountain View High, Meridian, Idaho	Student Teacher
01/10-05/10	Vallivue High School Caldwell, Idaho	Reading Interventionist
08/10-Present	Vallivue High School Caldwell, Idaho	Special Education Teacher
08/12-Present	Vallivue High School Caldwell, Idaho	Special Education Dept. Chair

Professional Associations and related activities other than IEA/NEA
(including offices)

- Advisor for Bogus Basin School Race Program
- Founder/Editor of *Idaho's Promise*
- Member of Kappa Sigma Fraternity
- Member of Phi Eta Sigma National Honor Society
- Member of Phi Beta Kappa National Honor Society
- Member of Vallivue High School Improvement Team.

Community Involvement (Please list all community service or other community
activities in which you have been involved and dates)

- Advising for Bogus Basin School Race Program involves volunteering a substantial

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amount of time to coordinate and facilitate slalom and free-style ski and snowboard races for high school students in the Treasure Valley (2009-Present).

- Editing *Idaho's Promise* involves a commitment to following education policy and news in an effort to present writing from a variety of stakeholder perspectives including teachers, professors, and parents that constantly requires interaction from community members. (2014-Present).
- Writer of various education editorials appearing in publications around the state and nation including the *Idaho Press Tribune*, *The Post Register*, and *Idaho Education News* (2013-Present).
- Tutor for the Falcon Focus program involves interacting with various members of the community including students and parents.
- Camp Counselor for Meridian's MeriMoo summer camp in which I interacted with various children from the community and their parents. (2009-2010).

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position?

YES ☒ NO ☐.

Applicant's signature _____



Please attach resume, three (3) letters of recommendation, and statement of commitment to the profession.

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Statement of Commitment to the Profession

I will never forget my father's response when I told him I intended to become a teacher. I was home for Christmas after my first semester of college at the University of Idaho. For the first time in my life, I had not seen my family in months, and I was excited to be home. Due to my mother's incredible culinary talent, the Christmas dinner table could have been on the cover *Fine Cooking Magazine*; the meal should have been spectacular.

But it wasn't. My father, to say the least, was less than thrilled with this decision. Bluntly, he reminded me of the trials of the teaching profession. Long hours. Grading at home. Problem students. Little pay. The list went on; the food on the table slowly steamed itself cold.

Yet, I was resilient about my decision during that dinner, and I remain resilient today. I kindly balanced my father's argument by reminding him of the positive elements he hadn't included. The reward of seeing students grow. The joy in nurturing young minds to mature into talented adults. The ability to make a difference with every individual student every single day in the classroom.

These reasons remain just as true to me today as they did that Christmas evening years ago. However, my father's points proved to be easily valid. As he said, teaching is much more than a job. It is larger than a profession. It is a commitment.

It is with this commitment in mind that I desire to be part of the Professional Standards Commission. Teaching is a profession that demands the highest integrity of those in the profession. Maintaining the integrity and dignity of teachers is paramount in maintaining the continued support and trust of citizens who place their children in Idaho's classrooms.

I truly believe I can be an integral part of this commission. I feel my experience in the classroom and knowledge of the standards will allow me to effectively fulfill all the duties required of a member of the commission faithfully and with the utmost integrity. I hope you will consider my name as a new member of this important group.

Sincerely,

A handwritten signature in black ink, appearing to read 'LC', is written over a horizontal line.

Levi B Cavener

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February 4, 2016

To Whom It May Concern:

My name is Christine Kaufman and I am a special education teacher with Lewiston School District. I am interested in filling the open seat on the Professional Standards Commission for a professional who holds an Exceptional Child Education certificate/endorsement.

I have taken the liberty to attach my updated curriculum vitae in lieu of a resume` because it allows those who are reviewing my application to see my plethora of experience in committee work, work with the IEA, my professional training, and further education. I hold a Bachelor of Science in Elementary Education with a minor in Special Education. I've completed all necessary coursework to hold the Exceptional Child Generalist K-12 certificate/endorsement. I also hold a Master of Science in Special Education and have completed all coursework for my Doctor of Education in Curriculum, Instruction, and Assessment. I am currently working on my proposal for my dissertation, which is the next step in completing my Doctor of Education program.

I have taught special education with the Lewiston School District for over ten years. I have worked with children who have all types of exceptionalities from language impairments, autism, emotional disturbances, hearing and visual impairments, intellectual disabilities, and/or multiple disabilities. In my over ten years of teaching, I have had the privilege to work with children who represent all categories under the Individuals with Disabilities Act. Not only have I worked with these amazing children, but I've had the honor to work with their families, outside agencies, outside medical professional, and outside counselors to develop quality individualized programming to meet each of these children's learning needs.

I have always had an interest in the law and in particular ethics. I do hold a legal secretary degree, but my heart is working with children, so I never pursued this career. I believe I am a strong candidate due to the fact I am an analytical thinker, strive to be solution minded, and care deeply about my profession. I believe it my job to work hard to educate the public about the value of education and the importance of quality teachers delivering this education to our country's future, our children.

Thank you for your time and consideration for the open seat on the Professional Standards Commission. I look forward to hearing from you soon with regards to this position.

Sincerely,

A handwritten signature in black ink that reads "Christine M. Kaufman". The signature is written in a cursive, flowing style.

Christine M. Kaufman

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APRIL 14, 2016**

Mrs. Christine Kaufman

Address 1217 Powers Avenue, Lewiston, ID 83501
Telephone 208-413-7075
Email ckaufman@lewistonschools.net

Profile A child-centered, hardworking, highly organized, detail-oriented special educator. Able to supervise, lead, and learn from others with the child always being the focus. Highly knowledgeable with regards to curriculum, programming, state and federal law regarding education, as well as effects and attributes of individual disabilities.

Key Skills

- *Able to communicate effectively while providing a professional and friendly learning environment for children and staff.
- *Excellent administrative, organizational and time management skills; including knowledge of Microsoft Word, Excel, Outlook, and Enrich IEP software.
- *Ability to work well under pressure whilst maintaining excellent attention to detail.
- *Highly developed people skills, strong communicator, both written and oral.
- *Self-motivated, life-long learner with a passion for teaching our country's future, our children.

Career History

Jan 05-Present

Independent School District #1-Lewiston, ID Special Educator

Independent School District #1 is a large school district in central Idaho. There are 7 elementary schools, 2 junior high schools, and a high school, and alternative high school, and a developmental preschool. My school, McGhee Elementary, has 323 students. Many students come from low-socioeconomic homes and several too many have had numerous adverse childhood experiences. My job requires me to supervise 6 instructional assistants, collaborate with 7 elementary classroom teachers (K-3), organize and lead our school special education department, and manage our department budget. I must make sure all children on my caseload and within my department (K-6) have the needed resources to access and learn within the educational environment. To ensure this occurs, I must train the instruction support staff how to use programs, build positive relationships with students, and when in times of crisis how to manage maladaptive behaviors. I am required to know and ensure state and federal special education laws are being followed with regards to each child's individualized education program (IEP). As the special educator, I must know each child individually, so I can construct an individualized program to move each child toward proficiency on Common Core State Standards or Workplace Competencies for life skill students.

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**Professional
Training**

Common Core State Standards
Alternate Assessment
Sensory Diets and Therapy
iPad training
Mondo Bookshop
Lucy Calkins Writing
Data-based Decision Making
Reading Reflex
Reading Mastery
Read Naturally
Ziggurat Model
Conflict Resolution
STAR Autism
Response to Intervention
AIMSweb
Poverty Training
Mandt
Adverse Childhood Experiences Study
Resilience Training
Milepost
Enrich

**Additional
Skills**

Northwest Children's Home-Education Center IEP Team
Lewiston Education Association- Vice President
Lewiston Education Association-Secretary
Lewiston Education Association Negotiations Team
National Education Association Grant Group
National Education Association Member
Idaho Education Association Member
Lewiston Education Association Member
2015 Delegate Assembly
Called to testify before House Education Committee-Career Ladder 2015
Extended Reading Time Facilitator
Response to Intervention Leader
ExcentTERA leader
Student Assistance Team
Building Leadership Team
Independent School District #1 Insurance Committee
Independent School District #1 Senior Project Committee
Guest Lecturer at Lewis-Clark State College
Substitute teacher for Inclusion Strategies at Lewis-Clark State College
On-site Teacher Educator for Lewis-Clark State College

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Education

Walden University, Minneapolis, MN (online) 2001-Present

Doctor of Education

Curriculum, Instruction & Assessment

Completed all coursework (listed below):

Foundations: Curriculum, Instruction & Assessment

Leadership for Today's Schools

Applied Research in Education

Systemic Curriculum Design

Data Driven Instruction & Assessment

Research in Practice

Effective Professional Development

Doctoral Study Intensive

Currently working on dissertation

Walden University, Minneapolis, MN (online) 2008-2010

Degree received: Masters of Science in Special Education (M.S. Ed.)

Coursework completed (listed below):

Teacher as Professional

Designing Curriculum, Instruction & Assessment

Special Educator as Instructional Leader

Introduction to Educational Research

Impact of Disabilities on Learning & Teaching

Strategic Collaboration in Special Education

Advanced Instructional Strategies in special Education

Literacy Interventions in Special Education

Advanced Behavioral Interventions in Special Education

Lewis-Clark State College, Lewiston, ID 2000-2004

Degree Received: Bachelors of Science-Elementary Education K-8

Generalist Special Education (K-12)

*Certified in both areas by the State of Idaho

References

Available on request

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References

Deanna Didier 840 Warner Ave Lewiston, ID 83501 (208) 305-3704

Sam Weddle 13710 Sperry Grade Rd Kendrick, ID 83537 (208) 305-3627

Greg Kramasz 7664 Amberview Ct. Lewiston, ID 83501 (208)553-1400

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Virginia L Welton's Resume

Virginia L Welton

3006 W. Broadmoore Drive
Hayden, Idaho 208-691-3561
vwelton@cdaschools.org

Summary

I have 18 years experience in teaching students with severe disabilities. I keep updated with new and innovative teaching methods, as well as, best practices to enhance my teaching methodology. I have worked with the State Department of Education, Special Education to create and update the Idaho Alternate Assessment for the past 7 years.

Objectives

I am interested in applying for the position of serving on the Idaho Professional Standards Commission.

Education

California State University, Long Beach
California State university, Long Beach, Long Beach, California
Graduated: May 2002
Grade: Bachelors Degree
Teaching Credentials: General Education K-8, Severely Handicapped K-12

Employment History

September 2003 – Present: Exceptional Child Teacher 6-8
Company: Coeur D'Alene School District
Coeur D'Alene, Idaho
Individualized instruction of 13-18 students with a variety of disabilities
Implement and run all IEP meetings
Work with general education teachers on best practice methods for mainstreamed students Schedule and manage 8 staff members
Create, implement and score teaching materials and assessments for the Idaho Alternate Assessment
Write grants to purchase materials that will enhance the learning of all students

Virginia L Welton



[Virginia L Welton's Resume](#)

Professional Skills

TERA – Expert

Hobbies & Interests

I enjoy helping my sons Boy Scout Troop as the "Board of Review" leader I run the snack bar for Coeur d'Alene High School

I love to ride horses I

enjoy reading

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SUBJECT

Brigham Young University – Idaho; Proposed Bachelor in Special Education – Exceptional Child Generalist

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code
IDAPA Rule 08.02.02.100- Official Vehicle for Approving Teacher Education Programs

BACKGROUND/DISCUSSION

Special Education – Exceptional Child Generalist

The field of special education has an increasing need for qualified teachers. In order to help meet the current demand, Brigham Young University – Idaho (BYU-I) has submitted a proposal to offer a Bachelor in teaching program that will lead to an Exceptional Child Certification with a Generalist Endorsement.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Special Education – Exceptional Child Generalist program proposed by BYU-I. Through the comprehensive review, the Standards Committee verified that all of the Idaho Standards for Exceptional Child Generalist teacher would be met through the proposed program.

During its April 1, 2016 meeting, the Professional Standards Commission voted to recommend conditional approval of the proposed Special Education – Exceptional Child Generalist program offered through BYU-I. With the Conditionally Approved status, BYU-I may admit candidates to the Special Education – Exceptional Child Generalist program and submit institutional recommendations for certification. The program will undergo a review at the next scheduled Full Unit Review or Focused Visit, whichever occurs first.

IMPACT

In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, BYU-I must have all programs, including new programs, approved by the State Board of Education.

ATTACHMENTS

Attachment 1 – BYU-Idaho Special Education – Exceptional Child Generalist Packet

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BOARD ACTION

I move to accept the Professional Standards Commission recommendation for conditional approval of the Special Education – Exceptional Child Generalist program offered through Brigham Young University – Idaho as a vehicle for Idaho educator certification as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

K-12 Special Education
Exceptional Child Generalist
Special Education Generalist
(K-12) Program Proposal

BRIGHAM YOUNG UNIVERSITY-IDAHO
525 South Center Street Rexburg, ID 83460

**Brigham Young University-Idaho
Special Education Generalist (K-12)
Proposal Overview**

Contents:

- Summary and overview of program
- Course proposal (highlighted courses indicate new courses to the university)
- Recommended sequence of courses
- Course catalog descriptions
- Chart to show course alignment to program outcomes, department outcomes, university outcomes, Idaho Standards for Exceptional Child Generalists, Danielson Framework, CAEP standards, CEC standards
- Chart to show course alignment to Knowledge and Performance items of Idaho Standards for Exceptional Child Generalists
- Course details for each of the new special education courses (description, outcomes, alignment to Idaho Standards for Exceptional Child Generalist, syllabus, assessment tools)

Summary and Overview

Proposal for a Bachelor's Degree Special Education Generalist (K-12) Teaching License, Teacher Education Department

Rationale and Need

Nationwide shortage of special education teachers

Inquiry from superintendents/principals/community partners requesting a K-12 Special Education licensure program to address shortage of qualified personnel

Current BYU-I Special Education Program (Early Childhood Education/Early Childhood Special Education) certifies graduates to work with children from birth through third grade (specialist vs generalist)

Outcomes

What will students learn?

Students will demonstrate knowledge and understanding of:

Federal Regulations, Policies and Procedures of Special Education

Social, Behavioral and Learning Characteristics of Students with Disabilities

Evidence-Based Practices for Special Education Programming

Instructional Strategies for Teaching Students with Disabilities

Collaboration with School/Community Personnel and Families of Students with Disabilities

Transitions and Post-Secondary Options for Students with Disabilities

What will they be able to do?

Graduates will be certified to teach students with disabilities from grades K-12

Graduates will be prepared to enter graduate school seeking specialization in a related field

Graduates will be qualified for employment with private schools/agencies serving individuals with disabilities

Student Characteristics

Students seeking a career as a special education teacher in public or private schools, working with students grades K-12

Students seeking a career in the private sector working with children, adolescents and/or adults with disabilities

Preparation for Employment/Graduate School

Graduates will receive a K-12 Special Education Teaching Certificate, prepared to enter the teaching profession as a first-year teacher

Graduates will have a foundational degree preparing them for graduate work in a specialty area (ie hearing impaired, visually impaired) or related field (ie occupational therapy, speech and language therapy)

Resources, Courses, Accreditation Requirement

Resources

Two (2) FTE Faculty

Practicum/Student Teaching Supervisors

Office space

Course resources ie assistive technology devices; assessment instruments/protocols

SDE

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STATE DEPARTMENT OF EDUCATION**APRIL 14, 2016*****Courses***

SpEd 300	Assistive Technology	
SpEd 380	Legal Issues, Policies and Procedures	
SpEd 381	Evidence-Based Practices	
SpEd 391	Teaching Reading/Language Arts to Students with Disabilities	
SpEd 392	Teaching Math to Students with Disabilities	
SpEd 393	Social and Behavioral Strategies for Students with Disabilities	
SpEd 441	Students with Severe Disabilities	
SpEd 442	Curriculum and Instruction for Secondary Students	
		Comprised of 23 credits
SpEd 400	Practicum – Elementary Education	
SpEd 460	Practicum – Secondary Education	
		Comprised of 8 credits

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BYU-Idaho Foundations Requirements		Special Education Generalist K-12 – Major Requirements		Additional Licensure Requirements
<u>Requirement</u>	<u>Credit Hours</u>	<u>Requirement</u>	<u>Credit Hours</u>	
Eternal Truths	14	SPED 200 History and Philosophy of Education	2	Praxis II
Academic Fundamentals	9	Child 210 Child Development	3	• Elementary Education: Multiple Subjects (#5001)
Science	7	ED 304 Educational Psychology	3	• Special Education: Core Knowledge and Mild to Moderate Applications (#5543)
Cultural Awareness	8	ED 312 Culture and Diversity	2	
Connections	2	ED 344 Idaho Comprehensive Literacy #1	3	
		ED 345 Idaho Comprehensive Literacy #2	3	
		ED 346 Literacy Practicum	1	
		ED 424 Assessment and Evaluation*	4	
		ED 441 Elementary Language Arts Methods	2	Comprehensive Literacy Exams
		ED 442 Elementary Math Methods	2	• Standard I
		Math 205 Fundamentals of Number Theory	3	• Standard II
		Math 206 Elementary Geometry	2	• Standard III
		SpEd 310 Exceptional Students*	3	
		ED 492 Student Teaching*	10	Technology Exam
Total: 40 credits				
		Course Title		
		SpEd 300 Assistive Technology	2	
		SpEd 380 Legal Issues, Policies and Procedures	3	
		SpEd 381 Evidence-Based Practices	3	
		SpEd 391 Teaching Reading/Language Arts to Students with Disabilities	3	
		SpEd 392 Teaching Math to Students with Disabilities	3	
		SpEd 393 Social and Behavioral Strategies for Students with Disabilities	3	
		SpEd 400 Practicum – Elementary Education	4	
		SpEd 441 Students with Severe Disabilities	3	
		SpEd 442 Curriculum and Instruction for Secondary Students	3	
		SpEd 460 Practicum – Secondary Education	4	
		Six credits from the following:		
		ECSE 421 Family and Community	3	
		SpEd 422 Emotional and Behavioral Disorders	2	
		SpEd 423 Autism Spectrum Disorders	2	
		TESOL 200 Fundamentals of TESOL	2	
		Total: 80 credits		

Proposed New Courses

*Existing course requiring addition to curriculum

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**Special Education Generalist K-12
Recommended sequence of courses**

✓ **Courses appearing in bold text must be taken during the semester indicated.**

Semester 1	Semester 2
FDREL 121 (2) FDSCI 101 Science Foundations (2) Sp Ed 200 History and Philosophy of Ed (2) FDENG 101 (3) Child 210 Child Development (3) FDMAT 108 (3)	FDREL 122 (2) FDAMF 101 American Foundations (3) FDHUM (3) or FDWLD 101 (2) ED 304 Educational Psychology (3) Sp Ed 300 Assistive Technology (2) Math 205 (3)
Total: 15	Total: 15
Semester 3	Semester 4
FDREL 200 (2) FDENG 201 (3) FDSCI 200-207 Issues in Science (2-3) FDINT (2) or FDWLD (3) Math 206 (3) Sp Ed 310 Exceptional Students (3)	FDREL (2) FDSCI 200-207 Issues in Science (2-3) ED 312 Culture and Diversity (2) ED 344 Literacy 1 (3) SpEd 380 Legal Issues, Policies and Procedures (3) Elective (2-3)
Total: 15-17	Total: 15-16
Semester 5	Semester 6
ED 424 Assessment and Evaluation (4) ED 345 Literacy 2 (3) ED 441 Elementary Language Arts Methods (2) SpEd 381 Evidence-Based Practices (3) SpEd 391 Teaching Reading/Language Arts to Students with Disabilities (3) FDREL (2)	ED 346 Literacy 3 (1) SpEd 392 Teaching Math to Students with Disabilities (3) SpEd 393 Social and Behavioral Strategies for Students with Disabilities (3) ED 442 Math Methods (2) SpEd 400 Practicum – Elementary Education (4) FNDREL (2)
Total: 17	Total: 15
Semester 7	Semester 8
FDREL (Scriptures) (2) FDCNC 250 (2) SpEd 441 Students with Severe Disabilities (3) SpEd 442 Curriculum and Instruction for Secondary Students (3) SpEd 460 Practicum – Secondary Education (4) Elective (2-3)	ED 492 Student Teaching – Public School (10)
Total: 16-17	Total: 10

- ✓ All Practicum courses include a **seminar**
- ✓ For teacher licensure, the following state exams are required: **Technology; Praxis Exams 0014 Elementary Content Knowledge and 0353 Education of Exceptional Students**

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**Course Catalog Descriptions
Special Education Generalist K-12 Degree**

SpEd 300 Assistive Technology (2:2:0)

An introduction to assistive technology devices and services utilized when working with students with disabilities in a public education environment. The legal basis for assistive technology will be the foundational structure for exploring the use of assistive technology for assessment; the use of assistive technology for access; the use of assistive technology to support academic learning; and the use of assistive technology as an augmentative communication tool.
(Fall, Winter, Spring)

SpEd 380 Legal Issues, Policies and Procedures (3:3:0)

Prerequisite: SpEd 310

An in-depth examination of special education law, including the policies and procedures implemented in public education. IDEA, Section 504 and ADA will be compared and applied to the school setting. The six basic principles of IDEA and their implementation in special education services will be studied along with the legal requirements of disciplinary procedures for students with disabilities. Students will learn their role in ensuring that legal rights and responsibilities of students with disabilities, their parents and teachers are protected.
(Fall, Winter, Spring)

SpEd 381 Evidence-Based Practices (3:3:0)

Prerequisite: SpEd 310

An introduction to evidence-based practices as related to the field of special education. Types of educational research will be examined along with legal policies and criteria for identifying evidence-based practices. Students will be exposed to current evidence-based practices such as Response to Intervention and Positive Behavioral Interventions and Supports and learning and their implementation in the educational environment.
(Fall, Winter, Spring)

SpEd 391 Teaching Reading/Language Arts to Students with Disabilities (3:2:1)

Prerequisites: SpEd 310; ED 345; ED 424

Concurrent Courses: ED 345; ED 424

Prospective special education teachers will explore methods, strategies, and accommodations for teaching reading and language arts within the context of special education. Cognitive, social and learning characteristics of students with reading difficulties will be identified. Students will have the opportunity to administer informal and formal reading assessments, interpret assessment data, and plan curriculum based on assessment outcomes. *This course will be offered in a hybrid format.*
(Fall, Winter, Spring)

SpEd 392 Teaching Math to Students with Disabilities (3:2:1)

Prerequisites: SpEd 310; ED 345; ED 424

Concurrent Courses: ED 345; ED 424

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Prospective special education teachers will explore methods, strategies, and accommodations for teaching math within the context of special education. Cognitive, social and learning characteristics of students with math difficulties will be identified. Students will have the opportunity to administer informal and formal math assessments, interpret assessment data, and plan curriculum based on assessment outcomes. *This course will be offered in a hybrid format.*

(Fall, Winter, Spring)

SpEd 393 Social and Behavioral Strategies for Students with Disabilities (3:2:1)

Prerequisites: SpEd 310; ED 345; ED 424

Concurrent Courses: ED 345; ED 424

Prospective special education teachers will explore methods, strategies, and accommodations for teaching students with emotional and behavioral disorders. Cognitive, social and learning characteristics of students with emotional and behavioral disorders will be identified. Students will have the opportunity to administer informal and formal social and behavioral assessments, interpret assessment data, and plan curriculum based on assessment outcomes. Positive Behavioral Interventions and Supports as well as Behavioral Intervention Plans will also be developed using assessment outcomes. *This course will be offered in a hybrid format.*

(Fall, Winter, Spring)

SpEd 400 Practicum – Elementary Education (4:2:6)

Prerequisites: SpEd 391, SpEd 392, SpEd 393

Concurrent Courses: SpEd 391, SpEd 392, SpEd 393

Prospective special education teachers will receive practical, first-hand experience working with a special education teacher in an elementary school setting grades K-8. Opportunities for engaging in both formal and informal assessment activities, designing individualized curriculum, accommodating the general education curriculum, monitoring student progress, and collaborating with other professionals and families will be embedded within the practicum experience. A weekly two-hour seminar will serve as the forum in which students can address challenges and concerns while sharing experiences, expertise and successes.

(Fall, Winter)

SpEd 441 Students with Severe Disabilities (3:3:0)

Prerequisites: SpEd 380; SpEd 381; ED 424

Prospective special education teachers will be introduced to the medical, cognitive, motor and communication needs of students with severe disabilities. The requirements and procedures for alternative assessment will be taught and implemented. Emphasis will be placed on designing curriculum including technology for students with severe disabilities. Legal and ethical considerations for providing educational services for students with severe disabilities will be explored.

(Fall, Winter, Spring)

SpEd 442 Curriculum and Instruction for Secondary Students (3:3:0)

Prerequisites: SpEd 391, SpEd 392, SpEd 393

Concurrent Courses: SpEd 391, SpEd 392, SpEd 393

Co-requisite Course: SpEd 460

Federal and state policies and procedures regulating services for secondary students with disabilities will be reviewed. Students will be introduced to the physical, cognitive and behavioral characteristics of

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adolescents. Common teaching models for secondary education will be explored along with instructional methods for teaching core content to secondary students with disabilities. Students will become acquainted with post-secondary options and transition services for students with disabilities.

(Fall, Winter, Spring)

SpEd 460 Practicum – Secondary Education

(4:2:6)

Prerequisites: SpEd 391, SpEd 392, SpEd 393

Concurrent Courses: SpEd 391, SpEd 392, SpEd 393

Co-requisite Course: SpEd 442

Prospective special education teachers will receive practical, first-hand experience working with a special education teacher in a secondary school setting grades 6-12. Opportunities for engaging in both formal and informal assessment activities, designing individualized curriculum, accommodating the general education curriculum, monitoring student progress, and collaborating with other professionals and families will be embedded within the practicum experience. A weekly two-hour seminar will serve as the forum in which students can address challenges and concerns while sharing experiences, expertise and successes.

(Fall, Winter)

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Outcomes	SpEd 300	SpEd 310	SpEd 380	SpEd 381	SpEd 391	SpEd 392	SpEd 393	SpEd 400	SpEd 441	SpEd 442	SpEd 460
In the boxes below, please use the following codes: I = outcome introduced; R = outcome reviewed; A = outcome assessed											
SPED K-12 Program Outcomes											
1. Students will adhere to the principles of personal honor and abide by the BYU-Idaho Honor Code.	A	A	A	A	A	A	A	A	A	A	A
2. Students will demonstrate an understanding of Federal and state policies and procedures for special education services in public education		I	R,A	R	R,A	R,A	R,A	A	R	R	A
3. Students will be able to self-assess their practice and organize improvement efforts centered on improved outcomes for students with disabilities K-12				I	R,A	R,A	R,A	A		R	A
4. Students will possess the knowledge, skills and dispositions required to meet the ten Idaho Core Teacher Standards and demonstrate each at an acceptable level of performance	I	I	R	R	R,A	R,A	R,A	A	R	R	A
5. Students will demonstrate the ability to collaborate with other professionals and families to meet the needs of students with disabilities K-12	I	I	R	R	R	R	R	A	R	R	A
6. Students will demonstrate knowledge, understanding, and application of skills while working with students with disabilities K-12 in public schools	I, A	I	R	R	R,A	R,A	R,A	A	R	R	A
Teacher Education Outcomes											
1. Gather and analyze a variety of assessment data to design and facilitate standards-based, differentiated instruction for diverse learner through effective interactive, engaging, student-centered experiences, as evidenced by formative and summative assessment.	I	I	I	I	R,A	R,A	R,A	R,A	R	R	R,A
2. Create, facilitate, and maintain an emotionally and physically safe, nurturing, inclusive learning environment that values all students as children of God and encourages positive interaction between students in order to maximize learning.	I	I	R	R	R	R	R	R,A	R	R	R,A

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3. Expand their knowledge and improve as teacher-learners through personal reflection and continuous learning as guided by the Spirit.	R,A	R	R	R,A	R	R,A	R,A	R	R,A	R	R,A	R	R	R,A
4. Apply effective interpersonal skills to intentionally develop and strengthen purposeful professional relationships that empower communication and collaboration with students, families, colleagues, and community stakeholders.	I	I	R	R	R	R	R	R	R,A	R	R,A	R	R	R,A
University Outcomes														
1. Students become disciple leaders as they understand and commit to live the principles of the restored Gospel of Jesus Christ and demonstrate leadership skills and the ability to cooperate with others.	R		R	R	R	R	R	R	R,A	R	R,A	R	R	R,A
2. Students become lifelong learners as they locate, evaluate, and appropriately use needed information and master strategies to continually gain and apply knowledge and skills in new situations.	R		R	R	R	R,A	R,A	R	R,A	R	R,A	R	R	R,A
3. Students become creative and critical thinkers as they apply reflective reasoning, logic and quantitative analysis to new ideas, opinions, and situations and analyze problems and challenges from fresh perspectives that offer innovative solutions.	R,A		R	R	R,A	R,A	R,A	R,A	R,A	R,A	R,A	R	R	R,A
4. Students become effective communicators as they present ideas and arguments clearly through oral, written, and visual form and listen, understand, and effectively engage others in varied settings.	R,A		R	R	R	R,A	R,A	R,A	R,A	R,A	R,A	R	R	R,A
5. Students become skilled professionals as they develop deep learning in a discipline and broad skills leading to self-reliance and develop professional and ethical values and practices.	R		R	R	R	R	R	R	R	R	R,A	R	R	R,A
6. Students become engaged citizens as they fulfill family, religious, and civic responsibilities and develop empathy for their fellowmen and understanding of world religion, culture, history, literature, science, and the arts.	R		R	R	R	R	R	R	R	R	R	R	R	R

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Idaho Standards for Exceptional Child Generalists											
Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	I		I	R	R	R	R,A	I	R	R	R,A
Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self determination.	I		I	R	R	R	R,A	I	R	R	R,A
Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.				R,A	R,A		R,A	I			R,A
Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions				R,A	R,A	R	R,A	I	R,A	R	R,A
Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.	I		I	R,A	R,A	R	R,A	R			R,A
Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	I		R,A	R	R	R	R,A	R			R,A

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Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	I		R	R	R	R	R	R	R,A	I	R		
Danielson Framework for Teaching													
Domain 1: Planning and Preparation													
1a: Demonstrating Knowledge of Content and Pedagogy	I	I	R	R	R	R	R	R	R,A	R	R	R	R,A
1b: Demonstrating Knowledge of Students													
1c: Setting Instructional Outcomes													
1d: Demonstrating Knowledge of Resources													
1e: Designing Coherent Instruction													
1f: Designing Student Assessments													
Domain 2: The Classroom Environment													
2a: Creating an Environment of Respect and Rapport	I												
2b: Establishing a Culture for Learning													
2c: Managing Classroom Procedures													
2d: Managing Student Behavior													
2e: Organizing Physical Space													
Domain 3: Instruction													
3a: Communicating with Students													
3b: Using Questioning and Discussion Techniques													
3c: Engaging Students in Learning													
3d: Using Assessment in Instruction													
3e: Demonstrating Flexibility and Responsiveness													
Domain 4: Professional Responsibilities													
4a: Reflecting on Teaching													
4b: Maintaining Accurate Records													
4c: Communicating with Families													
4d: Participating in a Professional Community													
4e: Growing and Developing Professionally													
4f: Showing Professionalism	R,A	R	R	R	R	R	R	R	R,A	R	R	R	R,A
CAEP Standards													

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Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.	I	I	R	R	R,A	R	R,A	R	R	R	R,A
Standard 2: CLINICAL PARTNERSHIPS AND PRACTICE The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.	I	I	R	R	R,A	R	R,A	R	R	R	R,A
Standard 3: CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.	I	I	R	R	R	R	R	R	R	R	R
Standard 4: PROGRAM IMPACT The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.	I	I	R	R	R	R	R	R	R	R	R

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Standard 5: PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.	I	I	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
Council for Exceptional Child Standards																			
1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	I	R	R	R	R,A	R,A	R	R	R,A	R	R,A	R	R	R	R	R	R	R	R,A
2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination	I	I	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	I	I			R,A	R,A	R		R,A	R	R,A	R	R	R	R	R,A	R,A	R,A	R,A
4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.	I	I			R,A	R,A	R		R,A	R,A	R,A	R,A	R	R	R	R,A	R	R	R,A
5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	I	I			R,A	R,A	R		R,A	R,A	R,A	R,A	R	R	R	R,A	R,A	R	R,A

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6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	I	I	R	R	R	R	R	R	R,A	R	R,A
7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	I	I	R	R	R	R	R	R	R,A	R	R,A
In the boxes above, please use the following codes: I = outcome introduced; R = outcome reviewed; A = outcome assessed											

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		Special Education Courses									
		SpEd 300	SpEd 380	SpEd 381	SpEd 391	SpEd 392	SpEd 393	SpEd 400	SpEd 441	SpEd 442	SpEd 460
Standard 1: Learner Development and Individual Learning Differences	Knowledge 1. The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.	X	X	X	X	X	X	X	X	X	X
	Knowledge 2. The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	X	X	X	X	X	X	X	X	X	X
	Knowledge 3. The teacher understands how exceptionalities can interact with development and learning.	X	X	X	X	X	X	X	X	X	X
	Performance 1. The teacher modifies developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.						X	X	X	X	X
	Performance 2. The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual's academic and social abilities, attitudes, values, interests, and career and post-secondary options.	X	X					X	X	X	X
Standard 2: Learning Environments	Knowledge 1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.	X	X	X			X	X	X	X	X
	Knowledge 2. The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.	X	X	X	X		X	X	X	X	X
	Knowledge 3. The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	X	X	X	X		X	X	X	X	X
	Knowledge 4. The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g. positive behavioral supports, functional behavioral assessment and behavior plans).	X	X	X			X	X	X	X	X
	Performance 1. The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.		X					X	X	X	X
	Performance 2. The teacher modifies learning environments for individual needs and regards an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's exceptionality. The teacher modifies learning environment, and provides for the maintenance and generalization of acquired skills across environments and subjects.		X				X	X	X	X	X

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	Performance 3. The teacher structures learning environments to encourage the independence, self motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.	X						X	X	X	X
	Performance 4. The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.		X					X	X	X	X
Standard 3: Curricular Content Knowledge	Knowledge 1. The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities			X	X	X	X	X	X	X	X
	Knowledge 2. The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.	X		X	X	X	X	X	X	X	X
	Knowledge 3. The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.			X	X	X		X	X	X	X
	Performance 1. The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.				X	X		X	X	X	X
	Performance 2. The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.				X	X		X	X	X	X
	Performance 3. The teacher uses a variety of specialized curricula (e.g., academic, strategic, social, emotional, and independence curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.							X	X	X	X
	Knowledge 1. The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.				X	X	X	X	X		X
	Knowledge 2. The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.				X	X	X	X	X		X
	Knowledge 3. In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.					X	X	X	X		X

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ard 4: Assessment	Knowledge 4. The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	X		X	X	X	X	X	X		X
	Knowledge 5. The teacher understands assessment information to identify supports, adaptations, and modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.	X		X	X	X	X	X	X	X	X
	Knowledge 6. The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).	X		X	X	X	X	X	X	X	X
	Knowledge 7. The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.	X	X	X	X	X	X	X	X	X	X
	Performance 1. The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.				X	X		X	X	X	
	Performance 2. The teacher gathers background information regarding academic, medical, and social history.						X	X	X	X	
	Performance 3. The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.							X	X	X	
	Performance 4. The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.						X	X	X	X	
	Performance 5. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.						X	X	X	X	
	Knowledge 1. The teacher knows how to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.	X		X	X	X	X	X	X	X	X
	Knowledge 2. The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.	X		X			X	X	X	X	X

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Stand	Knowledge 3. The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.	X						X	X	X	X
	Knowledge 4. The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.	X		X			X	X	X	X	X
	Knowledge 5. The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.	X		X				X	X	X	X
	Knowledge 6. The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.	X		X	X	X	X	X	X	X	X
	Knowledge 7. The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	X		X	X	X	X	X	X	X	X
	Knowledge 8. The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.	X		X			X	X	X	X	X
	Knowledge 9. The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.	X					X	X	X	X	X
	Performance 1. The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.				X	X	X	X	X	X	X
	2. The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.				X	X		X	X	X	X
	3. The teacher matches their communication methods to an individual's language proficiency and cultural and linguistic differences.	X						X	X	X	X
	4. The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.	X		X				X	X	X	X
	5. The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.							X	X	X	X

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	6. The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.			X	X	X		X	X	X	X
Standard 6: Professional Learning and Ethical Practices	Knowledge 1. The teacher understands how foundational knowledge and current issues influence professional practice.	X	X		X	X	X	X	X	X	X
	2. The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	X					X	X	X	X	X
	3. The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.		X				X	X	X	X	X
	4. The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.		X					X	X	X	X
	5. The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.		X	X	X	X	X	X	X	X	X
	Performance 1. The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.		X		X	X		X	X	X	X
	2. The teacher provides guidance and direction to Para educators, tutors, and volunteers.							X	X	X	X
	3. The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.							X	X	X	X
	4. The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.		X					X	X	X	X
7: Collaboration	Knowledge 1. The teacher understands the theory and elements of effective collaboration.	X	X	X	X	X	X	X	X	X	X
	Knowledge 2. The teacher understands how to serve as a collaborative resource to colleagues.		X	X	X	X	X	X	X	X	X
	Knowledge 3. The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.		X	X	X	X	X	X	X	X	X
	Knowledge 4. The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.		X	X	X	X	X	X	X	X	X
	Knowledge 5. The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.	X	X	X	X	X	X	X	X	X	X

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Standard	Knowledge 6. The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.		X	X			X	X	X	X	X
	Performance 1. The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.		X	X				X	X	X	X
	Performance 2. The teacher collaborates with related-service providers, other educators including special education Para educators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.		X					X	X	X	X
	Performance 3. The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.		X					X	X	X	X

Course Title:

SPED 300
Assistive Technology

Course Description:

An introduction to assistive technology devices and services utilized when working with students with disabilities in a public education environment. The legal basis for assistive technology will be the foundational structure for exploring the use of assistive technology for assessment; the use of assistive technology for access; the use of assistive technology to support academic learning; and the use of assistive technology as an augmentative communication tool.

Course Outcomes:

1. Students will demonstrate an understanding of Federal and state regulations regarding assistive technology and students with disabilities.
2. Students will demonstrate the ability to identify methods for assessing student performance using assistive technology.
3. Students will demonstrate the ability to identify and implement assistive technology devices supporting computer access for students with disabilities.
4. Students will demonstrate an understanding of the types and uses of assistive technology devices including switches and augmentative communication boards.
5. Students will demonstrate the ability to identify and implement assistive technology devices to support academic skills for students with disabilities.

Documents to Follow:

- Chart to show alignment of course outcomes with Idaho Standards for Exceptional Child Generalists
- Course syllabus
- Assessment tools to measure competency and skill

SPED 300 Introductory- Competency Assessment Rubric (I-CAR)

Students will demonstrate an understanding of Federal and state regulations regarding assistive technology and students with disabilities	Students explain: Federal and state regulations regarding assistive technology and students with disabilities	_____/10
Students will demonstrate the ability to identify methods for assessing student performance using assistive technology	Students Explain: how to identify and implement assistive technology devices supporting computer access for students with disabilities	_____/10
Students will demonstrate the ability to identify and implement assistive technology devices supporting computer access for students with disabilities	Students Explain: how to identify and implement assistive technology devices supporting computer access for students with disabilities	_____/10
Students will demonstrate an understanding of the types and uses of assistive technology devices including switches and augmentative communication boards.	Students Explain: types and uses of assistive technology devices including switches and augmentative communication boards.	_____/10
Students will demonstrate the ability to identify and implement assistive technology devices to support academic skills for students with disabilities	Students Explain: how to identify and implement assistive technology devices to support academic skills for students with disabilities	_____/10
Students will participate in the Research and Creative Works Conference	Students Explain: summarize their experience with the Research & Creative Works Conference, Sharing research and summarizing what they learned	_____/10
Final Exam and Exit Interview	Students will orally review and summarize their knowledge gained in the course	_____/10

SPED 300 Course Outcomes					
	Students will demonstrate an understanding of Federal and state regulations regarding assistive technology and students with disabilities	Students will demonstrate the ability to identify methods for assessing student performance using assistive technology	Students will demonstrate the ability to identify and implement assistive technology devices supporting computer access for students with disabilities	Students will demonstrate an understanding of the types and uses of assistive technology devices including switches and augmentative communication boards	Students will demonstrate the ability to identify and implement assistive technology devices to support academic skills for students with disabilities
Idaho Standards for Exceptional Child Generalists	SPED 300 Assistive Technology Course outcome alignment to Idaho Standards for Exceptional Child Generalists				
	Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	K 1, 2, 3	K 2, 3 P2	K 2, 3 P2	K 2, 3 P2
	Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self determination.	K 1-4	K 2, 3 P 3	K 2, 3 P 3	K 2, 3 P 3
	Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.				K 2
	Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions	K 4-7	K 4-7	K 4-7	K 4-7
	Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.	K 1-9 P 3, 4	K 1-9 P 3, 4	K 1-9 P 3, 4	K 1-9 P 3, 4
	Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	K 1	K 1	K 1	K 1
	Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	K 1, 5	K 1, 5	K 1, 5	K 1, 5

BRIGHAM YOUNG
UNIVERSITY
IDAHO

SPED 300: Assistive Technology WINTER 2016**January 6th – April 8th**

Class Theme

Mosiah 4:15: *But ye will teach them to walk in the ways of truth and soberness; ye will teach them to love one another, and to serve one another.*

Instructor: Mike Christopherson Office: Hinckley 164 496-4154 christophersonm@byui.edu

Office Hours: M T W TH 9:30 AM-11:15 AM or by appointment

Time and Place: Section 1 T/TH 11:30am – 12:30pm Hinckley 271

Texts (2): 1. **Assistive Technology in the CLASSROOM** 2nd Edition by Dell, Newton & Petroff
2. **Assistive Technology ACCESS for All Students** 2nd Edition by Lawrence Beard

Course Description: An introduction to assistive technology devices and services when working with students with disabilities in a public education environment. The legal basis for assistive technology will be the foundational structure for exploring the use of assistive technology for assessment; the use of assistive technology for access; the use of assistive technology to support academic learning; and the use of assistive technology as an augmentative communication tool.

Course Outcomes: Upon completion of this course students will ...

1. Develop a gospel perspective of teaching exceptional students.
2. Demonstrate an understanding of Federal and State regulations regarding assistive technology and students with disabilities.
3. Demonstrate the ability to identify methods for assessing student performance using assistive technology.
4. Demonstrate the ability to identify and implement assistive technology devices supporting computer access for students with disabilities.
5. Demonstrate an understanding of the types and uses of assistive technology devices including switches and augmentative communication boards.
6. Demonstrate the ability to identify and implement assistive technology devices to support academic skills for students with disabilities.

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	SPED 300 Course Outcomes				
SPED 300 Assistive Technology Course outcome alignment to Idaho Standards for Exceptional Child Generalists	Students will demonstrate an understanding of Federal and state regulations regarding assistive technology and students with disabilities	Students will demonstrate the ability to identify methods for assessing student performance using assistive technology	Students will demonstrate the ability to identify and implement assistive technology devices supporting computer access for students with disabilities	Students will demonstrate an understanding of the types and uses of assistive technology devices including switches and augmentative communication boards	Students will demonstrate the ability to identify and implement assistive technology devices to support academic skills for students with disabilities
Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Knowledge 1, 2, 3	Knowledge 3	Knowledge 2, 3 Performance 2	Knowledge 2, 3 Performance 2	Knowledge 2, 3 Performance 2
Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	Knowledge 1-4	Knowledge 1	Knowledge 2, 3 Performance 3	Knowledge 2, 3 Performance 3	Knowledge 2, 3 Performance 3
Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.					Knowledge 2
Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions	Knowledge 4-7	Knowledge 4-7	Knowledge 4-7	Knowledge 4-7	Knowledge 4-7
Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.	Knowledge 1-9 Performance 3, 4	Knowledge 1-9 Performance 3, 4	Knowledge 1-9 Performance 3, 4	Knowledge 1-9 Performance 3, 4	Knowledge 1-9 Performance 3, 4
Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	Knowledge 1	Knowledge 1	Knowledge 1	Knowledge 1	Knowledge 1
Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	Knowledge 1, 5	Knowledge 1, 5	Knowledge 1, 5	Knowledge 1, 5	Knowledge 1, 5

Course Assignments:

- Course assignments will be posted in I-Learn.
- This is a hands on course – many of the assignments will be doing assistive technology projects and collaborating with students from other majors.
- You must present an example of how Assistive Technology can improve independence or the quality of life at the Research & Creative Works Conference on the last Thursday of the semester.
- Tests- There will be tests and quizzes on each chapter. The final exam is comprehensive and done in a oral, exit interview style.
- An A.T. Project will be compiled over the course of the semester and presented electronically using PowerPoint or a website, or it can be compiled in hard copy using a binder or accordion file.
- You will also begin creating a SPED teaching Professional Portfolio.
- An “Assistive Technology to Enhance Communication” assignment will be also be required at midterm.

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Professionalism—

Professionalism in attitude, behavior, and communication should be a part of every BYU-Idaho course. Therefore it is expected that you will:

<ul style="list-style-type: none">• Fully accept the challenges of teaching and learning• Uphold the highest standards of ethical behavior, integrity, and competency• Set goals for yourself; know what you want to achieve• Take initiative rather than wait to be told what to do• Be prepared every time you enter the classroom	<ul style="list-style-type: none">• Dress in a respectable manner• Respect others; treat everyone with dignity• Demonstrate the ability to be a follower as well as a leader• Support and encourage peers• Always use proper speech, grammar, vocabulary and mechanics in both written and oral expression
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The ABC's of Professionalism, Kramer, P.A.; Teacher Professionalism, Phelps, P.H.; Kappa Delta Pi Record, Fall, 2003

Assignment & Course Grade Definitions

A – Work is professional in appearance and content. Assignments and class participation represent outstanding understanding, application, and integration of subject material and extensive evidence of original thinking, skillful use of concepts, and ability to analyze and solve complex problems. Demonstrates diligent application of Learning Model principles, including initiative in serving other students

B – Work is professional in appearance and content but with some spelling and grammar concerns. Assignments and class participation represent considerable/significant understanding, application, and incorporation of the material which would prepare a student to be successful in next level courses, graduate school, or employment. The student participates in the Learning Model as applied in the course.

C – Work is professional in appearance but has multiple spelling and grammatical errors. Assignments and class participation represent sufficient understanding of the subject matter. The student demonstrates minimal initiative to be prepared for and participate in class discussions and assignments. The student participates only marginally in the Learning Model.

D – Work is unprofessional in appearance and/or has multiple spelling and grammatical errors. Assignments and class participation represent poor performance and initiative to learn and understand and apply course materials. Retaking a course or remediation may be necessary to prepare for additional instruction in this subject matter

F – Represents failure in the assignment and/or course due to unprofessionalism and/or incompleteness of assignments and/or unprofessionalism and/or non-participation in class and the Learning Model.

Grading:

A = 94-100	B- = 80-83.99	D+ = 67-69.99
A- = 90-93.99	C+ = 77-79.99	D = 64-66.99
B+ = 87-89.99	C = 74-76.99	D- = 60-63.99
B = 84-86.99	C- = 70-73.99	F = 59.99 and below

Assignment Due Dates: Assignments should be turned in on the scheduled date posted on I-Learn. Students are expected to turn in their homework assignments on time. I do accept late work, *though the score will be significantly reduced*. An assignment that is late will automatically receive a score reduced by 5 percentage points for each day that it is late. Too many late assignments or too much missing work may require a meeting with me; however, it is your responsibility to understand where you stand in the class. *Zeros may be posted on our gradebook as a reminder that you need to finish your work.*

Evaluation

Performance evaluation for this course will be determined by class attendance, the quality of class assignments, level of preparation for class on a daily basis, and class participation.

- **Professionalism:**
 - It is expected that you will be in class and on time each day. It is disruptive and disrespectful for students to come in/out of the classroom during instruction except in cases of an emergency.

Attendance:

- Attendance and participation points are earned for each class session.
- All absences will result in a loss of attendance points with the exception of a school-excused absence

Cell Phones:

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- Cell phones should not be used in the learning environment; if you need to access your phone for any reason please step outside of the classroom setting to do so
- *Participation points will be deducted for accessing or using cell phones within the learning environment.*

Level of Preparation: Please come each class day having read and pondered the assigned material and prepared to share your thoughts, ideas, and insights. Make sure you have responded to the assigned questions relevant to our topic of discussion.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 PROHIBITS SEX DISCRIMINATION AGAINST ANY PARTICIPANT IN AN EDUCATION PROGRAM OR ACTIVITY THAT RECEIVES FEDERAL FUNDS, INCLUDING FEDERAL LOANS AND GRANTS. TITLE IX ALSO COVERS STUDENT-TO-STUDENT SEXUAL HARASSMENT. IF YOU ENCOUNTER UNLAWFUL SEXUAL HARASSMENT OR GENDER BASED DISCRIMINATION, PLEASE CONTACT THE PERSONNEL OFFICE AT 496-1130.

BRIGHAM YOUNG UNIVERSITY-IDAHO IS COMMITTED TO PROVIDING A WORKING AND LEARNING ATMOSPHERE WHICH REASONABLY ACCOMMODATES QUALIFIED PERSONS WITH DISABILITIES. IF YOU HAVE ANY DISABILITY WHICH MAY IMPAIR YOUR ABILITY TO COMPLETE THIS COURSE SUCCESSFULLY, PLEASE CONTACT THE **SERVICES FOR STUDENTS WITH DISABILITIES OFFICE, 496-1158**. REASONABLE ACADEMIC ACCOMMODATIONS ARE REVIEWED FOR ALL STUDENTS WHO HAVE QUALIFIED DOCUMENTED DISABILITIES. SERVICES ARE COORDINATED WITH THE STUDENT AND INSTRUCTOR BY THIS 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 PERSONNEL OFFICE AT 496-1130.

In compliance with applicable disability law, qualified students with a disability may be entitled to “reasonable accommodations.” It is the student’s responsibility to disclose to the teacher any special need she/he may have before the end of the first week of class.

Course Title:

SPED 380

Legal Issues, Policies and Procedures

Course Description:

An in-depth examination of special education law, including the policies and procedures implemented in public education. IDEA, Section 504 and ADA will be compared and applied to the school setting. The six basic principles of IDEA and their implementation in special education services will be studied along with the legal requirements of disciplinary procedures for students with disabilities. Students will learn their role in ensuring that legal rights and responsibilities of students with disabilities, their parents and teachers are protected.

Course Outcomes:

1. Students will demonstrate an understanding of Special Education Law, including the history of federal regulations and case law.
2. Students will demonstrate an understanding of the components of and similarities/differences between IDEA, Section 504 and ADA.
3. Students will demonstrate an understanding of the referral, evaluation and eligibility process as it relates to special education services.
4. Students will demonstrate an understanding of the six basic principles of IDEA and their implementation in special education services.
5. Students will demonstrate an understanding of federally-mandated disciplinary procedures for students with disabilities.

Documents to Follow:

- Chart to show alignment of course outcomes with Idaho Standards for Exceptional Child Generalists
- Course syllabus
- Assessment tools to measure competency and skill

DIRECTIONS: Answer the following questions with brief and concise answers. Do not pad your answers. If you are quoting or paraphrasing, give a citation (in text or at the end of your answer). Use 12 font, one inch margins. Proof read your response. Each item's worth is noted for a total of 100 points on the exam.

1. (30 points) FAPE is the most essential element and requirement under IDEA. It is simple in definition, but complex in its ramifications on procedures and practice. Consider all you read in your textbook, case laws, and other preparations you made for class mock courts. Then, write an essay that demonstrates your knowledge of the full concept of FAPE and use case examples, stories, or visual illustrations to convey your ideas.
2. (25 points) Currently, one of the more highly litigated areas in special education concerns placement of students with disabilities in the least restrictive environment. Define the term least restrictive environment (LRE). Explain the continuum of placements. A number of court cases have clarified the meaning of LRE. Explain the important aspects of these cases. What should school districts do to make certain they are in compliance with this aspect of the IDEA? What "rules" should govern their behavior?
3. (25) What are procedural safeguards, as outlined in Chapter 12? Name and describe as many as you can. Where possible, describe a case law associated with each one. Describe the ramification/implications associated with these safeguards relevant to your future career.
4. (20 points) Select ONE of the following to write about:
 - a. Create a decision flow chart explaining the process and procedures related to making decision about misbehavior of a child on an IEP. Clarify timelines, the role of FBA and BIPs, and manifestation determination. Include who performs what, why, and when.
 - c. What is bullying and harassment? Describe what we know from statutory law, case law, and OCR Dear Colleague letters. What provisions must a school take to protect and prevent bullying? When an incident is reported, what must a school do to respond? How is bullying related to FAPE under 504 and IDEA?
 - d. You have been asked by your school district to write the content for a brochure to be given to parents to explain the principles of IDEA (and 504). List and describe each one in such a way that most parents would easily understand them.
 - e. You have been asked to consult on a case in your school district similar to Cedar Rapids and Tatro. Summarize the two cases and what was at issue in the cases in a way that your general education peers would understand and be able to apply to their decision at hand.

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Mid-term exam – SPED 380 – Legal Issues

R. Dean Cloward, PhD

Covering Chapters 1 – 7
Winter 2016

INSTRUCTIONS: Open a WORD document (or some other word-processing software) and type your response to the following questions. After you done, then refresh your I-Learn page to assure you are still logged in, and then submit your document on I-Learn.

1. (25) Explain the history of Special Education as it is today, looking back 100 years. What has changed and how did that change occur? Consider statutory law, case law, and social advocacy/organizations. Make sure you address what influences drove the change and how those influences are still relevant today. Be thorough.
2. (25) Section 504 and IDEA have more in common than different. Compare and contrast 504 and IDEA. Describe their purposes, their similarities, and their differences. You are not limited to words (e.g., use a graphic organizer, a Venn diagram, or a table to assist you if that makes more sense to you). What principles and concept are related to both of them?
3. (25) Explain the three levels of courts in the United States (federal judiciary)? What are the functions of these courts? What is their hierarchy from least to most powerful? What are their primary responsibilities? Detail the differences to between the state and federal systems. What is horizontal and vertical power?
4. **Short Answer Questions – answer five of the following:**
 - A. (5) Explain FAPE
 - B. (5) Describe a case, in detail from one of the chapters you read.
 - C. (5) What are procedural safeguards rights? Name and explain each one.
 - D. (5) What happens when a parent disagrees with the school's decision regarding an IEP?
 - E. (5) What is the role of the parent in process of writing an IEP?
 - F. (5) What are the steps of writing an IEP and how do they relate to student success?
 - G. (5) Draw a chart that shows and explains the steps from referral to final placement in a Special Education classroom.
 - H. (5) How many federal appellate circuits are there in the United States? In which circuit do you live in Idaho? Describe what you know about our circuit and how conservative or liberal it is compared to others
 - I. (5) Detail a 5 step genealogy of a court cases representing a precedence of one of the principles of IDEA
 - J. Describe the purposes, provisions, and procedures of ADA.
 - K. Describe the purposes, provisions, and procedures of Elementary and Secondary Education Act (ESEA/NCLB/ESSA).

SPED 380 Course Outcomes					
	Students will demonstrate an understanding of Special Education Law, including the history of federal regulations and case law	Students will demonstrate an understanding of the components of and similarities/differences between IDEA, Section 504 and ADA	Students will demonstrate an understanding of the referral, evaluation and eligibility process as it relates to special education services	Students will demonstrate an understanding of the six basic principles of IDEA and their implementation in special education services	Students will demonstrate an understanding of federally-mandated disciplinary procedures for students with disabilities
Idaho Standards for Exceptional Child Generalists	SPED 380 Legal Issues, Policies and Procedures Course outcome alignment to Idaho Standards for Exceptional Child Generalists				
	Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	K 1, 2, 3 P 2	K 1, 2, 3 P 2	K 1, 2, 3 P 2	K 1, 2, 3 P 2
	Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self determination.	K 2 P 2	K 2 P 2	K 2 P 2	K 1, 4 P 1, 4
	Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.				
	Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions	K 7			
	Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.				
	Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	K 1-5 P 1, 4	K 1-5 P 1, 4	K 1-5 P 1, 4	K 1-5 P 1, 4
	Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	K 1-6 P 1-3	K 1-6 P 1-3	K 1-6 P 1-3	K 1-6 P 1-3

Invitation

Come with me on a path of learning, a journey together. This is an invitation to ACT, that you might KNOW, LEARN, and BECOME, as you seek truth from the best books, from each other, and via the spirit. I hope the secular and spiritual can be interwoven in our class for deep learning and critical change, as you become more like your Savior, Jesus Christ.

We have a tendency to compartmentalize the restored gospel into a lengthy list of things to do – as separate and unrelated “applications” to be accomplished and checked off. Daily scripture study – check. FHE – check. Personal and family prayer – check. Temple attendance – check. Home & visiting teaching – check. ...the Power of the Savior’s gospel to bless and guide us comes from the connectedness and interrelatedness of its doctrines, principles and practices. Only as we gather together in one all things in Christ can we diligently strive to become what God desires us to become.

~ Elder David A. Bednar

“You show your trust in Him when you listen with the intent to learn...and then you go and do whatever He asks....And if you then go and do what He would have you do, your power to trust Him will grow, and in time you will be overwhelmed with gratitude to find that He has come to trust you.” President Eyring, GC Oct 2010

Instructors

R. Dean Cloward, Ph.D.

Office: 353D HIN

Phone: 496-4110

Office hours: 2 to 4 PM Monday, 10 to 11 Friday or by appointment

Email and Office Hours

I cherish above all else the individual time I spend with students teaching them and learning from them about the course, the gospel, and life. To safeguard such time and to safeguard time I need to spend with my family and colleagues, please respect the following guidelines:

- 1) Limit emails to information that only I can provide. Do not email me about information that you can easily lookup yourself in the syllabus or course catalog. Do not email me about information we pay advisors in the ADC to give to you. Do not ask me for information we train secretaries and student secretaries to have for you. I will spend as much time as needed to help with the tasks that only I can do. I love serving you.
- 2) Visit me during my office hours OR schedule an appointment, rather than stopping at my office at some other time. I welcome you to come by for information related to this course, your major and related problems, professional development and related questions, and even personal problems. I love to talk with students. I learn as much or more from you, as you do from me. I love to counsel students and I have professional training when needed to help with problems. So please come by when it is me that you need to see, just provide me the courtesy of scheduling your visit, if possible.

Prerequisites

SPED 200 (or ED 200). Students will understand material easier and faster with a foundation of SPED 310.

Course Description

An in-depth examination of special education law, including the policies and procedures implemented in public education. IDEA, Section 504 and ADA will be compared and applied to the school setting. The six basic principles of IDEA and 504, along with their implementation in serving student with special needs will be studied. Students will learn their role in ensuring that legal rights and responsibilities of students with disabilities, their parents and teachers are protected.

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Learning Outcomes (Course Objectives)

1. Students will demonstrate an understanding of Special Education Law, including the history of federal regulations and case law.
2. Students will demonstrate an understanding of the components of and similarities/differences between IDEA, Section 504 and ADA.
3. Students will demonstrate an understanding of the referral, evaluation and eligibility process as it relates to special education services.
4. Students will demonstrate an understanding of the six basic principles of IDEA and their implementation in special education services.
5. Students will demonstrate an understanding of federally-mandated disciplinary procedures for students with disabilities.

Learning Model

- I expect you to know the Learning Model well enough to answer impromptu questions about it either orally or in a pop quiz. It is the expectation of this course that you understand the model and use the model, both the principles and the processes.

Principles

1. Exercise faith in the Lord Jesus Christ as a principle of action and power.
2. Understand that true teaching is done by and with the Holy Ghost
3. Lay hold upon the word of God - as found in the Holy Scriptures and in the words of the prophets - in all disciplines.
4. Act for themselves and accept responsibility for learning and teaching
5. Love, serve and teach one another.

Processes

- **Prepare**

Consider:

- You are not only preparing to learn for class, but you are preparing for your profession, roles and responsibilities within the church, and most importantly, roles and responsibilities within your family. Invest with your heart.
- Preparation is the investment required to be taught by the spirit. Thus, because we prepared we merit divine intervention. Don't limit what the Lord may teach you, by failing to prepare well.
- Most students who have taken this course, report that is the most challenging course that have ever had. A distinguishing feature between students that do well and those who struggle is how well they prepare to learn.

This class is based on an expectation that you master the material. Mastery requires more than the typical high school effort of a quick read, casual notes in class, and memorization of key material. Mastery will require sustained attention to the concepts, details, and flow of course content. It will require inquiry and self-motivation. Here are a few guidelines to assist you:

1. There are a number of preparation activities listed in I-learn associated with each content area we discuss. Please engage yourself in these preparation activities prior to reading the text or attending the gathering time in class. They are designed to prime you for that learning. Each student studies and learns differently, and thus, I have given you many different resources to help you learn. You do NOT need to use them all, but select among them to find that which helps you the most.
2. Read assigned material before class and be prepared to summarize it, be quizzed on it, or teach it to your peers. This will require you to read material more than once and annotate as you read. Replace highlighting your textbook with circling key terms, underlining key phrases and definitions of terms, draw lines between related concepts, and make notes to facilitate retention and understanding: Write a summary statement for each page in the top margin, write

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insights/impressions/personal experiences/comments in the side margin, and write a question that represents how you might assess the concepts from that page in the bottom margin. Make your text come alive to you.

3. Review and annotate your lecture notes immediately after class, again within 24 hours of class, and again within one week of class. Review your notes and annotations briefly again before taking the exam.

- **Teach one another**

Teaching the material to someone else accomplishes many goals. First it will help you to solidify what you learned. You will understand it better and retain it longer, if you have taught it. Second, it will help you realize what you have not learned well. As you teach it, you will see the holes in your learning, especially if the person you are teaching is paying attention and asks questions. Third, acting is an expression of faith. When we “act” we invite the spirit to teach. Thus, when we act upon that which we know, we merit divine intervention. It will stimulate questions and answers tailored to us personally. These promptings will be tailored to our individual futures and lives. Until we do so, the spirit is limited in its ability to help us. The only way to know that you are prepared for your professional or for your exam, etc. is how well you are able to teach the concepts to others, especially to those who have never had the course before. I recommend you do the following:

1. Teach two people the content you learned in our gathering time (class) within 48 hours of learning it.
2. Meet with a group from class at least once a week for an hour to discuss the readings, lecture material, and preparation assignments. Use your time wisely and stay focused. Write what you learned, insights, and impressions in your notes. Annotate your notes with your learning. Again, some of what occurs in your heart and mind will be for you only. Treat such sacred revelation as such.
3. Allow others to teach you. Seek people with disabilities, those who teach children, parents of children with disabilities, or friends that may have insight into the material you are learning.
4. There will be opportunities to teach each other in class regularly as well. Be an active and engaged participant.
5. Seek the help of your peers, the class tutor, the learning center, and me to assist your learning.

- **Ponder and prove**

Search, ponder, and pray are concepts that we have been taught since our youth as the means to greater understanding. We have been taught recently (by Elder Bednar, President Clark, and others) that this is also the means to merit divine intervention and guidance through the spirit. To consider deeply the meaning, application, and purpose of concepts taught in class will prepare your heart for confirmation of truth. Gathering data through participation activities will provide evidence to assist you in proving these truths. Consider:

1. Nephi taught his brother to liken (1 Nep 19:23) the scriptures unto yourselves as the means to understand and internalize the personal meaning of each scripture.
2. I recommend you make your learning a matter of daily prayer. Put secular learning second to spiritual learning. Spend time in your scriptures each day as well. Read from modern revelation. Attend devotional addresses.
3. Ask yourself from the perspective of a future teacher, how the material has applicability in your classroom, how you might serve these children with disabilities, or what information you will need to know to be successful with these children.
4. Ask what scriptural concepts, principles, or doctrines have basis to help us understand the precepts taught. What would Christ teach us further about this or how would He apply it if He were teaching/taking the class?
5. Ponder and prove is dependent on preparation. Reflection can be effective in increasing understanding and deepening commitment/testimony. Consider how you “used to think,” compared to “how you currently think.”
6. See opportunities to apply your learning across every possible setting possible and then reflect upon your success.

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Performance Assessment (Grade)

Notices and expectations

1. This is a junior level course. Unlike other courses you may have taken where your learning may have been directed by the professor, I expect you to take a larger role and be responsible for your own learning. You are expected to be in class for 3 hours and to do 6 hours of work outside of class each week. I will not dictate what you need to read comprehensively. Find additional readings that relate and extend your learning. I expect you to read and know the course objectives and seek to achieve them via your own studies. The nature of this course will require significant effort on your part and staying current with reading and other assignments. If you get behind by more than one reading assignment, please come see me.
2. This class will include extensive group work and thus will require your active participation. If you struggle to participate in groups, I recommend that you meet with me to formulate a plan for your success.

Late work

All assignments are due in class before the lecture begins each Friday, unless otherwise stated.

I encourage you to turn in assignments early, especially if you know you may be out of town or have a conflict. I understand life happens to us all and that a late assignment is sometimes unavoidable. Yet, some students have yet to manage their affairs and perpetually turn things in late. Professionally you must master punctuality. No supervisor will tolerate perpetually late work. Consequently, to encourage the development of organizational skills and punctuality, only one assignment may be turned in late. You may turn it in up to 48 hrs after the deadline. The second late assignment turned in late will be counted off 50% and all others will take a grade of zero (no credit). Peer graded assignments (reports) turned in late will be graded by the TA's or me. To turn in something late, attach a written statement as to why it is late and how you want me to grade the assignment (e.g., "please count this as my freebie" or "grade this one 50% off"). You may use the late coupons at the end of this syllabus if you choose or write up your own. All late work will be graded after other grading is complete and that could be a few days or a week after other paperwork is returned. That counts for illness and excused absences as well. Thus, use your freebie wisely. **DO NOT ASK FOR AN EXCEPTION.**

Grading

In course grades will be evaluated based on the following breakdown:

Grading Scale:

Competency-based learning

Grade	entered in grade book
Pass plus	100%
Pass	85%
Pass minus	75%
Fail and redo	65%

Exams and other summative assessments:

		A	94-100%	A-	90-93.99%
B+	87-89.99%	B	84-86.99%	B-	80-83.99%
C+	77-79.99%	C	74-76.99%	C-	70-73.99%
D+	67-69.99%	D	64-66.99%	D-	60-63.99%
F	Below 60%				

Final grades will be awarded based on the following guidelines:

A = 90-100%

C = 70-79%

F = 0-59%

B = 80-89%

D = 60-69%

Learning Assessment and Learning Activities

This course is partially self-graded, in that you will do a lot of self-evaluation and reflection, including recommending your own final grade using a rubric and a face-to-face exit interview. You will drive your own learning. If you struggle with this, would like assistance, or do not feel you are driving your own learning well, then please come see me.

Higher, Wider, Deeper Project (25% of your final grade) – a self-guided project, based on a self-selected theme/topic where you will practice researching skills that you will use throughout your profession and at the same time advance your learning and the learning of your peers.

Exams (30% of your final grade) – Two exams, a mid-term and final, will be administered during the semester. The exams will be essay exams.

Case Briefs and other assignments (25% of your final grade) – Described on I-Learn.

Group work (20% of your final grade) – Group work will be a frequent activity in class as you struggle to understand and apply the concepts of the law. Further, the class will include mock court, hearings, and IEP meetings.

Textbook, Readings, and Textbook Study Guides

- Textbook: *The Law and Special Education, Fourth Edition*, Yell, Mitchell L.
- Additional required readings: As assigned on I-Learn or in class.

Class Schedule and due dates

Provided separately on I-Learn as an Excel Spreadsheet.

Other expectations

Attendance/promptness is expected. Please show respect for me as your teacher and for your fellow students by:

- 1) Arriving early and never late.
- 2) Coming prepared and participating.
- 3) Never missing class.

Do not miss class and then come up to me later and ask “did I miss anything important” as the implied message is that I must regularly teach unimportant things. Instead, please come to me for help, but do so after you have talked with two peers and copied notes from them, completed assigned reading, and reviewed related lecture material (i.e., Power Points, handouts, etc.) – then come to me and say, “I have talked with two peers, reviewed lecture notes from them, reviewed lecture material, and completed all assigned reading. What else should I do to master the material?”

Stay up with or ahead of the pace of class: It is critical that you do not fall behind in your reading or course assignments. Plan ahead. All assignments and due dates are listed on the syllabus. Assignments are due at the beginning of class on the designated date. Turning work in on time is a sign of professionalism and respect for not only your instructor but the other students in the class. See policy under *Grades* above regarding late work.

The Honor Code and Dress & Grooming Standards will be enforced in class or when representing the university. I enforce them, not just because you committed to honor it, but because I expect you to look professional (like a teacher) as you act in the role of a student in this class. I will focus on doing and becoming, rather than the “do-

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notes.” Consequently, please **dress up** when you come to class or when doing service for this class. Look your best.

Academic Integrity. I expect the highest levels of academic integrity from you. Those failing to demonstrate academic integrity will be referred to the Dean of Students office and discipline from me may include any or all of the following: Reading/writing assignments to teach, failure on the assignment/exam, failure in the class, and/or a service/learning experience. The university policy regarding academic integrity is listed below.

Academic Learning Center (tutoring center): Go to <http://www.byui.edu/AcademicLearning>, or go to McKay Library 272 for information about how the writing, reading, math, and study skills centers can help you increase success in all of your classes. To schedule a tutor for a specific class, log on to Tutor Request under Student Services and follow the instructions. Ask me for more information as needed.

This syllabus is subject to change, based on the demands (learning or otherwise) of this course, the university, and the students in the class.

Other notices and policies

Student Placement

There is a strong probability that your student-teaching placement will be a distant learning site placement. Distant site placements are limited to certain locations and will mean a move and establishment of a new apartment and may be more expensive than campus-based sites. Campus-based student teaching sites will require significant commuting for many. There will be some unanticipated program expenses that develop throughout the program.

Sexual Discrimination

Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an education program or activity that receives federal funds, including federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender based discrimination, please contact the personnel office at 496-1130.

Accommodations for Disabilities

Brigham Young University-Idaho is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students With Disabilities office, 496-1158. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by this 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 personnel office at 496-1130. In compliance with applicable disability law, qualified students with a disability may be entitled to “reasonable accommodations.” It is the student’s responsibility to disclose to the teacher any special need she/he may have before the end of the first week of class.

Academic Honesty Policy – Definitions

Intentional Plagiarism is the deliberate act of representing the words, ideas, or data of another as one’s own without providing proper attribution to the author through quotation, reference or footnote.

Inadvertent Plagiarism involves the inappropriate, but non-deliberate, use of another’s words, ideas or data without proper attribution. Although not a violation of the Honor Code, it is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Plagiarism may occur with respect to unpublished as well as published material. Examples include:

- Direct Plagiarism—the verbatim copying of an original source without acknowledging the source.

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- Paraphrased Plagiarism—the paraphrasing, without acknowledgment, of ideas from another that the reader might mistake for his/her own.
- Plagiarism Mosaic—the borrowing of words, ideas or data from an original source and blending this original material with one's own without acknowledging the source.
- Insufficient Acknowledgement—the partial or incomplete attribution of words, ideas or data from an original source.

Fabrication or Falsification is a form of dishonesty where a student invents or distorts the origin or content of information used as authority. Examples include:

- Citing a source that does not exist.
- Citing information from a source which is not included in the source for which credit is given.
- Citing a source for a secondary proposition which it does not support.
- Citing a bibliography source when it was neither consulted nor cited in the body of the paper.
- Intentionally distorting the meaning or applicability of data.
- Inventing data or statistical results to support conclusions.

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that has not been obtained. Examples include:

- Copying from another person's work during an examination or while completing an assignment.
- Allowing someone to copy from you during an examination or while completing an assignment.
- Using unauthorized materials during an examination or while completing an assignment.
- Collaborating on an examination or assignment without authorization.
- Taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for you.

Other Academic Misconduct includes other academically dishonest, deceitful or inappropriate acts which are intentionally committed. Examples include but are not limited to:

- Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others.
- Planning with another to commit any act of academic dishonesty.
- Attempting to gain an unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such purpose.
- Changing or altering grades or other official educational records.
- Obtaining or providing to another a test or answers to a test which has not been administered.
- Breaking and entering into a building or office for the purpose of obtaining an unauthorized test.
- Continuing work on an examination or assignment after the allocated time has elapsed.
- Submitting the same work for more than one class without disclosure and approval.
- Getting equal credit on group assignments when equal work was not done.

Academic Honesty Policy – Adjudication Procedures

Faculty are responsible to establish and communicate to students their expectations of behavior with respect to academic honesty and the student's conduct in their course. The instructor will be responsible to investigate any incident of academic dishonesty or misconduct, determine the circumstances, and take appropriate action.

Examples include but are not limited to the following:

- Reprimanding the student orally or in writing.
- Requiring work affected by the academic dishonesty to be redone.
- Administering a lower or failing grade on the affected assignment, test or course.
- Work with the Dean of Students to remove the student from the course.
- Recommending to the Dean of Students that the student be put on probation or dismissed.

If the incident involves the violation of a public law, e.g., breaking and entering into an office or stealing an examination, the act should be reported to University Police.

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For the purpose of tracking, suspected or proven violations of the Academic Honesty Policy should be reported to the Dean of Students office—name, incident, action taken. If the occurrence is sufficiently egregious or if a pattern of dishonesty or misconduct is discovered additional action may be taken on behalf of the university based upon the nature of the infraction.

If an affected student disagrees with the determination or action and is unable to resolve the matter to the mutual satisfaction of the student and the instructor, he/she may have it reviewed through the university's grievance process.

Course Title:

SPED 381

Evidence-Based Practices

Course Description:

An introduction to evidence-based practices as related to the field of special education. Types of educational research will be examined along with legal policies and criteria for identifying evidence-based practices. Students will be exposed to current evidence-based practices such as Response to Intervention and Positive Behavioral Interventions and Supports and learning and their implementation in the educational environment.

Course Outcomes:

1. Students will identify the components Evidence-Based Practices as related to the field of Special Education.
2. Students will demonstrate an understanding of the current legal policies related to Evidence-Based Practices.
3. Students will demonstrate the ability to distinguish between Evidence-Based Practices and Non Evidence-Based Practices.
4. Students will demonstrate understanding of the components and implementation process for Response to Intervention (RTI).
5. Students will demonstrate understanding of the components and implementation process for Positive Behavioral Interventions and Support (PBIS).

Documents to Follow:

- Chart to show alignment of course outcomes with Idaho Standards for Exceptional Child Generalists
- Course syllabus
- Assessment tools to measure competency and skill

**SPED 381
Introductory- Competency Assessment Rubric (I-CAR)**

Students will identify the components Evidence-Based Practices as related to the field of Special Education	Students explain: the components Evidence-Based Practices as related to the field of Special Education	_____/10
Students will demonstrate an understanding of the current legal policies related to Evidence-Based Practices	Students Explain: the current legal policies related to Evidence-Based Practices	_____/10
Students will demonstrate the ability to distinguish between Evidence-Based Practices and Non Evidence-Based Practices	Students Explain: how to distinguish between Evidence-Based Practices and Non Evidence-Based Practices	_____/10
Students will demonstrate understanding of the components and implementation process for Response to Intervention (RTI)	Students Explain: the components and implementation process for Response to Intervention (RTI)	_____/10
Students will demonstrate understanding of the components and implementation process for Positive Behavioral Interventions and Support (PBIS)	Students Explain: the components and implementation process for Positive Behavioral Interventions and Support (PBIS)	_____/10
Students will understand components of the Standards-Based IEP and how it can be linked to instruction	Students Explain: the components of the Standards-Based IEP and examples of ways that they have linked IEP goals to instruction	_____/10
Final Exam and Exit Interview	Students will orally review and summarize their knowledge gained in the course	_____/10

SPED 381 Course Outcomes					
	Students will identify the components Evidence-Based Practices as related to the field of Special Education	Students will demonstrate an understanding of the current legal policies related to Evidence-Based Practices	Students will demonstrate the ability to distinguish between Evidence-Based Practices and Non Evidence-Based Practices	Students will demonstrate understanding of the components and implementation process for Response to Intervention (RTI)	Students will demonstrate understanding of the components and implementation process for Positive Behavioral Interventions and Support (PBIS)
Idaho Standards for Exceptional Child Generalists	SPED 381 Evidence-Based Practices Course outcome alignment to Idaho Standards for Exceptional Child Generalists				
	Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	K 1-3	K 1-3	K 1-3	K 1-3
	Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self determination.			K 3	K 1, 2, 4
	Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	K 1, 2	K 1, 2	K 3	
	Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions			K 3-7	K 3
	Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.			K 1, 2, 4-8 P 4, 6	
	Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	K 5	K 5	K 5	K 5
	Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.			K 1-6 P 1	K 1-6 P 1

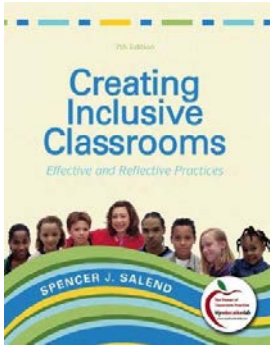
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Instructor: Mike Christopherson Office: Hinckley 164 496-4154 christophersonm@byui.edu

Office Hours: M-F 11:00 AM-12:30 PM or by appointment

Time and Place: Section 1 M/W/F 2:00pm – 3:00pm Hinckley 271

Required Texts:



Creating Inclusive Classrooms: Effective and Reflective Practices (7th Edition) by
Spencer J. Salend



***Common Core and the Special Education Student: Your Guide to Instructional Shifts and
Implementing Services and Supports***

By Mary Schillinger and Becky Wetzel

Subscribe to: www.cec.smartbrief.org www.wrightslaw.org See I-Learn for additional readings.

Course Description: An introduction to evidence-based practices as related to the field of special education. Types of educational research will be examined along with legal policies and criteria for identifying evidence-based practices. Students will be exposed to current evidence-based practices such as Response to Intervention and Positive Behavioral Interventions and Supports and their implementation in the educational environment.

The purpose of the course is to prepare pre-service teachers to provide evidence-based language arts and math instruction to students with disabilities in inclusive settings. An emphasis is placed on results of research and

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proven methods of instruction for teaching beginning reading and math to children with learning difficulties. The course stresses a behavioral approach to teaching, as well as the development and implementation of intervention strategies for various populations of children with exceptionalities in inclusive settings. Additional topics include modifications and adaptations of materials, effective teaching, learning strategies, lesson planning, assessment, and individualized education programs.

Course Outcomes: Upon completion of this course students will ...

1. Develop a gospel perspective of teaching exceptional students.
2. Identify the components Evidence-Based Practices as related to the field of Special Education.
3. Demonstrate an understanding of the current legal policies related to Evidence-Based Practices.
4. Demonstrate the ability to distinguish between Evidence-Based Practices and Non Evidence-Based Practices.
5. Demonstrate understanding of the components and implementation process for Response to Intervention (RTI).
6. Demonstrate understanding of the components and implementation process for Positive Behavioral Interventions and Support (PBIS)

		SPED 381 Course Outcomes				
	SPED 381 Evidence-Based Practices Course outcome alignment to Idaho Standards for Exceptional Child Generalists	Students will identify the components Evidence-Based Practices as related to the field of Special Education	Students will demonstrate an understanding of the current legal policies related to Evidence-Based Practices	Students will demonstrate the ability to distinguish between Evidence-Based Practices and Non Evidence-Based Practices	Students will demonstrate understanding of the components and implementation process for Response to Intervention (RTI)	Students will demonstrate understanding of the components and implementation process for Positive Behavioral Interventions and Support

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						(PBIS)
Idaho Standards for Exceptional Child Generalists	Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Knowledge 1-3	Knowledge 1-3	Knowledge 1-3	Knowledge 1-3	Knowledge 1-3
	Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.				Knowledge 3	Knowledge 1, 2, 4
	Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Knowledge 1, 2	Knowledge 1, 2	Knowledge 1, 2	Knowledge 3	
	Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions				Knowledge 3-7	Knowledge 3
	Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.				Knowledge 1, 2, 4-8 Performance 4, 6	
	Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	Knowledge 5	Knowledge 5	Knowledge 5	Knowledge 5	Knowledge 5
	Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.				Knowledge 1-6 Performance 1	Knowledge 1-6 Performance 1

Course Objectives:

Upon successful completion of the course, as assessed by performance on tests, assignments, and in-class activities, the student will:

1-Identify through observation evidence-based practices in place in the learning environment.	2-Reflect on the positive behavior supports and classroom management plan used in the classroom.	3-Identify and describe accommodations used for students with disabilities in inclusive classrooms and on statewide testing.
4-Create a comprehensive classroom management plan for their own classroom	5-Discuss the use of progress monitoring to affect academic outcomes and demonstrate how to implement curriculum-based	6-Identify and demonstrate evidence-based instructional practices that support students with disabilities or learners struggling with

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	measurement with a classroom of students.	academic content in the general education classroom.
7-Demonstrate professional behavior when participating in meetings with parents, other teachers, and/or related services personnel.	8-Reflect professionally on practices observed and evaluate in terms of research-based practice.	9-Develop a personal professional development plan based on completion of the activities in this course, reflecting on strengths and weaknesses, and conferencing with cooperating teacher and instructor
10-Provide an overview of mathematics reform movements since 1900 including the 1989 and 2000 NCTM standards' development and their impact on teaching and learning.	11- Integrate life skills and other content areas (literature, science, social studies) with mathematics instruction.	12-Model positive dispositions about mathematics teaching and learning.

Course Requirements/Assignments

A. Module Application Activities

Students will complete each web-based module listed on the schedule and submit the application assessment activity of each module on I-Learn. See scoring guides in I-Learn.

B. Exams

There will be essay exams for each chapter from the textbook. The Final will be comprehensive.

C. Chapter Reading Checks

Students participating in this course will complete chapter “reading checks” (a total of twelve). Students will be asked to answer a series of questions upon completion of each assigned reading. Question types may include multiple-choice, short answer, or essay. All questions will be based on information that can be found in the corresponding chapter.

SPED 381 students will provide instruction to students at Madison Junior High & Middle Schools.

D. Mini Teaching Lesson and Reflection See separate rubric and guidelines in I-Learn. Each student will prepare at least one lesson, teach this lesson to the class and post the lesson plan on I-Learn.

E. Final Field Experience Reflective Report See rubric and guidelines in I-Learn. The next assignment is the field experience report. The field report itself should be at least 10-11 pages long. If you find that your report is significantly shorter than this, then you have not provided sufficient detailed examples and illustrations for each section of the report. You are required to complete 25 hours of classroom observations. Criteria for grading the report is provided in the Field Experience Rubric, on I-Learn and as follows:

a. Professional Preparation. When you submit your visits or activities, do so professionally. All are to be typed and submitted electronically. You are to have a cover page and a table of contents which lists all your visitation sites. Sentence structure, margins, quality of your responses, and thoughtfulness of reflection will be considered. You should write up each visitation site separately; however, you should submit the completed report as one assignment and one document.

b. Quality and Depth of Reflection. Take good notes when you visit the different sites so that you can provide detailed illustrations and examples to support the points you make. While you are observing, look for examples and non-examples of the best practices that you are learning about in your classes. Make sure that you demonstrate your understanding and ability to integrate theory and practice. Use this time to identify strategies and practices that you would like to implement in your own classroom as well as those that you might not want to implement. Describe any additional training or information you would like to obtain based on something you learned about through the observations.

c. Classroom Management and Instruction In all discussions, please remember to respect confidentiality at all times. Do not provide names of students, teachers, schools or school districts. Instead, provide some context for the situation (e.g. grade level, type of classroom, number of students, student teacher ratio).

d. Classroom Management Plans. Use your behavior management plan that you created in the IRIS module and paste it into a word document and submit it on I-Learn. Write about the plan that you created in this module, provide a brief summary as to why you included the components that you did. Review some behavior plans of your peers and provide constructive feedback to them, asking for clarification as needed. Provide suggestions for improvement as appropriate.

e. Classroom Management/Positive Behavior Support in the Field. Describe the types of classroom behavior management practices and positive (or otherwise) behavior support practices you have observed in your field placement. Reflect on what you have learned in your classes about evidence-based practices in this area and evaluate the extent to which you have observed these theories in practice. What are some of the challenges to implementing EBPs in this area? What are some strategies/supports for ensuring that positive practices are in place?

f. Assessment/Progress Monitoring. What are some of the issues and concerns related to progress monitoring? Discuss the evidence-based practices related to assessment and progress monitoring that you have learned about in this module. Which of these have you seen implemented in your classroom observations? Reflect on both positive and negative examples that you have observed and provide suggestions for improvement as appropriate.

g. Facilitating Instruction for Struggling Learners. What are some evidence-based practices for facilitating instruction with struggling learners? Discuss the evidence-based practices related to providing instructional supports for students with disabilities that you have seen implemented in your classroom observations. Reflect on both positive and negative examples that you have observed and provide suggestions for improvement as appropriate.

In Class Assignments (Teach One Another): Many group and individual activities/assignments are done in class and are *graded*. *These in-class activities cannot be made up if you are absent*, unless excused by the university (a signed form must be submitted).

Attendance/Participation: Your attendance and participation in class during the university classroom portion of this course is critical. Much of what we will discuss is not found in printed documents that you can read outside of class. During your time in SPED 381, you will be expected to fulfill your daily teaching obligations just as full-time classroom teachers do. If because of a *serious, bedridden illness or emergency* you are unable to teach on an assigned day, you must contact one of your team members with sufficient notice for them to take over your duties. You will then assume their duties on one of their assigned days. Again, these changes are only authorized for the reasons shown above. **Any unauthorized absence during your practicum experience might result in a letter grade deduction on your final grade.** You must participate in planning the lesson, be prepared for your teaching assignment, and teach for student understanding and involvement. Lack of effort in any of these areas is unacceptable. As you teach, performance expectations will rise. With practice, the assumption is that your ability to teach will increase. These teaching experiences will take place at Madison Middle School in Rexburg, ID. **Madison School District is placing a great deal of trust in BYU-I, by allowing us to work with students in their schools. As part of our program, it behooves you to be where you are supposed to be when you are supposed to be there. Come to class completely prepared, professionally dressed, and take responsibility for the success of your students.**

Performance Assessment (Ponder and Prove): I have high expectations for your planning and teaching. Your teaching experiences may be recorded. If recorded, you will have to watch your recordings and analyze your teaching practices. You will receive regular feedback on your planning and teaching from your peers and your instructor. We, the department faculty, do not expect perfection, but we do expect you to plan comprehensively, to teach effectively, and to show improvement from lesson to lesson. A summative conference with your peers will take place at the conclusion of each lesson. After your peers have given you their feedback, I will assess your classroom performance one-on-one with you. Your peers will use an evaluation form (Observation Tool) to give you feed back.

Assignment Due Dates: Assignments are due on the scheduled date posted on I-Learn. Students are expected to turn in their homework assignments on time. As mentioned above, upon approval of the instructor, you may be given extra days after the original due date to turn in any late assignments, without a penalty. *Note: too many late assignments or missing work will call for a meeting with your instructor.*

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Professionalism: Professionalism in attitude, behavior, and communication should be a part of every BYU-Idaho course. Therefore it is expected that you will:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Fully accept the challenges of teaching and learning • Uphold the highest standards of ethical behavior, integrity, and competency • Set goals for yourself; know what you want to achieve • Take initiative rather than wait to be told what to do • Be prepared every time you enter the classroom | <ul style="list-style-type: none"> • Dress in a respectable manner • Respect others; treat everyone with dignity • Demonstrate the ability to be a follower as well as a leader • Support and encourage peers • Always use proper speech, grammar, vocabulary and mechanics in both written and oral expression |
|--|--|

The ABC's of Professionalism, Kramer, P.A.; Teacher Professionalism, Phelps, P.H.; Kappa Delta Pi Record, Fall, 2003

Assignment & Course Grade Definitions

A – Work is professional in appearance and content. Assignments and class participation represent outstanding understanding, application, and integration of subject material and extensive evidence of original thinking, skillful use of concepts, and ability to analyze and solve complex problems. Demonstrates diligent application of Learning Model principles, including initiative in serving other students

B – Work is professional in appearance and content but with some spelling and grammar concerns. Assignments and class participation represent considerable/significant understanding, application, and incorporation of the material which would prepare a student to be successful in next level courses, graduate school, or employment. The student participates in the Learning Model as applied in the course.

C – Work is professional in appearance but has multiple spelling and grammatical errors. Assignments and class participation represent sufficient understanding of the subject matter. The student demonstrates minimal initiative to be prepared for and participate in class discussions and assignments. The student participates only marginally in the Learning Model.

D – Work is unprofessional in appearance and/or has multiple spelling and grammatical errors. Assignments and class participation represent poor performance and initiative to learn and understand and apply course materials. Retaking a course or remediation may be necessary to prepare for additional instruction in this subject matter

F – Represents failure in the assignment and/or course due to un-professionalism and/or incompleteness of assignments and/or un-professionalism and/or non-participation in class and the Learning Model.

Grading:

A = 94-100
A- = 90-93.99
B+ = 87-89.99
B = 84-86.99

B- = 80-83.99
C+ = 77-79.99
C = 74-76.99
C- = 70-73.99

D+ = 67-69.99
D = 64-66.99
D- = 60-63.99
F = 59.99 and below

*A minimum of a C- is required by the university
to progress in any major.*

Evaluation

Performance evaluation for this course will be determined by class attendance, the quality of class assignments, level of preparation for class on a daily basis, and class participation.

- **Professionalism:**
 - It is expected that you will be in class and on time each day. It is disruptive and disrespectful for students to come in/out of the classroom during instruction except in cases of an emergency.

Attendance:

- Attendance and participation points are earned for each class session.
- All absences will result in a loss of attendance points with the exception of a school-excused absence

Cell Phones

- Cell phones should not be used in the learning environment; if you need to access your phone for any reason please step outside of the classroom setting to do so
- ***Participation points will be deducted for accessing or using cell phones within the learning environment.***

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 PROHIBITS SEX DISCRIMINATION AGAINST ANY PARTICIPANT IN AN EDUCATION PROGRAM OR ACTIVITY THAT RECEIVES FEDERAL FUNDS, INCLUDING FEDERAL LOANS AND GRANTS. TITLE IX ALSO COVERS STUDENT-TO-STUDENT SEXUAL HARASSMENT. IF YOU ENCOUNTER UNLAWFUL SEXUAL HARASSMENT OR GENDER BASED DISCRIMINATION, PLEASE CONTACT THE PERSONNEL OFFICE AT 496-1130.

BRIGHAM YOUNG UNIVERSITY-IDAHO IS COMMITTED TO PROVIDING A WORKING AND LEARNING ATMOSPHERE WHICH REASONABLY ACCOMMODATES QUALIFIED PERSONS WITH DISABILITIES. IF YOU HAVE ANY DISABILITY WHICH MAY IMPAIR YOUR ABILITY TO COMPLETE THIS COURSE SUCCESSFULLY, PLEASE CONTACT THE SERVICES FOR STUDENTS WITH DISABILITIES OFFICE, 496-1158. REASONABLE ACADEMIC ACCOMMODATIONS ARE REVIEWED FOR ALL STUDENTS WHO HAVE QUALIFIED DOCUMENTED DISABILITIES. SERVICES ARE COORDINATED WITH THE STUDENT AND INSTRUCTOR BY THIS 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 PERSONNEL OFFICE AT 496-1130.

In compliance with applicable disability law, qualified students with a disability may be entitled to "reasonable accommodations." It is the student's responsibility to disclose to the teacher any special need she/he may have before the end of the first week of class.

Course Title:

SPED 391

Teaching Reading/Language Arts to Students with Disabilities

Course Description:

Prospective special education teachers will explore methods, strategies, and accommodations for teaching reading and language arts within the context of special education. Cognitive, social and learning characteristics of students with reading difficulties will be identified. Students will have the opportunity to administer informal and formal reading assessments, interpret assessment data, and plan curriculum based on assessment outcomes.

Course Outcomes:

1. Students will demonstrate an understanding of Federal and state policies /procedures including paperwork regulating services for students with disabilities K-12.
2. Students will identify cognitive, social and learning characteristics of struggling readers K-12.
3. Students will demonstrate the ability to administer and interpret formal and informal reading assessments, including RTI, for students K-12.
4. Students will demonstrate the ability to plan K-12 reading curriculum based on assessment outcomes including observation.
5. Students will demonstrate the ability to identify and implement reading strategies for diverse learners K-12.

Documents to Follow:

- Chart to show alignment of course outcomes with Idaho Standards for Exceptional Child Generalists
- Course syllabus
- Assessment tools to measure competency and skill

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<p style="text-align: center;">SPED 391 Introductory- Competency Assessment Rubric (I-CAR)</p>		
1. Students will demonstrate an understanding of Federal and state policies/procedures including paperwork regulating service for students with disabilities K-12.	Students explain: RTI, SLD, PLAAFPs, GOALS	391 ____/ 10 392 ____/ 10
2. Students will identify cognitive, social and learning characteristics of struggling readers and students with math difficulties K-12.	Students Explain: common characteristics of struggling students in math and reading	391 ____/ 10 392 ____/ 10
3. Students will demonstrate the ability to administer and interpret formal and informal reading and math assessments, including RTI, for students K-12.	Students Explain: experiences of interpreting progress monitoring data and give examples of formal and informal assessments used	391 ____/ 10 392 ____/ 10
4. Students will demonstrate the ability to plan K-12 reading and math curriculum based on assessment outcomes including observation.	Students Explain: how assessment data is used to adjust interventions, instruction and lesson planning	391 ____/ 10 392 ____/ 10
5. Students will demonstrate the ability to identify and implement reading and math strategies for diverse learners K-12.	Students Explain: strategies used to increase literacy and math proficiency, and can give curriculum examples	391 ____/ 10 392 ____/ 10

SPED 391 Course Outcomes						
	Students will demonstrate an understanding of Federal and state policies /procedures including paperwork regulating services for students with disabilities K-12	Students will identify cognitive, social and learning characteristics of struggling readers K-12	Students will demonstrate the ability to administer and interpret formal and informal reading assessments, including RTI, for students K-12	Students will demonstrate the ability to plan K-12 reading curriculum based on assessment outcomes including observation	Students will demonstrate the ability to identify and implement reading strategies for diverse learners K-12	
Idaho Standards for Exceptional Child Generalists	SPED 391 Teaching Reading/Language Arts to Students with Disabilities Course outcome alignment to Idaho Standards for Exceptional Child Generalists					
	Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	K 1, 2, 3		K 1, 2, 3	K 1, 2, 3	
	Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self determination.				K 2	
	Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	K 1-3	K 1-3	K 1-3 P 1, 2	K 1-3 P 1, 2	
	Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions	K 7	K 1-6 P 1	K 1-6 P 1	K 1-6	
	Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.			K 1,6, 7 P 1, 2, 6	K 1, 6, 7 P 1, 2, 6	
	Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	K 1, 5	P 1	P 1		
	Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.		K 1-5			

SPED 391 Reading Strategies for Students with Disabilities

Instructor

Jeffrey B. Pulsipher

Office: Hinckley Bldg. 362

Email: pulsipherj@byui.edu

Office hours: Mon. through Wed. 1:00-2:00 and Thurs. from 12:00-1:00 or by appointment

Phone: 496-4129

Time and Place: Seminar Mondays and Wednesdays @ 3:15-4:15

Monday-Friday 8:30-10:30--Arranged times in classrooms at Jefferson, Madison, and Sugar-Salem School Districts

Texts: Bursuck, W.D. & Damer, M (2015). *Teaching Reading to Students Who Are At Risk or Have Disabilities* -Pearson. 3rd edition

Assessing Reading Multiple Measures

Course Description: Prospective special education teachers will explore methods, strategies, and accommodations for teaching reading and language arts within the context of special education. Cognitive, social, and learning characteristics of students with reading difficulties will be defined. Students will have the opportunity to administer informal and formal reading assessments, interpret assessment data, and plan curriculum based on assessment outcomes. *SPED 391 students will provide instruction to a classrooms of K-6th grade students at designated schools in the area.*

Course Outcomes: In an authentic classroom setting, students will demonstrate proficiency in the following outcomes embedded into practicum experiences. Students will:

1. Students will demonstrate an understanding of Federal and state policies/procedures including paperwork regulating service for students with disabilities K-12.
2. Students will identify cognitive, social and learning characteristics of struggling readers K-12.
3. Students will demonstrate the ability to administer and interpret formal and informal reading assessments, including RTI, for students K-12.
4. Students will demonstrate the ability to plan K-12 reading curriculum based on assessment outcomes including observation.
5. Students will demonstrate the ability to identify and implement reading strategies for diverse learners K-12.

Course Requirements/Assignments: Listed below are the major assignments required in SPED 391.

1. Book Study

This project is an opportunity for you to choose to read one of three books in a group with other classmates that have chosen the same book. At midterms you will present to our class the

material especially focusing on strategies discussed in the book and when they should be implemented.

2. IRIS Modules and Assessment Completion

Complete each of the assigned web-based IRIS modules by assigned due dates and submit the assessment portion of each module into I-Learn. These are designed to enhance understanding and prepare you for classroom discussions, activities, and learning experiences.

3. Teaching Lesson and Reflection

Each student will prepare a lesson in regards to strategies in one of the 5 major reading areas. This lesson will be taught in our seminar in conjunction with the area covered that week. This is a lesson focused on hands-on learning activities and strategies that you would use with students to increase reading abilities. After completing the lesson a reflective paper will be submitted.

4. Final Field Experience Reflective Report

The field report itself is at least 15 pages long. It is a summation of your practicum experience in the schools and includes a compilation of your daily journals as well as reflection of the total experience. See rubric and guidelines attached in I-Learn.

5. Curriculum Review

For this assignment you will need access to curriculum within the classroom in which you are serving. The assignment consists of two parts. The first is to analyze the curriculum as it relates to common core standards. The purpose is to answer the question – Does this specific curriculum help my students gain skills connected to the common core standards? You can show this in any way you wish. One possibility is to make a checklist of the common core standards and mark if the curriculum has content representing that standard. The second part is to analyze the curriculum and dissect it according to individual skill attainment. The purpose is to simply see what range of student needs the curriculum being reviewed could serve. Does it only cover early reading skills or does it cover up through comprehension? This assignment does not need to be elaborate, but it does need to be thorough.

6. Current Happenings in Literacy & SPED

You will have the opportunity to report to the class a minimum of once regarding a current event or article regarding: literacy / struggling readers / literacy assistive tech. / or literacy in special education. You may also research an APP to share. You will choose the time you would like to share with the class. After sharing you will answer questions located in the assignment in I-learn to receive credit for the assignment.

7. In-School Assessment and Instructional Experience

You will have the opportunity to be a part of the progress monitoring for a student or group of students in a school setting. In collaboration with your mentor teacher and other professionals you will analyze and interpret the data which will help to inform the instruction of the individuals. With this data you will teach a lesson connected to common core standards for

language arts. The lesson will be designed for and based on needs of a particular student or students in your practicum setting. You will turn in the lesson plan for this teaching experience that should be specially designed for individuals with disabilities. Accommodations / Modifications, the standard, strategies, and data for the student or students should be included in your plan.

Competency Exit Interview / Final

You will have a competency exit interview at the end your math and reading strategies practicums (391 & 392). This interview is designed for you to show your instructors that you have gained competence in the course objectives. In the interview you will explain concepts and show evidence of your mastery using specific examples from your individual practicum settings. If instructors feel you have not gained the appropriate competency, additional assignments or tasks will be required before moving on.

In Class and Preparation Assignments (Teach One Another): Many group and individual activities/assignments and case studies are done in class and are *graded*. *These in-class activities can be very difficult and sometime impossible to make up if you are absent. Please plan to attend all classes unless ill. If you do miss plan to obtain materials from a classmate.* Preparation assignments will always show up on ILearn as an assignment. You may look at the calendar in ILearn to see upcoming assignments. These are subject to change based on the needs of the class.

Assignment Due Dates: Assignments are due on the scheduled date posted on I-Learn. Students are expected to turn in their homework assignments on time. If you know you will not be able to complete an assignment before it is due because of extenuating circumstances you must contact me **before** the due date within *reasonable time to make arrangements for the extended time and to discuss a new due date. If I am not contacted before the assignment is due it may be turned in for half credit and must be turned in no later than 48 hours of the original due date. Submissions after 48 hours will not be graded and will receive a zero.

**reasonable time is a minimum of 5 hours before the time the assignment is due*

Attendance/Participation: Your attendance and participation in class during the university classroom portion of this course is critical. Much of what we will discuss is not found in printed documents that you can read outside of class. During your time in SPED 391, you will be expected to fulfill your daily teaching obligations just as full-time classroom teachers do. Absences may be approved due to a *serious, bedridden illness or other emergency* and circumstance beyond your control. If due to one of these reasons you are unable to teach you must let me know as well as your mentor teacher. You will then need to arrange to make up the missed time on another day. Again, these changes are only authorized for the reasons shown above. *Any unauthorized absence during your practicum experience might result in a letter grade deduction on your final grade or dismissal from the course.* You must participate in planning the lesson, be prepared for your teaching assignment, and teach for student understanding and involvement. Lack of effort in any of these areas is unacceptable. As you

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teach, performance expectations will rise. With practice, the assumption is that your ability to teach will increase. These teaching experiences will take place at local school districts. **School Districts are placing a great deal of trust in BYU-I, by allowing us to work with students in their schools. As part of our program, it behooves you to be where you are supposed to be when you are supposed to be there. Come to class completely prepared, professionally dressed, and take responsibility for the success of your students.**

Performance Assessment (Ponder and Prove): I have high expectations for your planning and teaching. Some of your teaching experiences may be recorded. If recorded, you will have the opportunity to watch your recordings and analyze your teaching practices. You will receive regular feedback on your planning and teaching from your instructor. We, the department faculty, do not expect perfection, but we do expect you to plan comprehensively, to teach effectively, and to show improvement from lesson to lesson.

Grading

Final grades will be evaluated based on the following breakdown.

Grading Scale:

94-100% -- A	90-93.99% -- A-	87-89.99% -- B+
84-86.99% -- B	80-83.99% -- B-	77-79.99% -- C+
74-76.99% -- C	70-73.99% -- C-	67-69.99% -- D+
64-66.99% -- D	60-63.99% -- D-	0-59.99% -- Fail

**** PLEASE NOTE ****

- The instructor reserves the right to make changes to the syllabus as needed.
- In compliance with the Americans with Disabilities Act, all qualified students enrolled in this course are entitled to reasonable accommodations. It is the responsibility of the student to disclose to the teacher any special needs by the end of the first week of class.
- There is a policy restricting students from bringing children to class. If a rare emergency arises, contact the instructor for special permission.
- We may use our personal devices at various times during the course as a tool for learning. These times will be designated by instructor.
- Students enrolled in SPED 391 are expected to follow applicable professional standards from the Code of Ethics for teachers in the State of Idaho and commensurate responsibilities within School Districts. The Code of Ethics for Idaho teachers is available online. It is imperative that you become familiar with this information. Please see: http://www.sde.idaho.gov/site/teacher_certification/code.htm
- Students enrolled in SPED 391 must limit the use of any videos generated in the practicum lab to learning experiences related to the coursework only. No video of practicum experiences may be transmitted or re-used outside the learning experiences attached to the class.

Other notices and policies

Sexual Discrimination

Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an education program or activity that receives federal funds, including federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender based discrimination, please contact the personnel office at 496-1130.

Accommodations for Disabilities

Brigham Young University-Idaho is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities office, 496-1158. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by this 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 personnel office at 496-1130. In compliance with applicable disability law, qualified students with a disability may be entitled to “reasonable accommodations.” It is the student’s responsibility to disclose to the teacher any special need she/he may have before the end of the first week of class.

Academic Honesty Policy – Definitions

Intentional Plagiarism is the deliberate act of representing the words, ideas, or data of another as one’s own without providing proper attribution to the author through quotation, reference or footnote.

Inadvertent Plagiarism involves the inappropriate, but non-deliberate, use of another’s words, ideas or data without proper attribution. Although not a violation of the Honor Code, it is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Plagiarism may occur with respect to unpublished as well as published material. Examples include:

- Direct Plagiarism—the verbatim copying of an original source without acknowledging the source.
- Paraphrased Plagiarism—the paraphrasing, without acknowledgment, of ideas from another that the reader might mistake for his/her own.
- Plagiarism Mosaic—the borrowing of words, ideas or data from an original source and blending this original material with one’s own without acknowledging the source.
- Insufficient Acknowledgement—the partial or incomplete attribution of words, ideas or data from an original source.

Fabrication or Falsification is a form of dishonesty where a student invents or distorts the origin or content of information used as authority. Examples include:

- Citing a source that does not exist.
- Citing information from a source which is not included in the source for which credit is given.
- Citing a source for a secondary proposition which it does not support.
- Citing a bibliography source when it was neither consulted nor cited in the body of the paper.
- Intentionally distorting the meaning or applicability of data.
- Inventing data or statistical results to support conclusions.

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that has not been obtained. Examples include:

- Copying from another person's work during an examination or while completing an assignment.
- Allowing someone to copy from you during an examination or while completing an assignment.
- Using unauthorized materials during an examination or while completing an assignment.
- Collaborating on an examination or assignment without authorization.
- Taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for you.

Other Academic Misconduct includes other academically dishonest, deceitful or inappropriate acts which are intentionally committed. Examples include but are not limited to:

- Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others.
- Planning with another to commit any act of academic dishonesty.
- Attempting to gain an unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such purpose.
- Changing or altering grades or other official educational records.
- Obtaining or providing to another a test or answers to a test which has not been administered.
- Breaking and entering into a building or office for the purpose of obtaining an unauthorized test.
- Continuing work on an examination or assignment after the allocated time has elapsed.
- Submitting the same work for more than one class without disclosure and approval.
- Getting equal credit on group assignments when equal work was not done.

Academic Honesty Policy – Adjudication Procedures

Faculty are responsible to establish and communicate to students their expectations of behavior with respect to academic honesty and the student's conduct in their course. The instructor will

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be responsible to investigate any incident of academic dishonesty or misconduct, determine the circumstances, and take appropriate action. Examples include but are not limited to the following:

- Reprimanding the student orally or in writing.
- Requiring work affected by the academic dishonesty to be redone.
- Administering a lower or failing grade on the affected assignment, test or course.
- Work with the Dean of Students to remove the student from the course.
- Recommending to the Dean of Students that the student be put on probation or dismissed.

If the incident involves the violation of a public law, e.g., breaking and entering into an office or stealing an examination, the act should be reported to University Police.

For the purpose of tracking, suspected or proven violations of the Academic Honesty Policy should be reported to the Dean of Students office—name, incident, action taken. If the occurrence is sufficiently egregious or if a pattern of dishonesty or misconduct is discovered additional action may be taken on behalf of the university based upon the nature of the infraction.

If an affected student disagrees with the determination or action and is unable to resolve the matter to the mutual satisfaction of the student and the instructor, he/she may have it reviewed through the university's grievance process.

Course Title:

SPED 392

Teaching Math to Students with Disabilities

Course Description:

Prospective special education teachers will explore methods, strategies, and accommodations for teaching math within the context of special education. Cognitive, social and learning characteristics of students with math difficulties will be identified. Students will have the opportunity to administer informal and formal math assessments, interpret assessment data, and plan curriculum based on assessment outcomes.

Course Outcomes:

1. Students will demonstrate an understanding of Federal and state policies/ procedures including paperwork regulating services for students with disabilities K-12.
2. Students will identify cognitive, social and learning characteristics of students with math difficulties K-12.
3. Students will demonstrate the ability to administer and interpret formal and informal math assessments, including RTI, for students K-12 .
4. Students will demonstrate the ability to plan K-12 math curriculum based on assessment outcomes including observation.
5. Students will demonstrate the ability to identify and implement math strategies for diverse learners K-12.

Documents to Follow:

- Chart to show alignment of course outcomes with Idaho Standards for Exceptional Child Generalists
- Course syllabus
- Assessment tools to measure competency and skill

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<p style="text-align: center;">SPED 392 Introductory- Competency Assessment Rubric (I-CAR)</p>		
1. Students will demonstrate an understanding of Federal and state policies/procedures including paperwork regulating service for students with disabilities K-12.	Students explain: RTI, SLD, PLAAFPs, GOALS	391 ____/ 10 392 ____/ 10
2. Students will identify cognitive, social and learning characteristics of struggling readers and students with math difficulties K-12.	Students Explain: common characteristics of struggling students in math and reading	391 ____/ 10 392 ____/ 10
3. Students will demonstrate the ability to administer and interpret formal and informal reading and math assessments, including RTI, for students K-12.	Students Explain: experiences of interpreting progress monitoring data and give examples of formal and informal assessments used	391 ____/ 10 392 ____/ 10
4. Students will demonstrate the ability to plan K-12 reading and math curriculum based on assessment outcomes including observation.	Students Explain: how assessment data is used to adjust interventions, instruction and lesson planning	391 ____/ 10 392 ____/ 10
5. Students will demonstrate the ability to identify and implement reading and math strategies for diverse learners K-12.	Students Explain: strategies used to increase literacy and math proficiency, and can give curriculum examples	391 ____/ 10 392 ____/ 10

SPED 392 Course Outcomes					
	Students will demonstrate an understanding of Federal and state policies/ procedures including paperwork regulating services for students with disabilities K-12	Students will identify cognitive, social and learning characteristics of students with math difficulties K-12	Students will demonstrate the ability to administer and interpret formal and informal math assessments, including RTI, for students K-12	Students will demonstrate the ability to plan K-12 math curriculum based on assessment outcomes including observation	Students will demonstrate the ability to identify and implement math strategies for diverse learners K-12
Idaho Standards for Exceptional Child Generalists	SPED 392 Teaching Math to Students with Disabilities Course outcome alignment to Idaho Standards for Exceptional Child Generalists				
	Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	K 1, 2, 3		K 1, 2, 3	K 1, 2, 3
	Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self determination.			K 3	
	Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	K 1-3	K 1-3	K 1-3 P 1, 2	K 1-3 P 1, 2
	Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions	K 7	K 1-6 P 1	K 1-6 P 1	K 1-6
	Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.			K 1, 6, 7 P 1, 2, 6	K 1, 6, 7 P 1, 2, 6
	Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	K 1, 5	K 1	P 1	
	Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.			K 1-5	

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Instructor: Mike Christopherson **Office:** Hinckley 164 **phone** #496-4154

Email: christophersonm@byui.edu **Office Hours:** Monday-Friday 11:00 AM-12:30 PM or by appointment

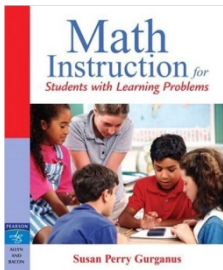
Time and Place: Sections 1 & 2 **Tuesdays** 3:15pm -4:15pm Hinckley 333

SPED 391/392 Teaching/Case Study Day- **Wednesdays** 3:15pm -4:15pm Hinckley 333

Fridays-- Arranged School Visits

SPED 392 students will also provide instruction public school classrooms.

Required Text:



Math instruction for students with learning problems by Gurganus, S. P. (2007). Boston: Allyn and Bacon. Companion Website: www.ablongman.com/gurganus1e



Optional Textbook

Common Core and the Special Education Student: Your Guide to Instructional Shifts and Implementing Services and Supports
By Mary Schillinger and Becky Wetzel

Course Description: Prospective special education teachers will explore methods, strategies, and accommodations for teaching math within the context of special education. Cognitive, social, and learning characteristics of students with math difficulties will be identified. Students will have the opportunity to administer informal and formal math assessments, interpret assessment data, and plan curriculum based on assessment outcomes.

This course is designed to introduce effective classroom methods and strategies for assessing, instructing, and monitoring mathematical performance of diverse students within a classroom setting. An emphasis will be

placed on practical classroom techniques to facilitate, maintain, retain, and generalize skill acquisition. Computation and problem solving techniques will also be covered.

This course is also designed to prepare teacher candidates to teach mathematics, problem solving, and reasoning skills to students with high-incidence disabilities PK - 12. The course will focus on national mathematics curriculum standards, research-based instruction, high-stakes assessment, functional mathematics, and problem solving with an emphasis on the effects of disabilities on mathematics achievement.

Course Outcomes: In an authentic classroom setting, students will demonstrate proficiency in the following mathematical components embedded into practicum experiences. Students will:

1. Develop a gospel perspective of teaching exceptional students.
2. Demonstrate an understanding of Federal and state policies/procedures including paperwork regulating services for students with disabilities K-12.
3. Identify cognitive, social and learning characteristics of students with math difficulties K-12.
4. Demonstrate the ability to administer and interpret formal and informal math assessments, including RTI, for students K-12.
5. Demonstrate the ability to plan K-12 math curriculum based on assessment outcomes including observation.
6. Demonstrate the ability to identify and implement math strategies for diverse learners K-12.

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		SPED 392 Course Outcomes				
	SPED 392 Teaching Math to Students with Disabilities Course outcome alignment to Idaho Standards for Exceptional Child Generalists	Students will demonstrate an understanding of Federal and state policies/ procedures including paperwork regulating services for students with disabilities K-12	Students will identify cognitive, social and learning characteristics of students with math difficulties K-12	Students will demonstrate the ability to administer and interpret formal and informal math assessments, including RTI, for students K-12	Students will demonstrate the ability to plan K-12 math curriculum based on assessment outcomes including observation	Students will demonstrate the ability to identify and implement math strategies for diverse learners K-12
Idaho Standards for Exceptional Child Generalists	Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Knowledge 1, 2, 3	Knowledge 1, 2, 3		Knowledge 1, 2, 3	Knowledge 1, 2, 3
	Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.				K 3	
	Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.		Knowledge 1, 2, 3	Knowledge 1, 2, 3	Knowledge 1, 2, 3 Performance 1, 2	Knowledge 1, 2, 3 Performance 1, 2
	Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions	Knowledge 7		Knowledge 1-6 Performance 1	Knowledge 1-6 Performance 1	Knowledge 1-6
	Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.				Knowledge 1, 6, 7 Performance 1, 2, 6	Knowledge 1, 6, 7 Performance 1, 2, 6
	Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	Knowledge 1, 5	Knowledge 1	Performance 1	Performance 1	
	Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.			Knowledge 1-5		

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Course Objectives: Upon successful completion of the course, as assessed by performance on tests, assignments, and in-class activities, the student will:

1-Identify through observation evidence-based practices in place in the learning environment.	2-Reflect on the positive behavior supports and classroom management plan used in the classroom.	3-Identify and describe accommodations used for students with disabilities in inclusive classrooms and on statewide testing.
4-Create a comprehensive classroom management plan for their own classroom	5-Discuss the use of progress monitoring to affect academic outcomes and demonstrate how to implement curriculum-based measurement with a classroom of students.	6-Identify and demonstrate evidence-based instructional practices that support students with disabilities or learners struggling with academic content in the general education classroom.
7-Demonstrate professional behavior when participating in meetings with parents, other teachers, and/or related services personnel.	8-Reflect professionally on practices observed and evaluate in terms of research-based practice.	9-Develop a personal professional development plan based on completion of the activities in this course, reflecting on strengths and weaknesses, and conferencing with cooperating teacher and instructor
10-Provide an overview of mathematics reform movements since 1900 including the 1989 and 2000 NCTM standards' development and their impact on teaching and learning.	11- Integrate life skills and other content areas (literature, science, social studies) with mathematics instruction.	12-Model positive dispositions about mathematics teaching and learning.

Instructional Strategies: Case-based activities, observation and reflective journaling, small group discussion, digitally recorded teaching demonstration (possibly), peer evaluation of teaching demonstrations (possibly), modeling and mentoring from a master teacher in the field.

Course Requirements/Assignments: There are 6 major assignments required in SPED 392.

1. Portfolio Preparation. The first is the preparation of the special education teacher portfolio. Each student will create an electronic portfolio as described in the portfolio guidelines and submit it along with two artifacts and rationales (the field experience report and another artifact of your choice). This item will be scored as complete or incomplete.

2. IRIS Module Assignment and Assessment Completion

Complete each web-based IRIS module listed and described below and submit the assessment portion of each module into I-Learn. Each assessment activity will be scored using the same scoring rubric as the final reflective report. See below.

1. **Classroom Management: Learning the Components of a Comprehensive Classroom Management Plan (parts 1 & 2)** IRIS assessment
2. **Classroom Assessment: An Introduction to Monitoring Academic Achievement in the Classroom (Part 1 & 2)** IRIS assessment.
3. **Providing Instructional Supports: Facilitating Mastery of New Skills** IRIS assessment.
4. **Quizzes and Readings (Prepare):** Assessment is necessary! Assessments serve two purposes: the first one is to indicate to the instructor whether learning is taking place and as a data tool for lesson preparation. The second purpose is to inform the student what areas he/she needs to put more effort into preparing and/or pondering. Therefore, Quizzes and Exams are a part of the course. The assigned readings for each class are included on the course schedule. Additional readings may be added during the semester. Students should be ready to discuss these readings during the class session designated.

3. Classroom Management and Instruction In all discussions, please remember to respect confidentiality at all times. Do not provide names of students, teachers, schools or school districts. Instead, provide some context for the situation (e.g. grade level, type of classroom, number of students, student teacher ratio).

a. Classroom Management Plans. Use your behavior management plan that you created in the IRIS module and paste it into a word document and submit it on I-Learn. Write about the plan that you created in this module, provide a brief summary as to why you included the components that you did. Review some behavior plans of your peers and provide constructive feedback to them, asking for clarification as needed. Provide suggestions for improvement as appropriate.

b. Classroom Management/Positive Behavior Support in the Field. Describe the types of classroom behavior management practices and positive (or otherwise) behavior support practices you have observed in your field placement. Reflect on what you have learned in your classes about evidence-based practices in this area and evaluate the extent to which you have observed these theories in practice. What are some of the

challenges to implementing EBPs in this area? What are some strategies/supports for ensuring that positive practices are in place?

c. Assessment/Progress Monitoring. What are some of the issues and concerns related to progress monitoring? Discuss the evidence-based practices related to assessment and progress monitoring that you have learned about in this module. Which of these have you seen implemented in your classroom observations? Reflect on both positive and negative examples that you have observed and provide suggestions for improvement as appropriate.

d. Facilitating Instruction for Struggling Learners. What are some evidence-based practices for facilitating instruction with struggling learners? Discuss the evidence-based practices related to providing instructional supports for students with disabilities that you have seen implemented in your classroom observations. Reflect on both positive and negative examples that you have observed and provide suggestions for improvement as appropriate.

4. Mini Teaching Lesson and Reflection). See separate rubric and guidelines attached. Each student will prepare a lesson and, if possible, arrange to be videotaped teaching this lesson to a small group of students, and post the video and lesson plan on I-Learn.

5. Final Field Experience Reflective Report See rubric and guidelines attached. The next assignment is the field experience report itself. It is important you realize that SPED 392 is not an “Automatic A or B” course. The field report itself should be at least 18-20 pages long. If you find that your report is significantly shorter than this, then you have not provided sufficient detailed examples and illustrations for each section of the report. You are required to complete 25 hours of classroom observations. Criteria for grading the report is provided in the Field Experience Rubric, on I-Learn and as follows:

a. PROFESSIONAL PREPARATION. When you submit your visits or activities, do so professionally. All are to be typed and submitted electronically. You are to have a cover page and a table of contents which lists all your visitation sites. Sentence structure, margins, quality of your responses, and thoughtfulness of reflection will be considered. You should write up each visitation site separately; however, you should submit the completed report as one assignment and one document.

b. QUALITY & DEPTH OF REFLECTION. Take good notes when you visit the different sites so that you can provide detailed illustrations and examples to support the points you make. While you are observing, look for examples and non-examples of the best practices that you are learning about in your classes. Make sure that you demonstrate your understanding and ability to integrate theory and practice. Use this time to identify strategies and practices that you would like to implement in your own classroom as well as those that you might not want to implement. Describe any additional training or information you would like to obtain based on something you learned about through the observations.

6. Madison School District Packet Development—Stay tuned for more information on this assignment

In Class Assignments (Teach One Another): Many group and individual activities/assignments are done in class and are *graded*. *These in-class activities cannot be made up if you are absent*, unless excused by the university (a signed form must be submitted).

Attendance/Participation: Your attendance and participation in class during the university classroom portion of this course is critical. Much of what we will discuss is not found in printed documents that you can read outside of class. During your time in SPED 392, you will be expected to fulfill your daily teaching obligations just as full-time classroom teachers do. If because of a *serious, bedridden illness or emergency* you are unable to teach on an assigned day, you must contact one of your team members with sufficient notice for them to take over your duties. You will then assume their duties on one of their assigned days. Again, these changes are only authorized for the reasons shown above. ***Any unauthorized absence during your practicum experience might result in a letter grade deduction on your final grade.*** You must participate in planning the lesson, be prepared for your teaching assignment, and teach for student understanding and involvement. Lack of effort in any of these areas is unacceptable. As you teach, performance expectations will rise. With practice, the assumption is that your ability to teach will increase. These teaching experiences will take place at Madison Middle School in Rexburg, ID. **Madison School District is placing a great deal of trust in BYU-I, by allowing us to work with students in their schools. As part of our program, it behooves you to be where you are supposed to be when you are supposed to be there. Come to class completely prepared, professionally dressed, and take responsibility for the success of your students.**

Performance Assessment (Ponder and Prove): I have high expectations for your planning and teaching. Your teaching experiences may be recorded. If recorded, you will have to watch your recordings and analyze your teaching practices. You will receive regular feedback on your planning and teaching from your peers and your instructor. We, the department faculty, do not expect perfection, but we do expect you to plan comprehensively, to teach effectively, and to show improvement from lesson to lesson. A summative conference with your peers will take place at the conclusion of each lesson. After your peers have given you their feedback, I will assess your classroom performance one-on-one with you. Your peers will use an evaluation form (Observation Tool) to give you feed back.

Assignment Due Dates: Assignments are due on the scheduled date posted on I-Learn. Students are expected to turn in their homework assignments on time. As mentioned above, upon approval of the instructor, you may be given extra days after the original due date to turn in any late assignments, without a penalty. *Note: too many late assignments or missing work will call for a meeting with your instructor.*

Practicum Experience Observations (Teach One Another): You may be required to observe and give feedback to some of your classmates after they teach. At each observation you are required to fill out an “Observation Tool” and give positive and constructive feedback to your classmates in a respectful and insightful manner.

Informal Mathematics Assessment: In your field setting, you may design, administer, and interpret a mathematics probe with one student. Directions and rubric will be provided in class.

Math Concept/Manipulative Demonstration: Give a 15-minute demonstration of a powerful mathematics concept with one manipulative that would enhance its instruction. Provide a one-page handout to your classmates. A sign-up list, specific directions, and rubric will be provided in class.

**** PLEASE NOTE ****

- The instructor reserves the right to make changes to the syllabus as needed.
- In compliance with the Americans with Disabilities Act, all qualified students enrolled in this course are entitled to reasonable accommodations. It is the responsibility of the student to disclose to the teacher any special needs by the end of the first week of class.
- There is a policy restricting students from bringing children to class. If a rare emergency arises, contact the instructor for special permission.
- About those cell phones and text messaging... I would ask you to turn them off **before entering our classroom**, and not use them while you are here. If you are waiting for an emergency call, I understand, just let me know.
- Students enrolled in SPED 392 are expected to follow applicable professional standards from the Code of Ethics for teachers in the State of Idaho and commensurate responsibilities within Madison School District. The Code of Ethics for Idaho teachers is available online. It is imperative that you become familiar with this information. Please see: http://www.sde.idaho.gov/site/teacher_certification/code.htm
- Students enrolled in SPED 392 must limit the use of any videos generated in the practicum lab to learning experiences related to the coursework only. No video of practicum experiences may be transmitted or re-used outside the learning experiences attached to the class.

Course Title:

SPED 393

Social and Behavioral Strategies for Students with Disabilities

Course Description:

Prospective special education teachers will explore methods, strategies, and accommodations for teaching students with emotional and behavioral disorders. Cognitive, social and learning characteristics of students with emotional and behavioral disorders will be identified. Students will have the opportunity to administer informal and formal social and behavioral assessments, interpret assessment data, and plan curriculum based on assessment outcomes. Positive Behavioral Interventions and Supports as well as Behavioral Intervention Plans will also be developed using assessment outcomes.

Course Outcomes:

1. Students will demonstrate an understanding of Federal and state requirements for the identification and provision of services for students with emotional and behavioral disorders K-12.
2. Students will identify cognitive, social and learning characteristics of students with emotional and behavioral disorders K-12.
3. Students will demonstrate the ability to administer and interpret formal and informal social and behavioral assessments for students K-12, including RTI.
4. Students will demonstrate the ability to identify and implement strategies to address emotional and behavioral concerns for students K-12.
5. Students will demonstrate the ability to develop Behavioral Intervention Plans for students with emotional and behavioral disorders K-12.

Documents to Follow:

- Chart to show alignment of course outcomes with Idaho Standards for Exceptional Child Generalists
- Course syllabus
- Assessment tools to measure competency and skill

SPED 393 Final Exam

Application Final – Using the case study provided below, complete all of the following activities with your group:

1. Pathway Charting – Using information collected from the case study, fill out a pathways chart as you hypothesize the function of the behavior and determine possible strategies to use. On the chart include your hypothesis statement.
 2. Functional Behavioral Assessment (FBA) – Using information from the case study and pathway chart, follow the process to analyze data and input it into a formal FBA.
 3. Behavior Intervention Plan (BIP) – Complete a formal BIP using the information you have, be sure to include how you would modify the environment and other elements of the student's education to support the appropriate (target) behavior of the child.
 4. Classroom design plan – Design a classroom around the needs of your student and others who are in a self-contained or partial-placement classroom. Identify how your classroom design meets the safety and instructional needs of your student and others who would be placed in this setting.
 5. Lesson plan – Find a lesson plan based on the age and grade of the student in the case study and then modify the lesson plan and strategies to meet that student's needs. Include necessary accommodations as well. Also include a copy of the original plan before changes were made.
- Submit all documents digitally in I-LEARN.

Case Study

John Hamilton: Age 13, 7^h grade student

160 Sierra Drive Lake Dallas, Texas

Parents: Jack and Janet Hamilton

205-552-7895

Staff:

Shawn Stewart, Special Ed. Teacher

Donna Barry, Asst. Principal

Mary Hudson, School Counselor

Lana Sorenson, Math Teacher

John is a 7th grade student who is currently receiving special education services under the eligibility category of ED. John receives 30 minutes a day for behavior modification “check in – check out” time with the resource teacher. The time is divided: 15 minutes at the beginning of school and 15 minutes at the end of school. He also receives 60 minutes once a month with the counselor and 30 minutes a day for study skills in the resource room for homework help. John's behavior has been escalating over the past 4 months. During the day his teachers from language arts and math have reported that he refuses to work and has called the teachers multiple obscene names when confronted. He has also walked out of class multiple times during the last 3 weeks of school and is gone for a minimum of 20 minutes each time. Other teachers have reported

seeing him wander the hallways and have seen him with a girl on 2 occasions that he had left the classroom. With these behaviors John has been sent to in school suspension and is not able to return to class until the next day. He has also been suspended 6 times out of school for language and walking out of class. The assistant principal and special education director have instructed that a functional behavioral assessment be completed and that a new BIP be completed as well to reflect his behavior needs.

Background and observation Information:

- John's medical report findings included that John's birth mother had difficulty with John's birth. He was born 2 months prematurely, and his mother reported alcohol use during pregnancy. John was adopted at birth. Psychologist notes report that John has been hospitalized in a psychiatric unit two separate times for violent behaviors at home and for running away. John's adoptive parents also reported that he was removed from the home at age 10 for sexually abusing a younger sibling in the home. He was returned to the home after 6 months of residential placement and therapy. John has had no reported incidences since.
- Grades and achievement data show that John is in the average range in the areas of reading and math. However his grades are currently in the C- and D range.
- Office records indicate that John has had 18 office referrals for language and truancy from Sept. 7 – December 7. These are all reported during the periods of math and language arts.
- Days of instructional time lost due to removal for behavior = 18/60 days or 30%
- On two occasions John was observed by the school psychologist in math. Another observation was conducted during language arts class by the special education teacher. Notes include that John was tardy to class each time. When arriving at math he sat down and put headphones on during class instructional time. When work was assigned John did not attempt to complete it. On both occasions John was approached by the teacher to remove the headphones and John called the teacher a "B" on one occasion and said I don't give a _____; each time the inappropriate language was followed by walking out of the room. John's teacher reported the instances to the office. When John was found, he was sent to the office each time and then to in-school suspension. On a third observation by the special education teacher in Language arts class John was again tardy. He did not put on headphones, but instead pulled out his phone and started looking at it. His teacher did not respond. John continued to look at this phone during instructional time. When an assignment was given, John put the work in his folder and stared out the window. When the teacher asked him to start on his work, he replied "I will do it at home." When the teacher asked him again to take it out and work on it, he tore it up and threw it at the wall and left the classroom. This was also followed by a trip to the office and in-school suspension.
- An environmental observation form was completed by each observer. In math class it was noted that students seemed to ignore John's behavior. In language arts class two students encouraged John to put his headphones on by commenting "John, don't forget your headphones!"

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- A personal interview and rating scale given to the parent indicates that John has not been acting out at home. Most of his time at home is spent with video games in his room. He does not like to spend time with peers and parents report he does not have any friends at school; however, he does like his social studies teacher.

Rubric for Case Study Final - SPED 393

	Weight	4	3	2	1	Possible
<p>SPED</p> <p>Highway Charting</p>	5	Chart has all components correctly filled out with evidence based interventions and strategies included. Complete hypothesis statement. It was completed with all group members present and all participated in the discussion process.	Chart has all components filled out with evidence based interventions and strategies included. Complete hypothesis statement. It was completed with most group members present and those present participated in the discussion process.	Chart has most components correctly filled out. Some components such as interventions, strategies, hypothesis, and FERB are lacking depth. Chart was not completed as a full group with all participating.	Chart is lacking component depth and completeness. All group members did not participate.	20
Functional Behavioral Assessment (FBA)	5	FBA is fully complete with all sections filled out correctly. Sections reflect thorough processing of all data that was provided.	FBA is complete with all sections filled out completely, report indicates one factor missing during group analysis of the data provided.	FBA is mostly complete, however, group analysis of the data indicates information was not fully considered and is missing important factors.	FBA is partially complete, with partial evidence that information was considered and analyzed.	20
Behavior Intervention Plan (BIP)	5	BIP is fully completed and correlates directly to components of the Charting and FBA documents. Environmental factors are addressed fully.	BIP is fully completed, most information correlates with information provided on the Charting and FBA documents, but has discrepancies. Environmental factors addressed, but may be lacking.	BIP is mostly complete, only parts of the BIP correlate to the Charting and FBA documents. Environmental factors not fully addressed.	BIP is partially complete, little or no correlation to the Charting and FBA documents. Environmental factors not fully addressed.	20
Classroom Design Plan	5	Design plan is appropriate to students needs. Plan indicates how design meets instructional and safety needs of all in the classroom. Plan includes more than required components.	Design plan contains required components, (all listed in previous column) may be missing one, or plan is not clearly laid out.	Design plan contains some of required components, however, it is largely incomplete and is not clearly defined.	Design plan exists, but does not have components and is not clearly laid out.	20
Lesson Plan	5	Lesson plan matches grade level of child, plan is adapted to meet needs of student with appropriate strategies and accommodations clearly stated in plan.	Lesson plan matches grade level of child, plan needs improvement to meet needs of student with appropriate strategies and accommodations clearly stated in plan.	Lesson plan is present, but lacks necessary adaptations beyond original lesson plan, accommodations are present, but need to be more suited to the individual student.	Lesson plan is present, but does not include additional required components.	20
<p>TAB 7 Page 80</p> <p>Name:</p>						100
TOTAL						100
TOTAL						100

	SPED 393 Course Outcomes				
	Students will demonstrate an understanding of Federal and state requirements for the identification and provision of services for students with emotional and behavioral disorders K-12	Students will identify cognitive, social and learning characteristics of students with emotional and behavioral disorders K-12	Students will demonstrate the ability to administer and interpret formal and informal social and behavioral assessments for students K-12, including RTI	Students will demonstrate the ability to identify and implement strategies to address emotional and behavioral concerns for students K-12	Students will demonstrate the ability to develop Behavioral Intervention Plans for students with emotional and behavioral disorders K-12
Idaho Standards for Exceptional Child Generalists	SPED 393 Social and Behavioral Strategies for Students with Disabilities Course outcome alignment to Idaho Standards for Exceptional Child Generalists		K 1-3		P 1
	Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.				
	Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self determination.	K 1		K 2	K 3, 4 P 2
	Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.		K 1, 2		K 1,2
	Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions	K 7		K 1-3, 5, 6 P 2	K 4-6 P 4, 5
	Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.		K 1, 6	K 2, 9	K 4, 6-8 P 1
	Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	K 1-3, 5	K 2		
	Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.			K 1-6	K 1-4 K 1-4

Social / Behavior Strategies for Students with Disabilities (SPED 393)

Instructor

Jeffrey B. Pulsipher

Office: Hinckley Bldg. 362

Email: pulsipherj@byui.edu

Office hours: Monday through Wednesday 1:00-2:00 and Thursday from 12:00-1:00 or by appointment

Phone: 496-4129

Prerequisites

Prior to this class, you should have taken SPED 310 & ED 424 and received a grade of C- or better. If that is not the case, you must speak with me and together we can evaluate your preparation to take this class.

Course Description

Prospective special education teachers will explore methods, strategies, and accommodations for teaching students with emotional and behavioral disorders. Cognitive, social and learning characteristics of students with emotional and behavioral disorders will be identified. Students will have the opportunity to administer informal and formal social and behavioral assessments, interpret assessment data, and plan curriculum based on assessment outcomes. Positive Behavioral Interventions and Supports as well as Behavioral Intervention Plans will also be developed using assessment outcomes.

Learning Outcomes

Upon completion of this course:

1. Students will demonstrate an understanding of Federal and state requirements for the identification and provision of services for students with emotional and behavioral disorders K-12.
2. Students will identify cognitive, social and learning characteristics of students with emotional and behavioral disorders K-12.
3. Students will demonstrate the ability to administer and interpret formal and informal social and behavioral assessments for students K-12, including RTI.
4. Students will demonstrate the ability to identify and implement strategies to address emotional and behavioral concerns for students K-12.
5. Students will demonstrate the ability to develop Behavioral Intervention Plans for students with emotional and behavioral disorders K-12.

Textbooks/Required Readings

- Textbook: *Evidence-Based Practices for Educating Students with Emotional and Behavioral Disorders* 3 Ed., by Mitchell L. Yell, Nancy B Meadows, Erik Drasgow, and James G. Shriner, Merrill/Pearson, 2009.
- Cases: *Cases in Emotional and Behavioral Disorders of Children and Youth* 3rd Edition, by James M. Kauffman and Timothy J. Landrum, 2013

Readings

You will have assigned readings throughout the course in preparation for discussions on various topics. These include conference talks and other research-related articles depending on the needs of our class. I encourage you to search out additional information for the topic we cover in class that would benefit our understanding further. If there is new or relevant information I find during the course of the semester I will add it as I see appropriate. Each reading will include a reflective paper submitted in I-Learn in response to specific questions listed in the individual assignments. All assignments will show up on your dashboard in I-Learn.

Major Assignments

- 1. Personal Social Contact Activities** – Complete at least two of the following activities. You may want to include more of them as part of your personal interest project.
 - Professional interview – Interview a professional in the field of mental health and behavior change. Write a one-page summary of what you learned.
 - Teacher interview – Interview a teacher who has a child in his/her class diagnosed with an emotional/behavioral disorder (EBD). Write a one-page summary of what you learned.
 - Observations – Observe a child at home or in the classroom who has a current DSM-V diagnosis or is placed on an IEP with an EBD. Observe for at least 30 minutes two times. Write a one-page summary of what you learned.
 - Family interview – Interview the members of a family who have a family member who has been diagnosed with an EBD. Try to clarify the impact it has on individuals, the family collectively, and local community. Write a one-page summary of what you learned.
 - Agency interview – Interview an agency director in the field of mental health and behavior change. Write a one-page summary of what you learned.

2. Research and Co-Teach Opportunity

This is an opportunity for you to research more deeply into a topic we will be covering in class or that is directly related to our study. Your topic will be chosen early in the course. As we come to the topic as part of the course progression you will prepare and teach the class on your chosen topic in a co-teaching situation with the instructor. You will be the lead instructor on the topic and become our "in house expert." On the day you teach you should have a hand out or other means of providing a summary of key information to the class for them to use as a resource in their careers. Please also submit the same information to me as well. Research should include, but go far beyond the textbook. Supporting research materials should include scholarly journals, books, video vignettes, professional interviews, and other applicable resources. After you teach the class please answer and submit the reflective questions found in I-Learn under the assignments tab.

In Class and Preparation Assignments (Teach One Another): Many group and individual activities/assignments are done in class and are *graded*. *It will be very difficult and sometimes impossible to make up these in-class activities if you are absent. Please plan to attend all classes unless you are ill. If you do miss, plan to obtain materials from a classmate.* Preparation assignments will always show up on I-Learn as an assignment. You may look at the calendar in I-Learn to see upcoming assignments. However, these are subject to change based on the needs of the class.

Assignment Due Dates: Assignments are due on the scheduled date posted on I-Learn. Students are expected to turn in their homework assignments on time. If you know you will not be able to complete an assignment before it is due because of extenuating circumstances you must contact me **before** the due date within at least five hours before the assignment is due to make arrangements for extended time and to discuss a new due date. If I am not contacted before the assignment is due it may be turned in for half credit and must be turned in no later than 48 hours of the original due date. Submissions after 48 hours will not be graded and will receive a zero.

Quizzes

- You will have a quiz more often than not over assigned readings at the beginning of class.

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Examinations

There are two examinations for this class: the mid-term and the final. The mid-term is a take home constructed-response essay exam. The final is a student case study which you will complete as a group acting as an MDT team. The requirements for the final examination are as follows:

Application Activities Final –

First, I will give you a case study approximately one week before the final is due. Using that case study, you will complete the following items as a group:

1. Pathway Charting – Using information collected from the case study, fill out a pathways chart as you hypothesize the function of the behavior and determine possible strategies to use. On the chart include your hypothesis statement.
2. Functional Behavioral Assessment (FBA) – Using information from the case study and pathway chart, follow the process to analyze data and input it into a formal FBA.
3. Behavior Intervention Plan (BIP) – Complete a formal BIP using the information you have, be sure to include how you would modify the environment and other elements of the student's education to support the appropriate (target) behavior of the child.
4. Classroom design plan – Design a classroom around the needs of your student and others who are in a self-contained or partial-placement classroom. Identify how your classroom design meets the safety and instructional needs of your student and others that would be placed in this setting.
5. Lesson plan – Find a lesson plan based on the age and grade of the student in the case study, and then modify the lesson plan and strategies to meet his or her needs. Include necessary accommodations as well.

Grading

Final grades will be evaluated based on the following breakdown.

Grading Scale:

94-100% -- A	90-93.99% -- A-	87-89.99% -- B+
84-86.99% -- B	80-83.99% -- B-	77-79.99% -- C+
74-76.99% -- C	70-73.99% -- C-	67-69.99% -- D+
64-66.99% -- D	60-63.99% -- D-	0-59.99% -- Fail

Other expectations

The Honor Code and Dress & Grooming Standards will be enforced in class or when representing the university. I enforce them, not just because you committed to honor it, but because I expect you to look professional (like a teacher) as you act in the role of a student in this class. I will focus on doing and becoming, rather than the “do-nots.” Consequently, please **dress up** when you come to class or when doing service for this class. Look your best.

This syllabus is subject to change, based on the demands (learning or otherwise) of this course, the university, and the needs of the students in the class.

Other notices and policies

Sexual Discrimination

Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an education program or activity that receives federal funds, including federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender based discrimination, please contact the personnel office at 496-1130.

Accommodations for Disabilities **SDE**

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Brigham Young University-Idaho is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities office, 496-1158. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by this 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 personnel office at 496-1130. In compliance with applicable disability law, qualified students with a disability may be entitled to “reasonable accommodations.” It is the student’s responsibility to disclose to the teacher any special need she/he may have before the end of the first week of class.

Academic Honesty Policy – Definitions

Intentional Plagiarism is the deliberate act of representing the words, ideas, or data of another as one’s own without providing proper attribution to the author through quotation, reference or footnote.

Inadvertent Plagiarism involves the inappropriate, but non-deliberate, use of another’s words, ideas or data without proper attribution. Although not a violation of the Honor Code, it is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Plagiarism may occur with respect to unpublished as well as published material. Examples include:

- Direct Plagiarism—the verbatim copying of an original source without acknowledging the source.
- Paraphrased Plagiarism—the paraphrasing, without acknowledgment, of ideas from another that the reader might mistake for his/her own.
- Plagiarism Mosaic—the borrowing of words, ideas or data from an original source and blending this original material with one’s own without acknowledging the source.
- Insufficient Acknowledgement—the partial or incomplete attribution of words, ideas or data from an original source.

Fabrication or Falsification is a form of dishonesty where a student invents or distorts the origin or content of information used as authority. Examples include:

- Citing a source that does not exist.
- Citing information from a source which is not included in the source for which credit is given.
- Citing a source for a secondary proposition which it does not support.
- Citing a bibliography source when it was neither consulted nor cited in the body of the paper.
- Intentionally distorting the meaning or applicability of data.
- Inventing data or statistical results to support conclusions.

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that has not been obtained. Examples include:

- Copying from another person’s work during an examination or while completing an assignment.
- Allowing someone to copy from you during an examination or while completing an assignment.
- Using unauthorized materials during an examination or while completing an assignment.
- Collaborating on an examination or assignment without authorization.
- Taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for you.

Other Academic Misconduct includes other academically dishonest, deceitful or inappropriate acts which are intentionally committed. Examples include but are not limited to:

- Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others.
- Planning with another to commit any act of academic dishonesty.

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- Attempting to gain an unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such purpose.
- Changing or altering grades or other official educational records.
- Obtaining or providing to another a test or answers to a test which has not been administered.
- Breaking and entering into a building or office for the purpose of obtaining an unauthorized test.
- Continuing work on an examination or assignment after the allocated time has elapsed.
- Submitting the same work for more than one class without disclosure and approval.
- Getting equal credit on group assignments when equal work was not done.

Academic Honesty Policy – Adjudication Procedures

Faculty are responsible to establish and communicate to students their expectations of behavior with respect to academic honesty and the student's conduct in their course. The instructor will be responsible to investigate any incident of academic dishonesty or misconduct, determine the circumstances, and take appropriate action.

Examples include but are not limited to the following:

- Reprimanding the student orally or in writing.
- Requiring work affected by the academic dishonesty to be redone.
- Administering a lower or failing grade on the affected assignment, test or course.
- Work with the Dean of Students to remove the student from the course.
- Recommending to the Dean of Students that the student be put on probation or dismissed.

If the incident involves the violation of a public law, e.g., breaking and entering into an office or stealing an examination, the act should be reported to University Police.

For the purpose of tracking, suspected or proven violations of the Academic Honesty Policy should be reported to the Dean of Students office—name, incident, action taken. If the occurrence is sufficiently egregious or if a pattern of dishonesty or misconduct is discovered additional action may be taken on behalf of the university based upon the nature of the infraction.

If an affected student disagrees with the determination or action and is unable to resolve the matter to the mutual satisfaction of the student and the instructor, he/she may have it reviewed through the university's grievance process.

Course Title:

SPED 400

Practicum – Elementary Education

Course Description:

Prospective special education teachers will receive practical, first-hand experience working with a special education teacher in an elementary school setting grades K-8. Opportunities for engaging in both formal and informal assessment activities, designing individualized curriculum, accommodating the general education curriculum, monitoring student progress, and collaborating with other professionals and families will be embedded within the practicum experience. A weekly two-hour seminar will serve as the forum in which students can address challenges and concerns while sharing experiences, expertise and successes.

Course Outcomes:

1. Students will demonstrate professional practices in compliance with Federal and state special education policies and procedures.
2. Students will demonstrate the ability to observe, document and assess student performance as part of the planning, evaluation and/or eligibility process.
3. Students will demonstrate the ability to plan appropriate curriculum including adaptations, accommodations and learning strategies for students with disabilities grades K-8.
4. Students will demonstrate the ability to provide meaningful instruction resulting in positive benefit to students with disabilities grades K-8.
5. Students will demonstrate the ability to collaborate with parents, related services personnel, paraprofessionals, and others involved in serving students with disabilities grades K-8.
6. Students will demonstrate professional communication, behavior, attitude, dress and language in all aspects of the practicum experience.

Documents to Follow:

- Chart to show alignment of course outcomes with Idaho Standards for Exceptional Child Generalists
- Course syllabus
- Assessment tools to measure competency and skill

Competency Assessment Rubric (CAR)

Domain 1: Planning and Preparation	Developing	Applying	Basic
1a Demonstrating Knowledge of Content and Pedagogy			
1b Demonstrating Knowledge of Students			
1c Setting Instructional Outcomes			
1d Demonstrating Knowledge of Resources			
1e Designing Coherent Instruction			
1f Designing Student Assessments			
Domain 2: The Classroom Environment			
2a Creating an Environment of Respect and Rapport			
2b Establishing a Culture for Learning			
2c Managing Classroom Procedures			
2d Managing Student Behavior			
2e Organizing Physical Space			
Domain 3: Instruction			
3a Communicating with Students			
3b Using Questions and Discussion Techniques			
3c Engaging Students in Learning			
3d Using Assessment in Instruction			
3e Demonstrating Flexibility and Responsiveness			
Domain 4: Professional Responsibilities			
4a Reflecting on Teaching			
4b Maintaining Accurate Records			
4c Communicating with Families			
4d Participating in a Professional Community			
4e Growing and Developing Professionally			
4f Showing Professionalism			
Domain 5: Health, Safety, and Nutrition			

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SPED 400 Elementary Senior Practicum Checklist

Before the end of the semester the student will complete each of the following items. When completed please have the mentor teacher initial the designated area certifying completion of the task. Items with a page number next to them references a page in the getting started binder located in course resources in I-Learn.

Domain 1: Planning and Preparation

Students should work to show competence in these areas by completing the items below & others.

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

Task	Dates Completed	Student Initial	Teacher Initial	Turn In Y/N
Student and Classroom profile pg. 2.2				Yes
Yearly IEPs & Re-evaluation Timelines (pg.3.3)				No
Available Assessment Tools in School/District (see pg.7.4)				Yes*
Available Curriculum Resources in School pg. 8.1				Yes*
List additional activities you participated in to gain competence in this domain:				

Domain 2: The Classroom Environment

Students should work to show competence in these areas by completing the items below & others.

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Task	Dates Completed	Student Initial	Teacher Initial	Turn In Y/N
Create a set of emergency sub plans for the classroom you are in, (for whole day)				Yes
You're the teacher today: Be the teacher for the whole day on 2 non-consecutive days. (Requires excusal from other classes ahead of time.) Turn in a written reflection of each day.				Yes

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Become familiar with the behavior plans of students in the classroom, know the procedures and consult with the mentor teacher on possible situations that may and do arise. No

List additional activities you participated in to gain competence in this domain:

Domain 3: Instruction

Students should work to show competence in these areas by completing the items below & others.

- 3a Communicating with Students
- 3b Using Questions and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Task	Dates Completed	Student Initial	Teacher Initial	Turn In Y/N
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Prepare for & Teach a Minimum of 7 Lessons (submit a lesson plan for each including accomodations see 2.4, and a reflection for each) Yes*

Conduct 1 Formal Assessment No

Conduct 2 Observations (academic or behavior based pg. 7.5) Yes*

Complete the progress reports for a minimum of 3 students Yes*

List additional activities you participated in to gain competence in this domain:

Domain 4: Professional Responsibilities

Students should work to show competence in these areas by completing the items below & others.

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

Task	Dates Completed	Student Initial	Teacher Initial	Turn In Y/N
------	-----------------	-----------------	-----------------	-------------

Write 2 IEPs Under Direction of Teacher (use checklist as you complete the IEPs) Not IEPs
Yes*

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(Pgs.4.8 or 4.11)	checklists
Attend 2 IEP Meetings & conduct at least one of them (preferably for the students IEPs you wrote)	No
Attend 2 MDT Meetings, write a reflection of each experience (keeping confidentiality in mind)	Yes*
Complete a general file review for 5 files. Use form from sde.idaho.gov	Yes*
Collaboration: turn in evidence of collaboration with regular education teachers and administration (this could be in the form of notes from a PLC or evidence of existing practices at the school that you get involved in.)	Yes *
Make a digital handout or flyer that could be distributed to parents which includes online informational resources for a wide variety of disabilities.	Yes
List additional activities you participated in to gain competence in this domain:	

Domain 5: Health, Safety, and Nutrition

Students should work to show competence in this area by completing the items below & others.

Task	Dates Completed	Student Initial	Teacher Initial	Turn In Y/N
Know the classroom procedures for fire drills, earthquakes etc.... And the teachers role in that process.				No
Read and have knowledge of student health plans and procedures necessary for their safety and care.				No
Show evidence of activities done with students concerning self-advocacy skills.				Yes
List additional activities you participated in to gain competence in this domain:				

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PROFESSIONAL GROWTH PLAN

What is the Professional Growth Plan?

The Professional Growth Plan process asks Teachers to develop an Individual Growth Goal based on Danielson's Framework for effective teaching. The goal a Teacher selects and the work s/he conducts should focus on one or more components of the four domains in the Danielson Framework. The goal needs to be a SMART goal, which means that the goal is:

S=Specific and Strategic

M=Measurable

A=Aligned and Attainable

R=Results-oriented

T=Time bound

A Teacher will work with his/her Evaluator to review the Individual Growth Plan. Steps in the development and implementation of the plan include:

1. Writing Individual Growth Plan goal—We just do Step 1 @ BYU-Idaho. You and your mentor teacher complete the rest of the steps during student teaching.
 2. Designing action plan
 3. Implementing the action steps for the Individual Growth Plan goal
 4. Reflecting on the success of the goal
 5. Assessing goal attainment
-

For your assignment: Develop 2 goals from Danielson's Framework for effective teaching Domains 2 & 3 and a third goal of your choice from any of the four domains.

You will take these goals into your student teaching experience.

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PROFESSIONAL GROWTH PLAN GUIDING QUESTIONS

First, think of the four years that you spent at BYU-Idaho. Intentionally gather evidence about what has changed in your beliefs of what good teaching is, specific strategies and your personal and individual growth as a person and teacher.

"I used to think....

"Now, I think....

What does a good teacher look like?

Does it matter what the subject is?

What does a good student look like? If you ask students this question, they focus on compliance. What do you, as a teacher, think that a good student looks like?

Read and comment on each of these statements on the importance of quality assessment:

Assessment OF Learning—

Assessment FOR Learning—

Assessment AS Learning—

Assessment IS Learning—

Formative (Ongoing) Assessment is like a regular medical checkup vs. Summative Assessment is the Autopsy—So, how can formative assessment guide your instruction?

Write a reflection about 5 insights this information on assessment can apply to you and your future teaching:

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Professional Growth Plan (PGP) Self-Assessment Worksheet

Think of some personal goals that you would like to work on as you enter student teaching. Reflect on the strengths and areas of growth within your professional practices.

This worksheet is intended for personal use only. It will not be a part of your evaluation, but may be discussed with evaluator.

Strengths	Domains/Components	Growth Opportunities
Domain 1: Planning and Preparation	1a. Knowledge of content/ pedagogy 1b. Knowledge of students 1c. Setting instructional outcomes 1d. Knowledge of resources 1e. Designing coherent instruction 1f. Designing student assessments	
We don't focus on Domain 1 @ BYU-I. Reflect on ways that you can focus on this Domain during your student teaching experience.		

Strengths	Domains/Components	Growth Opportunities
Domain 2 - Classroom Environment	2a. Creating an environment of respect/rapport 2b. Establishing a culture for learning 2c. Managing classroom procedures 2d. Managing student behavior 2e. Arrangement of furniture and use of physical space	
You will need to create a S.M.A.R.T. goal from Domain 2.		

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Strengths

Domains/Components

Growth Opportunities

Domain 3 - Instruction	3a. Communication with students 3b. Using questioning and discussion techniques 3c. Engaging students in learning 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness	
You will need to create a S.M.A.R.T. goal from Domain 3.		

Strengths

Domains/Components

Growth Opportunities

Domain 4: Professional Responsibilities	4a. Reflecting on teaching 4b. Maintaining accurate records 4c. Communicating with families 4d. Participating in a professional community 4e. Growing and developing professionally 4f. Showing professionalism	
We don't focus on Domain 4 @ BYU-I. Reflect on ways that you can focus on this Domain during your student teaching experience.		

Think of two goals from Domains 2 & 3 and a third of your choice:

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Please write your 3 S.M.A.R.T. goals—

The goal needs to be a SMART goal, which means that the goal is:

S=Specific and Strategic

M=Measurable

A=Aligned and Attainable

R=Results-oriented

T=Time bound

1.

2.

3.

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These guiding questions are meant to help you focus your reflection on student learning and your teaching practices.

Questions to consider as you prepare to teach:

WHAT CONSTITUTES IMPORTANT LEARNING?

What are the key purposes in your learning activities?

Does the purpose reflect important learning and a view of content as conceptual understanding rather than rote repetition of facts and procedures?

WHAT CAUSES LEARNING?

What are students actually doing on a regular basis in your classroom activities?

What is the level of intellectual rigor?

What choices do students have?

What are their opportunities for reflection and closure regarding their learning?

HOW ARE STUDENTS MOTIVATED?

To what extent have you succeeded in creating a learning community in class?

To what degree do students assume responsibility for their learning on a daily basis?

SPED 400 Course Outcomes						
	Students will demonstrate professional practices in compliance with Federal and state special education policies and procedures	Students will demonstrate the ability to observe, document and assess student performance as part of the planning, evaluation and/or eligibility process	Students will demonstrate the ability to plan appropriate curriculum including adaptations, accommodations and learning strategies for students with disabilities grades K-8	Students will demonstrate the ability to provide meaningful instruction resulting in positive benefit to students with disabilities grades K-8	Students will demonstrate the ability to collaborate with parents, related services personnel, paraprofessionals, and others involved in serving students with disabilities grades K-8	Students will demonstrate professional communication, behavior, attitude, dress and language in all aspects of the practicum experience
Idaho Standards for Exceptional Child Generalists	SPED 400 Practicum - Elementary Education Course outcome alignment to Idaho Standards for Exceptional Child Generalists					
	Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	K 1-3 P 1, 2	K 1-3 P 1, 2	K 1-3 P 1, 2		
	Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self determination.	K 1-4 P 1-4	K 1-4 P 1-4	K 1-4 P 1-4		
	Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	K 1-3 P 1-3	K 1-3 P 1-3	K 1-3 P 1-3		
	Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions	K 1-7 P 1-5				
	Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.	K 1-9 P 1-6	K 1-9 P 1-6	K 1-9 P 1-6		
	Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	K 1-5 P 1-4			K 1-5 P 1-4	
	Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.					K 1-6 P 1-3

SPED 400 Elementary Special Education Practicum

Instructor: Jeff Pulsipher

Office: Hinckley 362 Office # 496-4129 email: pulsipherj@byui.edu

Office Hours: Mon. through Wed. 1:00-2:00 and Thurs. from 12:00-1:00 or by appointment

Time and Place: Mon. – Thurs. Arranged in public schools / Friday 10:15-11:15

Text and Materials: Conscious Classroom Management: Unlocking the Secrets of Great Teaching by Rick Smith

Course Description:

Prospective special education teachers will receive practical, first-hand experience working with a special education teacher in an elementary school setting grades K-8. Opportunities for engaging in both formal and informal assessment activities, designing individualized curriculum, accommodating the general education curriculum, monitoring student progress, and collaborating with other professionals and families will be embedded within the practicum experience. A weekly one-hour seminar will serve as the forum in which students can address challenges and concerns while sharing experiences, expertise and successes. ***SPED 400 students will provide instruction to K-8th grade students at designated schools in the Jefferson, Madison, Sugar-Salem, and Bonneville School Districts.***

Taught: Fall, Winter

Course Outcomes: In an authentic classroom setting, students will demonstrate proficiency in the following outcomes embedded into practicum experiences.

1. Students will demonstrate professional practices in compliance with Federal and state special education policies and procedures.
2. Students will demonstrate the ability to observe, document and assess student performance as part of the planning, evaluation and/or eligibility process.
3. Students will demonstrate the ability to plan appropriate curriculum including adaptations, accommodations and learning strategies for students with disabilities K-8.
4. Students will demonstrate the ability to provide meaningful instruction resulting in positive benefit to students with disabilities K-8.
5. Students will demonstrate the ability to collaborate with parents, related services personnel, paraprofessionals, and others involved in serving students with disabilities K-8.

Course Requirements/Assignments:

Practicum Checklist and Competency Evidence

As part of your practicum experience you will have the opportunity to complete several activities that are part of the duties of a special education teacher. These activities are connected to the Danielson Framework and will be the most significant part of your work in this course. You will be given a checklist of items that need to be completed and then signed off by you and your mentor teacher by the end of the semester. Some of these items are student referenced and will not be turned in, but will be given to your mentor teacher for classroom use and be checked off with a space for comments. All items may be used as artifacts in your electronic portfolio showing competency in initial teacher preparation standards. You will find the checklist included in the resources tab in I-Learn.

Formal & Informal Observations: During the semester you will have 3 formal observations conducted by the instructor (Me). This is something you will see often in your career as a teacher. It consists of a pre-observation meeting in which we discuss your lesson topic and those things in which you are working on which you would like me to provide feedback on. I will then observe on the scheduled date and then we will hold a post-observation meeting to discuss the lesson and provide feedback. The three will need to be scheduled at the beginning, middle, and end of the semester. There may also be informal observations which I will be in the classroom providing positive feedback and support. Your evaluations will be based on the Danielson Model which you can access in the resources tab in I-Learn.

In-Class and Preparation Assignments (Teach One Another): Many group and individual activities/assignments are done in class and are *graded*. *These in-class activities can be very difficult and sometime impossible to make up if you are absent. Please plan to attend all classes unless ill. If you do miss, plan to obtain materials from a classmate.* Preparation assignments will always show up on I-Learn as an assignment. You may look at the calendar in I-Learn to see upcoming assignments. These are subject to change based on the needs of the class.

Exams: We will have a final oral defense exit interview at the end of the semester where you will report on your checklist and experiences that show your competence in each area of the Danielson domains and course outcomes. For the exam you should be prepared to connect each item of the checklist and your additional evidences to a specific area (component) within the Danielson Domains (found in course documents). Together we will then assign you a grade. If there is a lack of evidence in a competency area, additional assignments or activities may be required before passing the course.

Attendance/Participation: Your attendance and participation in class during the university classroom portion of this course is critical. Some of what we will discuss is not found in printed documents that you can read outside of class. However, it is most critical that you fulfill your daily teaching obligations just as full-time classroom teachers do. Absences may be approved due to a *serious, bedridden illness or other emergency* and circumstance beyond your control. If

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due to one of these reasons you are unable to teach you must let me know as well as your mentor teacher. You will then need to arrange to make up the missed time on another day. Again, these changes are only authorized for the reasons shown above. ***Any unauthorized absence during your practicum experience might result in a letter grade deduction on your final grade. More than one unauthorized absence may result in dismissal from the course.*** You must participate in planning the lesson, be prepared for your teaching assignment, and teach for student understanding and involvement. Lack of effort in any of these areas is unacceptable. As you teach, performance expectations will rise. With practice, the assumption is that your ability to teach will increase. These teaching experiences will take place in various locations as assigned. ***Local School Districts place a great deal of trust in BYU-I, by allowing us to work with students in their schools. As part of our program, it behooves you to be where you are supposed to be when you are supposed to be there. Come to the school completely prepared, professionally dressed, and take responsibility for the success of your students.***

Performance Assessment (Ponder and Prove): I have high expectations for your planning and teaching. Some of your teaching experiences may be recorded. If recorded, you will have to watch your recordings and analyze your teaching practices. You will receive regular feedback on your planning and teaching from your instructor. We, the department faculty, do not expect perfection, but we do expect you to plan comprehensively, to teach effectively, and to show improvement from lesson to lesson.

Assignment Due Dates: Assignments are due on the scheduled date posted on I-Learn. Students are expected to turn in their homework assignments on time. If you know you will not be able to complete an assignment before it is due because of extenuating circumstances you must contact me **before** the due date within *reasonable time to make arrangements for the extended time and to discuss a new due date. If I am not contacted before the assignment is due it may be turned in for half credit and must be turned in no later than 48 hours of the original due date. Submissions after 48 hours will not be graded and will receive a zero.

**reasonable time is a minimum of 5 hours before the time the assignment is due*

Grading

Final grades will be evaluated based on the following breakdown.

Grading Scale:

94-100% -- A	90-93.99% -- A-	87-89.99% -- B+
84-86.99% -- B	80-83.99% -- B-	77-79.99% -- C+
74-76.99% -- C	70-73.99% -- C-	67-69.99% -- D+
64-66.99% -- D	60-63.99% -- D-	0-59.99% -- Fail

**** PLEASE NOTE ****

- The instructor reserves the right to make changes to the syllabus as needed.
- In compliance with the Americans with Disabilities Act, all qualified students enrolled in this course are entitled to reasonable accommodations. It is the responsibility of the student to disclose to the teacher any special needs by the end of the first week of class.
- There is a policy restricting students from bringing children to class. If a rare emergency arises, contact the instructor for special permission.
- About those cell phones and text messaging... I would ask you to turn them off **before entering our classroom**, and not use them while you are here. If you are waiting for an emergency call, I understand, just let me know. We may use devices at various times during the course as a tool for learning. These times will be designated by instructor.
- Students enrolled in SPED 400 are expected to follow applicable professional standards from the Code of Ethics for teachers in the State of Idaho and commensurate responsibilities within Madison School District. The Code of Ethics for Idaho teachers is available online. It is imperative that you become familiar with this information. Please see: http://www.sde.idaho.gov/site/teacher_certification/code.htm
- Students enrolled in SPED 400 must limit the use of any videos generated in the practicum lab to learning experiences related to the coursework only. No video of practicum experiences may be transmitted or re-used outside the learning experiences attached to the class.

Other notices and policies

Sexual Discrimination

Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an education program or activity that receives federal funds, including federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender based discrimination, please contact the personnel office at 496-1130.

Accommodations for Disabilities

Brigham Young University-Idaho is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities office, 496-1158. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by this 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 personnel office at 496-1130. In compliance with applicable disability law, qualified students with a disability may be entitled to "reasonable accommodations." It is the student's responsibility to disclose to the teacher any special need she/he may have before the end of the first week of class.

Academic Honesty Policy – Definitions

Intentional Plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference or footnote.

Inadvertent Plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas or data without proper attribution. Although not a violation of the Honor Code, it is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Plagiarism may occur with respect to unpublished as well as published material. Examples include:

- Direct Plagiarism—the verbatim copying of an original source without acknowledging the source.
- Paraphrased Plagiarism—the paraphrasing, without acknowledgment, of ideas from another that the reader might mistake for his/her own.
- Plagiarism Mosaic—the borrowing of words, ideas or data from an original source and blending this original material with one's own without acknowledging the source.
- Insufficient Acknowledgement—the partial or incomplete attribution of words, ideas or data from an original source.

Fabrication or Falsification is a form of dishonesty where a student invents or distorts the origin or content of information used as authority. Examples include:

- Citing a source that does not exist.
- Citing information from a source which is not included in the source for which credit is given.
- Citing a source for a secondary proposition which it does not support.
- Citing a bibliography source when it was neither consulted nor cited in the body of the paper.
- Intentionally distorting the meaning or applicability of data.
- Inventing data or statistical results to support conclusions.

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that has not been obtained. Examples include:

- Copying from another person's work during an examination or while completing an assignment.
- Allowing someone to copy from you during an examination or while completing an assignment.
- Using unauthorized materials during an examination or while completing an assignment.
- Collaborating on an examination or assignment without authorization.
- Taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for you.

Other Academic Misconduct includes other academically dishonest, deceitful or inappropriate acts which are intentionally committed. Examples include but are not limited to:

- Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others.
- Planning with another to commit any act of academic dishonesty.
- Attempting to gain an unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such purpose.
- Changing or altering grades or other official educational records.
- Obtaining or providing to another a test or answers to a test which has not been administered.
- Breaking and entering into a building or office for the purpose of obtaining an unauthorized test.
- Continuing work on an examination or assignment after the allocated time has elapsed.
- Submitting the same work for more than one class without disclosure and approval.
- Getting equal credit on group assignments when equal work was not done.

Academic Honesty Policy – Adjudication Procedures

Faculty are responsible to establish and communicate to students their expectations of behavior with respect to academic honesty and the student's conduct in their course. The instructor will be responsible to investigate any incident of academic dishonesty or misconduct, determine the circumstances, and take appropriate action. Examples include but are not limited to the following:

- Reprimanding the student orally or in writing.
- Requiring work affected by the academic dishonesty to be redone.
- Administering a lower or failing grade on the affected assignment, test or course.
- Work with the Dean of Students to remove the student from the course.
- Recommending to the Dean of Students that the student be put on probation or dismissed.

If the incident involves the violation of a public law, e.g., breaking and entering into an office or stealing an examination, the act should be reported to University Police.

For the purpose of tracking, suspected or proven violations of the Academic Honesty Policy should be reported to the Dean of Students office—name, incident, action taken. If the occurrence is sufficiently egregious or if a pattern of dishonesty or misconduct is discovered additional action may be taken on behalf of the university based upon the nature of the infraction.

If an affected student disagrees with the determination or action and is unable to resolve the matter to the mutual satisfaction of the student and the instructor, he/she may have it reviewed through the university's grievance process.

Course Title:

SPED 441

Students with Severe Disabilities

Course Description:

Prospective special education teachers will be introduced to the medical, cognitive, motor and communication needs of students with severe disabilities. The requirements and procedures for alternative assessment will be taught and implemented. Emphasis will be placed on designing curriculum including technology for students with severe disabilities. Legal and ethical considerations for providing educational services for students with severe disabilities will be explored.

Course Outcomes:

1. Students will demonstrate an understanding of the Federal definition of students with severe disabilities and legal requirements for services.
2. Students will demonstrate an understanding of medical, cognitive, motor and communication needs of students with severe disabilities.
3. Students will demonstrate an understanding of the use of alternative assessment and the ability to create one in compliance with federal and state requirements.
4. Students will demonstrate the ability to design curriculum appropriate to the cognitive, motor and communication needs of students with severe disabilities, including the use of technology.
5. Students will demonstrate an understanding of the legal requirements and ethical considerations for collaborating with parents and professionals.

Documents to Follow:

- Chart to show alignment of course outcomes with Idaho Standards for Exceptional Child Generalists
- Course syllabus
- Assessment tools to measure competency and skill

Group Peer Tutor Handbook

Group Peer Tutor Handbook will contain each of the elements listed below. Using what you've learned about Peer Tutoring, each week you will generate an individual copy of each element and post it to the Google Community. As you learn about peer tutoring programs and have rich discussions regarding your individual contributions on the Google Community, work to select the *best* of what you and your classmates have created to generate a comprehensive Group Peer Tutoring Handbook which you can take with you to aid you in your future teaching endeavors. Post your best work to the Group Peer Tutor Handbook Doc.

- A questionnaire for peer tutors for the first week. (L01)
- A confidentiality statement that tutors will need to sign. (L01)
- Handouts for your future peer tutors. (L02)
- An accommodations planning guide. (L03)
- Information on how you will evaluate the peer tutors. (L04)
- Daily Tracking sheets. (L05)
- ABC data collection sheets. (L05)
- At least three different data collection sheets that are simple so tutors can use them. (L05)
- A syllabus for your future Peer Tutor class (similar to the ones your BYU-I professors give you ever semester). (L06)
- Any other inspirational things to help tutors be great and work well with your students with disabilities. (L06)

Remember that you are not required to contribute each of the above items each week. Rather, work together as a class to construct an effective handbook, focusing especially on the items that are written in **bold** this week.

By the end of this lesson, your collaborative handbook should contain ***all*** of the elements listed above.

Instructional Program (1 hr 30 min)

Your final write-up on the curriculum program is due. In your submission, include the following:

- A description of the student and rationale for selecting the targeted task (remember student confidentiality).
- A specific instructional objective including conditions, observable response, and a logical criterion statement.
- A concept analysis, response analysis, or task analysis.
- An instructional sequence that specifies the instructional examples to be presented to the student and the order in which they will be presented.
- Response prompting and fading procedures.
- Error correction procedures.
- Data collection and summary procedures.
- Describe any changes you would make in the programming during the course of teaching.
- If your program was successful—include an analysis of why you think the program was successful.
- If your program was unsuccessful—include an analysis of what you would change if you were to continue the program.

PARAEDUCATOR ROLES AND RESPONSIBILITIES GUIDEBOOK

Your finalized group Paraeducator Roles and Responsibilities Guidebook will contain each of the elements listed below. Using what you've learned about Peer Tutoring, each week you will generate an individual copy of each element and post it to the Google Community. As you learn about peer tutoring programs and have rich discussions regarding your individual contributions on the Google Community, work to select the *best* of what you and your classmates have created to generate a comprehensive Paraeducator Roles and Responsibilities Guidebook which you can take with you to aid you in your future teaching endeavors. Post your best work to the Paraeducator Roles and Responsibilities Guidebook.

- Five pieces of advice for your defining roles and responsibilities with your paraeducators. (L08)
- A list of contents for your "Paraeducator Survival Kit" as well as justification and an explanation of each item you include. (L09)
- A list of interview questions that you would ask prospective paraeducators hoping to work in your classroom. (L10)
- A list of qualifications you would look for in a paraeducator in your own classroom. (L10)
- Guidelines for working with non-effective (abusive or abrasive) paraeducators. (L11)
- A weekly training schedule for your paraeducators that you could implement your first year as a teacher. (L12)

INDIVIDUAL PROJECT—SOVATA (1 HR 30 MIN)

Your final write-up on SoVaTA is due. In your submission, include the following:

- A description of the student chosen (age, disability, current living arrangements, who you interviewed, etc.).
- A description of where the student is currently functioning, not in Present level form, but in your own words.
- What principles of creating an IEP did you learn in this process? How will you incorporate those into your future teaching?
- The data that you have collected
 - It would be best if data is shown in a graph for analysis purposes.
- Describe what elements of the first individual project were your favorite and why.
- Describe what you found to be the most difficult part of the SoVaTA Project and why.
- What parts of this project would you have done differently? Why? How would you change what you did?
- What elements of this project worked well? What could be improved?
- Any additional information and feedback you would like to share.

	SPED 441 Course Outcomes					
	Students will demonstrate an understanding of the Federal definition of students with severe disabilities and legal requirements for services	Students will demonstrate an understanding of medical, cognitive, motor and communication needs of students with severe disabilities	Students will demonstrate an understanding of the use of alternative assessment and the ability to create one in compliance with federal and state requirements	Students will demonstrate the ability to design curriculum appropriate to the cognitive, motor and communication needs of students with severe disabilities, including the use of technology	Students will demonstrate an understanding of the legal requirements and ethical considerations for collaborating with parents and professionals	
Idaho Standards for Exceptional Child Generalists	SPED 441 Students with Severe Disabilities Course outcome alignment to Idaho Standards for Exceptional Child Generalists	K 2	K 1-3	K1-3 P 1,2	K1-3 P 1,2	K 2
	Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	K 1, 4 P 1, 4		K 3 P 3	K 2 P 2	
	Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self determination.	K 1 P 1			K 2, 3 P 2, 3	
	Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.			K 1-7 P 1-5	K 1-7 P 1-5	
	Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions			K 1-9 P 1-6	K 1-9 P 1-6	
	Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.					K 1-5 P 1-4
	Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.					K 1-6 P 1-3
	Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	K 1-6 P 1-3	K 1-6 P 1-3	K 1-6 P 1-3	K 1-6 P 1-3	



Welcome to SPED 441

Course Description

Prospective special education teachers will be introduced to the medical, cognitive, motor, and communication needs of students with severe disabilities. The requirements and procedures for alternative assessment will be taught and implemented. Emphasis will be placed on designing curriculum, including technology, for students with severe disabilities. Legal and ethical considerations for providing educational services for students with severe disabilities will be explored.

COURSE OBJECTIVES

In this course, you will:

- Develop a gospel perspective for teaching exceptional students.
 - Demonstrate an understanding of the federal definition of students with severe disabilities and legal requirements for services.
 - Demonstrate an understanding of medical, cognitive, motor, and communication needs of students with severe disabilities.
 - Demonstrate an understanding of the use of alternative assessment and the ability to create one in compliance with federal and state requirements.
 - Demonstrate the ability to design curriculum appropriate to the cognitive, motor, and communication needs of students with severe disabilities, including the use of technology.
 - Demonstrate an understanding of the legal requirements and ethical considerations for collaborating with parents and professionals.
-

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SPED 441 Students with Severe Disabilities Course outcome alignment to Idaho Standards for Exceptional Child Generalists	Students will demonstrate an understanding of the Federal definition of students with severe disabilities and legal requirements for services	Students will demonstrate an understanding of medical, cognitive, motor and communication needs of students with severe disabilities	Students will demonstrate an understanding of the use of alternative assessment and the ability to create one in compliance with federal and state requirements	Students will demonstrate the ability to design curriculum appropriate to the cognitive, motor and communication needs of students with severe disabilities, including the use of technology	Students will demonstrate an understanding of the legal requirements and ethical considerations for collaborating with parents and professionals
Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	K 2	K 1-3	K1-3 P 1,2	K1-3 P 1,2	K 2
Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self determination.	K 1, 4 P 1, 4		K 3 P 3	K 2 P 2	
Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	K 1 P 1			K 2, 3 P 2, 3	
Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions			K 1-7 P 1-5	K 1-7 P 1-5	
Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.			K 1-9 P 1-6	K 1-9 P 1-6	
Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	K 1-5 P 1-4				K 1-5 P 1-4
Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	K 1-6 P 1-3	K 1-6 P 1-3	K 1-6 P 1-3	K 1-6 P 1-3	K 1-6 P 1-3

Course Architecture

In an online course, regular and sustained attention to the course is critical. You will not be successful if you try to cram all your learning into short, intensive bursts of study. Be attentive to the reading assignments, course activities, and deadlines. Lessons are generally one week long. The first lesson (Introductory Lesson) will help orient you to the course and give you time to practice using the online tools. You will wrap up the course in the Conclusion Lesson by submitting your final assignments and assessments.

Even though this course is online, it is ***not*** an independent study course. In fact, discussion with classmates is a key component of this course. You will be expected to form opinions that can be supported with textual evidence and come to a greater understanding of the plays through discussion with your classmates.

In order to do well, you should expect to spend 3–4 hours weekly for every credit hour; therefore, *you will need to be able to commit 9–12 hours each week to this course*. If you are unable to commit to the time demands this semester, please consider taking the class some other time when you can devote the necessary time to

completing the workload.

Each Lesson:

- Will open four days early in order to accommodate students who need more flexibility in their schedule.
 - New lessons will open Wednesday at 11:59 PM for the proceeding week.
 - Lessons will remain open for 10 days ending on the following Saturday evening at 11:59 PM.
- Has two main due dates:
 - Wednesday (11:59 PM, local time). By Wednesday, you will need to complete the following assignments:
 - Gospel Perspective
 - Preparation Materials
 - Initial post on the Google Community
 - Saturday (11:59 PM, local time)
 - Project
 - Subsequent posts on the Google Community
 - Weekly Reflection
 - Weekly Report

It is important to be prepared both intellectually and emotionally each week. This course is designed to prepare you to teach students with severe disabilities and prepare you to be a contributing member of the work force—blessing people around the world. As you interact with others in various assignments, please remember to be kind, considerate, and respectful of differing viewpoints. You can differ in opinions (sometimes the best learning comes when others challenge your thinking) but still be civil. *Any violation of basic common courtesy—including interaction with the instructor—will negatively impact your grade.*

Read the following article as a reminder of the promises and warnings [Elder Bednar addressed concerning entitlement](#).

***Note:** The due dates of the Introduction lesson activities have been relaxed and are not due until **Wednesday** of Lesson 01. This extra time is given to help students who add late to have time to complete the assignments. Be sure not to procrastinate these assignments until Lesson 01 as that will make completing all of the assignments in Lesson 01 more difficult and time consuming.*

***Note:** All activities in the Conclusion Lesson are due **Wednesday** at 11:59 PM.*

***Note:** You may experience an issue with loading pages in Firefox and Chrome where the content is determined as "insecure." As a default, these browsers will not load those pages. If any of your pages are not loading correctly or come up as a blank page, read [How to View Insecure Content](#) and [Help! My page isn't loading](#).*

Course Activities

(Due Wednesday at 11:59 PM)

Gospel Perspective

Each week you will listen to a Gospel Perspective piece presented by Brother Christopherson, one of the on-campus SPED instructors. You will then use what you learn to write a weekly reflection, connecting what you have learned to the gospel perspective.

Preparation Materials

Each week you will read through materials that will prepare you to work on two major projects throughout the course.

(Due Saturday at 11:59 PM)

Individual Projects

This course will have two individual projects for you to complete:

1. SoVaTA Project: For your first project, you will create and run an instructional program for an individual with severe disabilities. This project begins in the Introduction Lesson and will be completed by Lesson 6.
2. Instructional Program Project: For your second project, you will be completing portions of an IEP for transition-aged individuals with severe disabilities which will be based upon a provided transition assessment. This project begins in Lesson 7 and will be completed by Lesson 12.

Group Projects

This course will have two group projects for you to complete:

1. Peer Tutor Handbook
 - You will be creating a Peer Tutor Handbook with the following items:
 - A questionnaire for peer tutors for the first week. (L01)
 - A confidentiality statement that tutors will need to sign. (L01)
 - Handouts for your future peer tutors. (L02)
 - An accommodations planning guide. (L03)
 - Information on how you will evaluate the peer tutors. (L04)
 - Daily Tracking sheets. (L05)
 - ABC data collection sheets. (L05)
 - At least three different data collection sheets that are simple so tutors can use them. (L05)
 - A syllabus for your future peer tutor class. (L06)

- Any other inspirational things to help tutors be great and work well with your students with disabilities. (L06)
- 2. Paraeducator Roles and Responsibilities Guidebook
 - You will collaborate to create a presentation and guidebook that you can use to train future paraeducators that will work in your classroom. You should highlight your classroom procedures, philosophy, and expectations in this presentation and guidebook. Your guidebook should include:
 - Five pieces of advice for your defining roles and responsibilities with your paraeducators. (L08)
 - A list of contents for your "Paraeducator Survival Kit" and justification and explanation of items you include. (L09)
 - A list of interview questions that you would ask prospective paraeducators hoping to work in your classroom. (L10)
 - A list of qualifications you would look for in a paraeducator in your own classroom. (L10)
 - Guidelines for working with non-effective (abusive, abrasive) paraeducators. (L11)
 - A weekly training schedule for your paraeducators that you could implement your first year as a teacher. (L12)

Annotated Bibliography

Annotated Bibliography: For this project, you will work on creating an annotated bibliography examining current research on one or two instructional strategies for students with severe disabilities. The bibliography must focus on data-based studies examining the effectiveness of the selected instructional strategy. This project begins in Lesson 1 and will be completed in the Conclusion Lesson.

Reflection

Each week you will ponder upon your experiences in completing the course work. You will then write and submit a reflection on these experiences and the resulting changes in your perspective.

Weekly Report

The Weekly Report allows you to report on your activities each week, assess what has gone well, and what might be improved. This is the only way to get credit for some of the activities that you do so be sure to complete it every week.

Course Requirements

Course Pre-requisites:

The following courses are pre-requisites to SPED 441:

- ED 424: ECSE Assessment and Evaluation
- SPED 380: Legal Issues
- SPED 381: Evidence-Based Practices

Grading Policies

Grade Breakdown

A=93–100%; A-=90–92%; B+=87–89%; B=84–86%; B-=80–83%; C+=77–79%; C=74–76%; C-=70–73%; D+=67–69%; D=64–66%; D-=60–63%; F=below 60%

A: Work is professional in appearance and content. Assignments and class participation represent outstanding understanding, application, integration of subject material, extensive evidence of original thinking, skillful use of concepts, and ability to analyze and solve complex problems. The student also demonstrates diligent application of the Learning Model principles, including initiative in serving other students.

B: Work is professional in appearance and content but with some spelling and grammar concerns. Assignments and class participation represent considerable/significant understanding as well as application and incorporation of the material which would prepare a student to be successful in next level courses, graduate school, or employment. The student participates in the Learning Model, as applied in the course.

C: Work is professional in appearance but has multiple spelling and grammatical errors. Assignments and class participation represent sufficient understanding of the subject matter. The student demonstrates minimal initiative to be prepared for and participate in class discussions and assignments. The student participates only marginally in the Learning Model.

D: Work is unprofessional in appearance and/or has multiple spelling and grammatical errors. Assignments and class participation represent poor performance, initiative to learn, and understand and apply course materials. Retaking a course or remediation may be necessary to prepare for additional instruction in this subject matter.

F: Represents failure in the assignment and/or course due to unprofessionalism and/or incompleteness of assignments and/or non-participation in class and the Learning Model.

Class Policies

Course Questions/Problems/Concerns

This course has a Notes from Instructor board in each lesson where you can post general questions/problems/concerns/etc. Using these boards will inform the instructor, class members, and others monitoring the course of the issues you find and will allow the proper people to correct them for everyone. *This is the fastest and most efficient way to report a problem and get it fixed.* If you are experiencing the same problem as another student who has posted, you can post as well so others know the seriousness of the problem. If you know the answer to a problem, please post solutions. Helping to solve your classmates' problems is another way to teach one another. Additionally, your instructor will use the board to communicate information such as fixes and solutions to help guide you in the course. Make sure you check back often to learn of any changes to the course.

Please note: You should only email your instructor directly if the problem is of a personal nature OR your instructor informs you that is the way he/she would like to be made aware of questions/problems/concerns.

Free Software for BYU-Idaho Students

All BYU-Idaho students can get free or discounted software to help in your education. If you don't already have access to these software programs, you can use the link provided to [download a copy](#).

Late Work Policy

Assignments are *due on the day indicated*. Each lesson opens early in order to allow students some flexibility in determining their schedule. Work that is late hampers not only your own learning, but also your classmates' ability to fully participate in the course. *Late work will be accepted only at your instructor's discretion*. (You are more likely to be granted an extension if you do not place your instructor in an awkward situation by asking for special accommodations *after* the fact.) If you feel your situation warrants personal consideration, **inform your instructor before the assignment is due** so that he/she has time to work with you. Any late work that *is* accepted is subject to a penalty as determined by your instructor.

University Policies:

The University has established and posted policies concerning Sexual Harassment, Plagiarism, and Disabilities Services. Please review the following so you are familiar with them:

- [Sexual Harassment](#)
- [Plagiarism](#)
- [Disabilities Services](#)

Disclaimers

Your instructor reserves the right to change any part of this syllabus and/or schedule any time during the semester in order to adapt to changing course needs. You will be notified prior to any changes that may take place, so pay attention to communication from your instructor.

Once you have read through and understood the course requirements, take the [Syllabus Quiz](#) to complete the activity.

Course Title:

SPED 442

Curriculum and Instruction for Secondary Students

Course Description:

Federal and state policies and procedures regulating services for secondary students with disabilities will be reviewed. Students will be introduced to the physical, cognitive and behavioral characteristics of adolescents. Common teaching models for secondary education will be explored along with instructional methods for teaching core content to secondary students with disabilities. Students will become acquainted with post-secondary options and transition services for students with disabilities.

Course Outcomes:

1. Students will demonstrate an understanding of Federal and state policies and procedures regulating eligibility and services for secondary students with disabilities.
2. Students will demonstrate knowledge of physical, cognitive and behavioral characteristics of adolescents.
3. Students will demonstrate an understanding of common teaching models for secondary students with disabilities.
4. Students will demonstrate an understanding of instructional methods for teaching core content to secondary students with disabilities.
5. Students will demonstrate an understanding of postsecondary options and transition services available for secondary students with disabilities.

Documents to Follow:

- Chart to show alignment of course outcomes with Idaho Standards for Exceptional Child Generalists
- Course syllabus
- Assessment tools to measure competency and skill

Special Education 442 Final Exam

Name _____

After you complete the test, re-read each of your responses and determine if they reflect an above average response and that you have thoroughly answered each and every part of the question. Good Luck!!

1. Executive functions (also known as cognitive control and supervisory attentional system) is an umbrella term for the management (regulation, control) of cognitive processes, including working memory, reasoning, task flexibility, and problem solving as well as planning and execution. Match the Executive Function category to the quote: (2 points each 22 points total)

- | | | |
|----------|--|---|
| _____ 1. | “Many of you talk about how hard it is to stay focused on your classwork because of distractions. Let’s make a list of distractions and then brainstorm ways to manage them better.” | a. Flexibility |
| _____ 2. | “How long do you think it will take you to finish your spelling homework tonight? Write down your guess and then see if you are right.” | b. Sustained Attention |
| _____ 3. | “Nice job on that math problem.” Tell me how you figured out the answer.” | c. Not doing Brother Cloward's homework during my class |
| _____ 4. | “Is there something we can give you to hold or look at to help you remember to raise your hand before speaking?” | d. Working Memory |
| _____ 5. | “It’s hard to get started on homework because there are so many other more entertaining things to do at home. Next to each homework assignment on your list, write down what time you plan on starting each one. What are some incentives to getting your homework done early at home each night?” | e. Being good |
| _____ 6. | “Successful people are those who make goals and go for them, even if there are obstacles | f. Metacognition |
- g. Organization
h. Planning/Prioritization
i. Response Inhibition
j. Letting the KITTY out of the BURLAP
k. Emotional Control
l. Staying on-task
m. Task Initiation
n. Goal-Directed Persistence
o. P2L-Potatoes!!!
p. Time Managerment
q. Effective UP-eeey/Down-eeey-ness

along the way. What's a goal you might want to work for? Something you want to build or create, or want to learn, or something you want to save up money to buy? Let's set a goal for the month and see if we can help you reach your goal."

7. "What are some ways you could remember everything you have to bring home at the end of the day?"

8. "Tell me three things you can do if you start your math homework and realize you can't remember exactly how to do the assignment."

9. "One reason we assign students projects is because we want them to learn how to plan. Let's talk about the steps you need to do in order to complete this project. What do you have to do first?"

10. "Sometimes students get nervous when they take tests and it makes it hard for them to focus and remember what they studied. What are some things kids could do when that happens?"

11. "We need a system for organizing our science notebooks. What are some sections we need to include?"

2. Choose three of the above Executive Functions and list one strategy for each that a general education teacher could implement in the classroom for a student struggling with the particular executive functions. (30 points)
3. Choose one of the strategies that you wrote about in the previous questions and tell me how you would MONITOR PROGRESS on that strategy. (20 points)
4. Read the following goal and Calming Strategy for Sammy, a sixth grade student with ADHD:

Goal: By March 2016, when Sammy is not participating (e.g. playing with his cell phone, drawing, or avoiding interaction with the teacher and peers) during class discussion time (or another school setting) when Sammy previously felt anxious, after conferencing one on one with the teacher to discuss (1) the thing that is making him anxious and (1) the calming strategy he will use to calm down, Sammy will use that calming strategy and demonstrate on-task behavior (e.g. engaging with teacher and peers, keeping eyes on work, removing all distractions from desk, etc.) for (5-10) minutes in (2 out of 3) independent practice times.

Example Conference: T: What is making you feel anxious? S: I am anxious because I don't want the other students to make fun of me. T: What is a calming strategy we can use to calm down and realize that this is a safe place where the other students will not make fun of you? S: I'll step outside to get a drink of water first, and then I'll use visual imagery to prepare for a good independent work time.

A calming strategy is a self-regulation tool that can be taught to a student or group of students to use or implement when facing difficult or challenging situations. The calming strategy supports the student in making a choice other than the student's typical response. There are many calming strategies including deep breathing, muscle relaxation, visual imagery, self-coaching, taking a break, sensory support. In order for these calming strategies to be effective during the stressful situation, it is best to teach and practice with the student ahead of time in non-stressful situations. In addition, visual cues (hand signal, visual cue card, visual behavior poster) can be incorporated to remind the student to use the calming strategy when encountering the difficult situation.

Visual imagery technique – Going on a Field Trip: A student is very challenged when facing new situations, such as going on a field trip to the local museum. Prior to the field trip, the teacher walks the entire class through a guided visual imagery of what the trip is going to be like including getting on and off the bus, walking into the museum, going to different exhibits, eating lunch, etc. This helps the students to know what to expect and walks the student through a schedule of the field trip. The teacher makes sure to include any areas that might produce or cause anxiety for the student.

What are ways that you can teach and implement this calming strategy and MONITOR Sammy's PROGRESS in his General Education Classroom? (20 points)

5. At the core of UDL is the premise that often the curriculum is disabled (and disabling!). It is not flexible; it often poses barriers, and consequently prevents rather than supports optimal learning experiences. Do you agree or disagree with this view? Why or why not? (2 points)
6. What are the benefits of analyzing the curriculum for strengths and weaknesses rather than focusing on the student's strengths and weaknesses? What are the challenges of this approach? (2 points)
7. How can using a variety of materials and methods reach more of the students within your classroom? What are the benefits of doing so? What are the challenges? (2 points)

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8. What barriers are inherent in traditional assessments? What are the challenges in offering varied options for assessment? (2 points)

Peer Observation

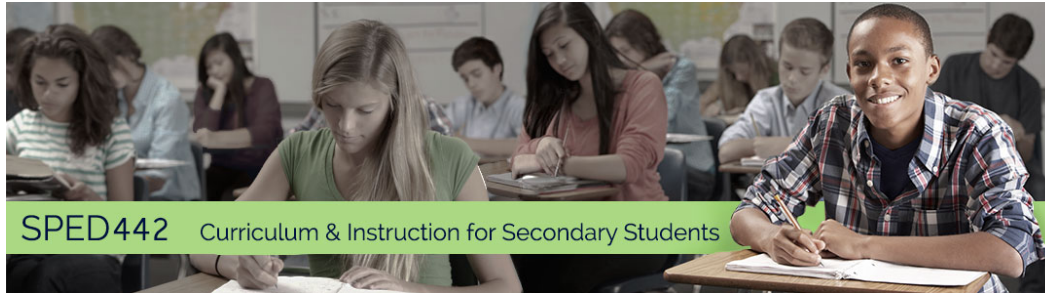
Danielson Framework for Teaching Domains 2&3

Domain 2: Classroom Environment	Evidence of Domain	Evidence of UDL
2a Creating an environment of respect and rapport <ul style="list-style-type: none"> Teacher interaction with students Student interaction with students 		
2b Establishing a culture for learning <ul style="list-style-type: none"> Importance of content Expectations for learning and achievement Student pride in work 		
2c Managing classroom procedures <ul style="list-style-type: none"> Instructional groups Transitions Materials and supplies Non-instructional duties Supervision of volunteers & paraprofessionals 		
2d Managing classroom behavior <ul style="list-style-type: none"> Expectations Monitoring behavior Response to misbehavior 		
2e Organizing physical space <ul style="list-style-type: none"> Safety and accessibility Arrangement of furniture and resources 		
Domain 3: Instruction	Evidence of Domain	Evidence of UDL
3a Communicating with students <ul style="list-style-type: none"> Expectations for learning Directions and procedures Explanations of content Use of oral and written language 		

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3b Using questioning and discussion techniques <ul style="list-style-type: none">• Quality of questions• Discussion techniques• Student participation		
3c Engaging students in learning <ul style="list-style-type: none">• Activities and assignments• Student groups• Instructional materials and resources• Structure and pacing		
3d Using assessment in instruction <ul style="list-style-type: none">• Assessment criteria• Monitoring of student learning• Feedback to students• Student self-assessment and monitoring		
3e Demonstrating flexibility and responsiveness <ul style="list-style-type: none">• Lesson adjustment• Response to students• Persistence		

	SPED 442 Course Outcomes				
	Students will demonstrate an understanding of Federal and state policies and procedures regulating eligibility and services for secondary students with disabilities	Students will demonstrate knowledge of physical, cognitive and behavioral characteristics of adolescents	Students will demonstrate an understanding of common teaching models for secondary students with disabilities	Students will demonstrate an understanding of instructional methods for teaching core content to secondary students with disabilities	Students will demonstrate an understanding of postsecondary options and transition services available for secondary students with disabilities
Idaho Standards for Exceptional Child Generalists	SPED 442 Curriculum and Instruction for Secondary Students Course outcome alignment to Idaho Standards for Exceptional Child Generalists				
	Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	K 1-3		K 1-3 P 1	P 2
	Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self determination.	K 1 P 1	K 2-3 P 2-3	K 2-3 P 2-3	
	Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.		K 1-3 P 1-3		
	Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions	K 7	K 5-7 P 1-3, 5	K 5-7 P 1-3, 5	
	Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.		K 6-8 P 1, 4, 6	K 6-8 P 1, 4, 6	K 1-5, 9 P 2, 3, 5
	Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	K 1-5 P 1-4			
	Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	K 1-6 P 1-3	K 1-6	K 1-6	K 1-6



Course Introduction

Overview

Speaking in general conference, Elder Jeffrey R. Holland said: “We are *so* grateful to all who teach. We love you and appreciate you more than we can say. We have great confidence in you.” He continued: “To teach effectively and to feel you are succeeding is demanding work indeed. But it is worth it. We can receive ‘no greater call.’ ... For each of us to ‘come unto Christ,’ to keep His commandments and follow His example back to the Father, is surely the highest and holiest purpose of human existence. To help others do that as well—to teach, persuade, and prayerfully lead them to walk that path of redemption also—surely that must be the second most significant task in our lives. Perhaps that is why President David O. McKay once said, ‘No greater responsibility can rest upon any man [or woman], than to be a teacher of God’s children’” (in Conference Report, Apr. 1998, 30–31; or *Ensign*, May 1998, 25).

Outcomes

Course Description

Federal and state policies and procedures regulating services for secondary students with disabilities will be reviewed. Students will be introduced to the physical, cognitive and behavioral characteristics of adolescents. Common teaching models for secondary education will be explored along with instructional methods for teaching core content to secondary students with disabilities. Students will become acquainted with post-secondary options and transition services for students with disabilities.

Taught: Fall, Winter, Spring

Objective:

1. Students will demonstrate an understanding of Federal and state policies and procedures regulating eligibility and services for secondary students with disabilities.
2. Students will demonstrate knowledge of physical, cognitive and behavioral characteristics of adolescents.
3. Students will demonstrate an understanding of common teaching models for secondary

students with disabilities.

4. Students will demonstrate an understanding of instructional methods for teaching core content to secondary students with disabilities.
5. Students will demonstrate an understanding of postsecondary options and transition services available for secondary students with disabilities.

Syllabus:

1. Legal Foundations of Special Education Service
2. Assessment, Evaluation and Eligibility for Special Education, SecED
3. Physical Characteristics of Adolescents
4. Cognitive Characteristics of Adolescents
5. Behavioral Characteristics of Adolescents
6. Teaching Models in Secondary Education
7. Secondary Instructional Methods- Social Skills
8. Secondary Instructional Methods - Study Skills
9. Post Secondary Options for Students with Disabilities
10. Transition Planning/Services for Students with Disabilities

Preparation for this Class

Please buy and bring this textbook to every class session:

Common Core and the Special Education Student: Your Guide to Instructional Shifts and Implementing Services and Supports By Mary Schillinger and Becky Wetzel

Get all the hands-on guidance and staff development tools you need in this comprehensive resource on the Common Core--written specifically for special educators! This course goes beyond explaining what the Common Core standards are, to show you how you can help students with disabilities access and achieve under them.

In addition to explaining steps to “deconstruct” a Common Core standard and identify essential learning targets for students with disabilities, you learn expert techniques to:

- *Create IEPs and write IEP goals that align with CCSS*
- *Provide accommodations that address student deficits while preserving the rigor of CCSS*
- *Plan and implement professional development for special education staff*
- *Use technology tools to help special education students access the CCSS*
- *Plan project-based learning lessons within special education pull-out settings*
- *Assess and strengthen students’ academic vocabulary and executive functioning skills*

Plus, you get sample Common Core-aligned IEP goals, goal-writing worksheets and templates, sample professional development agendas, guiding questions for considering CCSS’s impact on special education, and other hands-on resources.

Hands-On Active Class Environment

This will be a hands-on class where you will create IEPs and write IEP goals that align with CCSS and you will plan and deliver lessons that address student deficits while preserving the rigor of CCSS.

Course Title:

SPED 460

Practicum – Secondary Education

Course Description:

Prospective special education teachers will receive practical, first-hand experience working with a special education teacher in a secondary school setting grades 6-12. Opportunities for engaging in both formal and informal assessment activities, designing individualized curriculum, accommodating the general education curriculum, monitoring student progress, and collaborating with other professionals and families will be embedded within the practicum experience. A weekly two-hour seminar will serve as the forum in which students can address challenges and concerns while sharing experiences, expertise and successes.

Course Outcomes:

1. Students will demonstrate professional practices in compliance with Federal and state special education policies and procedures.
2. Students will demonstrate the ability to observe, document and assess student performance as part of the planning, evaluation and/or eligibility process.
3. Students will demonstrate the ability to plan appropriate curriculum including adaptations, accommodations and learning strategies for students with disabilities grades 6-12.
4. Students will demonstrate the ability to provide meaningful instruction resulting in positive benefit to students with disabilities grades 6-12.
5. Students will demonstrate the ability to collaborate with parents, related services personnel, paraprofessionals, and others involved in serving students with disabilities grades 6-12.
6. Students will demonstrate professional communication, behavior, attitude, dress and language in all aspects of the practicum experience.

Documents to Follow:

- Chart to show alignment of course outcomes with Idaho Standards for Exceptional Child Generalists
- Course syllabus
- Assessment tools to measure competency and skill

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Competency Assessment Rubric (CAR)

Domain 1: Planning and Preparation	Developing		Applying		Basic
1a Demonstrating Knowledge of Content and Pedagogy					
1b Demonstrating Knowledge of Students					
1c Setting Instructional Outcomes					
1d Demonstrating Knowledge of Resources					
1e Designing Coherent Instruction					
1f Designing Student Assessments					
Domain 2: The Classroom Environment					
2a Creating an Environment of Respect and Rapport					
2b Establishing a Culture for Learning					
2c Managing Classroom Procedures					
2d Managing Student Behavior					
2e Organizing Physical Space					
Domain 3: Instruction					
3a Communicating with Students					
3b Using Questions and Discussion Techniques					
3c Engaging Students in Learning					
3d Using Assessment in Instruction					
3e Demonstrating Flexibility and Responsiveness					
Domain 4: Professional Responsibilities					
4a Reflecting on Teaching					
4b Maintaining Accurate Records					
4c Communicating with Families					
4d Participating in a Professional Community					
4e Growing and Developing Professionally					
4f Showing Professionalism					
Domain 5: Health, Safety, and Nutrition					

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SPED 460 Secondary Senior Practicum Checklist/Danielson Evaluation System

Student _____

Domain 1: Planning and Preparation	Date Engaged or Completed	Indicate Your Role Observe(o) Practice(p) Lead(l) On Campus(c)	BYU-I Student & Mentor Initials
1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments			
Required Activities to show competence:			
Available Assessment Tools in School/District--(pg. 7.4)			
Write 2 complete IEPs under the direction of Teacher--(use checklist pg. 4.8 & 4.11-Getting Started Binder)			
Attend at least 2 IEP meetings--run one if possible			
Complete the progress reports for a minimum of 3--(p. 36 and 70)			
Yearly IEPs & Re-evaluation Timelines (pg. 3.3)			
Complete a general file review for 5 files Use form from sde.idaho.gov			
Write 2 complete Transition Plans under the direction of Teacher--(use checklist)			
Student and Classroom Profile-- use and complete the form from the "Idaho Getting Started Binder" for your Secondary Senior Practicum experience. (pg. 2.2)			
Available Curriculum Resources in School--(pg. 8.1)			
Extra Activities that could show competence:			
Relevant state or national standards aligned with unit or lesson plans--(p. 89-105)			
Lesson planning--(p. 89-105) & Unit Planning			
Protocol from a completed standardized test, including analysis, that was administered by you			
Unit assessments showing alignment with state or national standards--(p. 89-105)			
Domain 2: The Classroom Environment			
2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space			
Required Activities to show competence:			
Show evidence of incorporating self-advocacy skills into the curriculum--			
Copy of classroom rules or behavior charts			
Copies of FBAs, behavior plans and contracts			
Prepare and teach a minimum of 7 lessons--Unit-with pre and post test			
Extra Activities that could show competence:			
Worksheets and student copies of a curriculum-based measurement project			

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Domain 3: Instruction	Date Engaged or Completed	Indicate Your Role Observe(o) Practice(p) Lead(l) On Campus(c)	BYU-I Student & Mentor Initials
3a Communicating with Students 3b Using Questions and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness Required Activities to show competence: Conduct 2 Observations (academic and/or behavior based)(pg.7.5)-- Accommodations or modifications of curricula for special needs students—(p. 89-105) Extra Activities that could show competence: Relevant state or national standards aligned with unit or lesson plans—(p. 89-105) Materials related to unit or lesson plans (handouts or quizzes)—(p. 89-105) Student project examples related to unit or lesson plans-(p. 89-105) Unit assessments showing alignment with state or national standards—(p. 89-105)			
Domain 4: Professional Responsibilities 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism Required Activities to show competence: Daily Reflective Journal Writing— Reflect on your teaching daily and please answer all the questions from each chapter in the textbook and turn in with the daily log separately into I-Learn. How you plan on allocating time for SPED paperwork (with calendars and notes regarding key dates)— (you can use the Yearly IEP and Reevaluation Timeline)—(pg. 3.3- Textbook) Example of communication with parents about IEPs and progress toward IEP goals Attend 2 MDT meetings- (if possible--or plan one if you can't attend 2) write a reflection of each experience (keeping confidentiality in mind) Create a set of emergency substitute lesson plans for an entire day Extra Activities that could show competence: Attend P/T Conference if possible--or plan one if you can't attend(p.37) -- Create a Intro Letter to Parents for Student Teaching(p. 33) Turn in evidence of collaboration with general education teachers Extra Domain: Health, Safety and Nutrition Required Activities to show competence: Know the classroom procedures for fire drills, earthquakes etc.... And the teachers role in that process Read and have knowledge of student health plans and procedures necessary for their safety and care.			

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PROFESSIONAL GROWTH PLAN

What is the Professional Growth Plan?

The Professional Growth Plan process asks Teachers to develop an Individual Growth Goal based on Danielson's Framework for effective teaching. The goal a Teacher selects and the work s/he conducts should focus on one or more components of the four domains in the Danielson Framework. The goal needs to be a SMART goal, which means that the goal is:

S=Specific and Strategic

M=Measurable

A=Aligned and Attainable

R=Results-oriented

T=Time bound

A Teacher will work with his/her Evaluator to review the Individual Growth Plan. Steps in the development and implementation of the plan include:

1. Writing Individual Growth Plan goal—We just do Step 1 @ BYU-Idaho. You and your mentor teacher complete the rest of the steps during student teaching.
 2. Designing action plan
 3. Implementing the action steps for the Individual Growth Plan goal
 4. Reflecting on the success of the goal
 5. Assessing goal attainment
-

For your assignment: Develop 2 goals from Danielson's Framework for effective teaching Domains 2 & 3 and a third goal of your choice from any of the four domains.

You will take these goals into your student teaching experience.

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PROFESSIONAL GROWTH PLAN GUIDING QUESTIONS

First, think of the four years that you spent at BYU-Idaho. Intentionally gather evidence about what has changed in your beliefs of what good teaching is, specific strategies and your personal and individual growth as a person and teacher.

"I used to think....

"Now, I think....

What does a good teacher look like?

Does it matter what the subject is?

What does a good student look like? If you ask students this question, they focus on compliance. What do you, as a teacher, think that a good student looks like?

Read and comment on each of these statements on the importance of quality assessment:

Assessment OF Learning—

Assessment FOR Learning—

Assessment AS Learning—

Assessment IS Learning—

Formative (Ongoing) Assessment is like a regular medical checkup vs. Summative Assessment is the Autopsy—So, how can formative assessment guide your instruction?

Write a reflection about 5 insights this information on assessment can apply to you and your future teaching:

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Professional Growth Plan (PGP) Self-Assessment Worksheet

Think of some personal goals that you would like to work on as you enter student teaching. Reflect on the strengths and areas of growth within your professional practices.

This worksheet is intended for personal use only. It will not be a part of your evaluation, but may be discussed with evaluator.

Strengths	Domains/Components	Growth Opportunities
Domain 1: Planning and Preparation	1a. Knowledge of content/ pedagogy 1b. Knowledge of students 1c. Setting instructional outcomes 1d. Knowledge of resources 1e. Designing coherent instruction 1f. Designing student assessments	
We don't focus on Domain 1 @ BYU-I. Reflect on ways that you can focus on this Domain during your student teaching experience.		

Strengths	Domains/Components	Growth Opportunities
Domain 2 - Classroom Environment	2a. Creating an environment of respect/rapport 2b. Establishing a culture for learning 2c. Managing classroom procedures 2d. Managing student behavior 2e. Arrangement of furniture and use of physical space	
You will need to create a S.M.A.R.T. goal from Domain 2.		

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Strengths

Domains/Components

Growth Opportunities

Domain 3 - Instruction	3a. Communication with students 3b. Using questioning and discussion techniques 3c. Engaging students in learning 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness	
You will need to create a S.M.A.R.T. goal from Domain 3.		

Strengths

Domains/Components

Growth Opportunities

Domain 4: Professional Responsibilities	4a. Reflecting on teaching 4b. Maintaining accurate records 4c. Communicating with families 4d. Participating in a professional community 4e. Growing and developing professionally 4f. Showing professionalism	
We don't focus on Domain 4 @ BYU-I. Reflect on ways that you can focus on this Domain during your student teaching experience.		

Think of two goals from Domains 2 & 3 and a third of your choice:

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Please write your 3 S.M.A.R.T. goals—

The goal needs to be a SMART goal, which means that the goal is:

S=Specific and Strategic

M=Measurable

A=Aligned and Attainable

R=Results-oriented

T=Time bound

1.

2.

3.

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These guiding questions are meant to help you focus your reflection on student learning and your teaching practices.

Questions to consider as you prepare to teach:

WHAT CONSTITUTES IMPORTANT LEARNING?

What are the key purposes in your learning activities?

Does the purpose reflect important learning and a view of content as conceptual understanding rather than rote repetition of facts and procedures?

WHAT CAUSES LEARNING?

What are students actually doing on a regular basis in your classroom activities?

What is the level of intellectual rigor?

What choices do students have?

What are their opportunities for reflection and closure regarding their learning?

HOW ARE STUDENTS MOTIVATED?

To what extent have you succeeded in creating a learning community in class?

To what degree do students assume responsibility for their learning on a daily basis?

	SPED 460 Course Outcomes					
	Students will demonstrate professional practices in compliance with Federal and state special education policies and procedures	Students will demonstrate the ability to observe, document and assess student performance as part of the planning, evaluation and/or eligibility process	Students will demonstrate the ability to plan appropriate curriculum including adaptations, accommodations and learning strategies for students with disabilities grades 6-12	Students will demonstrate the ability to provide meaningful instruction resulting in positive benefit to students with disabilities grades 6-12	Students will demonstrate the ability to collaborate with parents, related services personnel, paraprofessionals, and others involved in serving students with disabilities grades 6-12	Students will demonstrate professional communication, behavior, attitude, dress and language in all aspects of the practicum experience
Idaho Standards for Exceptional Child Generalists	SPED 460 Practicum - Secondary Education Course outcome alignment to Idaho Standards for Exceptional Child Generalists					
	Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	K 1-3 P 1, 2	K 1-3 P 1, 2	K 1-3 P 1, 2		
	Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self determination.	K 1-4 P 1-4	K 1-4 P 1-4	K 1-4 P 1-4		
	Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	K 1-3 P 1-3	K 1-3 P 1-3	K 1-3 P 1-3		
	Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions	K 1-7 P 1-5				
	Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.	K 1-9 P 1-6	K 1-9 P 1-6	K 1-9 P 1-6		
	Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	K 1-5 P 1-4			K 1-5 P 1-4	
	Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.					K 1-6 P 1-3

Instructor:

Mike Christopherson

Office: Hinckley 164 ph# 496-4154

Email: christophersonm@byui.edu

Time and Place: Monday – Friday; Arranged in public schools / Weekly seminar Wednesdays @ 4:15pm HIN 171

Text and Materials:

The Effective Special Education Teacher: A Practical Guide for Success, Laurie U. DeBettencourt; Lori A. Howard

Study Guide-What Great Teachers Do Differently: 14 Things That Matter Most, Todd Whitaker

Course Description:

Prospective special education teachers will receive practical, first-hand experience working with a special education teacher in an elementary school setting grades 6-12. Opportunities for engaging in both formal and informal assessment activities, designing individualized curriculum, accommodating the general education curriculum, monitoring student progress, and collaborating with other professionals and families will be embedded within the practicum experience. A weekly one-hour seminar will serve as the forum in which students can address challenges and concerns while sharing experiences, expertise and successes. SPED 460 students will provide instruction to 6-12th grade students at designated schools in the Jefferson, Madison, Bonneville and Sugar-Salem School Districts.

Taught: Fall, Winter, Spring

Course Outcomes: In an authentic classroom setting, students will demonstrate proficiency in the following outcomes embedded into practicum experiences.

1. Students will demonstrate professional practices in compliance with Federal and state special education policies and procedures.
2. Students will demonstrate the ability to observe, document and assess student performance as part of the planning, evaluation and/or eligibility process.
3. Students will demonstrate the ability to plan appropriate curriculum including adaptations, accommodations and learning strategies for students with disabilities 6-12.
4. Students will demonstrate the ability to provide meaningful instruction resulting in positive benefit to students with disabilities 6-12.
5. Students will demonstrate the ability to collaborate with parents, related services personnel, paraprofessionals, and others involved in serving students with disabilities 6-12.

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SPED 460 Course Outcomes	SPED 460 Course Outcomes					
	Students will demonstrate professional practices in compliance with Federal and state special education policies and procedures	Students will demonstrate the ability to observe, document and assess student performance as part of the planning, evaluation and/or eligibility process	Students will demonstrate the ability to plan appropriate curriculum including adaptations, accommodations and learning strategies for students with disabilities grades 6-12	Students will demonstrate the ability to provide meaningful instruction resulting in positive benefit to students with disabilities grades 6-12	Students will demonstrate the ability to collaborate with parents, related services personnel, paraprofessionals, and others involved in serving students with disabilities grades 6-12	Students will demonstrate professional communication, behavior, attitude, dress and language in all aspects of the practicum experience
SPED 460 Practicum - Secondary Education Course outcome alignment to Idaho Standards for Exceptional Child Generalists						
Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	K 1-3 P 1, 2	K 1-3 P 1, 2	K 1-3 P 1, 2	K 1-3 P 1, 2	K 1-3 P 1, 2	
Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	K 1-4 P 1-4	K 1-4 P 1-4	K 1-4 P 1-4	K 1-4 P 1-4	K 1-4 P 1-4	
Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	K 1-3 P 1-3	K 1-3 P 1-3	K 1-3 P 1-3	K 1-3 P 1-3	K 1-3 P 1-3	
Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions	K 1-7 P 1-5					
Standard 5: Instructional Planning and Strategies - The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.	K 1-9 P 1-6	K 1-9 P 1-6	K 1-9 P 1-6	K 1-9 P 1-6		
Standard 6: Professional Learning and Ethical Practices - The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	K 1-6 P 1-4				K 1-6 P 1-4	
Standard 7: Collaboration - The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.						K 1-6 P 1-3

Idaho Standards for Exceptional Child Generalists

Course Requirements/Assignments:

Practicum Checklist and Competency Evidence

As part of your practicum experience you will have the opportunity to complete several activities that are part of the duties of a special education teacher. These activities are connected to the Danielson Framework and will be the most significant part of your work in this course. You will be given a checklist of items that need to be completed and then signed off by you and your mentor teacher by the end of the semester. Some of these items are student referenced and will not be turned in, but will be given to your mentor teacher for classroom use and be checked off with a space for comments. All items may be used as artifacts in your electronic portfolio showing competency in initial teacher preparation standards. You will find the checklist included in the resources tab in I-Learn.

Formal & Informal Observations: During the semester you will have 3 formal observations conducted by the instructor (Me). This is something you will see often in your career as a teacher. It consists of a pre-observation meeting in which we discuss your lesson topic and those things in which you are working on which you would like me to provide feedback on. I will then observe on the scheduled date and then we will hold a post-observation meeting to discuss the lesson and provide feedback. The three will need to be scheduled at the beginning, middle, and end of the semester. There may also be informal observations which I will be in the classroom providing positive feedback and support. Your evaluations will be based on the Danielson Model which you can access in the resources tab in I-Learn.

In-Class and Preparation Assignments (Teach One Another): Many group and individual activities/assignments are done in class and are graded. *These in-class activities can be very difficult and sometime impossible to make up if you are absent. Please plan to attend all classes unless ill. If you do miss, plan to obtain materials from a classmate.* Preparation assignments will always show up on I-Learn as an assignment. You may look at the calendar in I-Learn to see upcoming assignments. These are subject to change based on the needs of the class.

Exams: We will have a final oral defense exit interview at the end of the semester where you will report on your checklist and experiences that show your competence in each area of the Danielson domains and course outcomes. For the exam you should be prepared to connect each item of the checklist and your additional evidences to a specific area (component) within the Danielson Domains (found in course documents). Together we will then assign you a grade. If there is a lack of evidence in a competency area, additional assignments or activities may be required before passing the course.

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Attendance/Participation: Your attendance and participation in class during the university classroom portion of this course is critical. Some of what we will discuss is not found in printed documents that you can read outside of class. However, it is most critical that you fulfill your daily teaching obligations just as full-time classroom teachers do. Absences may be approved due to a *serious, bedridden illness or other emergency* and circumstance beyond your control. If, due to one of these reasons, you are unable to teach, you must let me know as well as your mentor teacher. You will then need to arrange to make up the missed time on another day. Again, these changes are only authorized for the reasons shown above. *Any unauthorized absence during your practicum experience might result in a letter grade deduction on your final grade. More than one unauthorized absence may result in dismissal from the course.* You must participate in planning the lesson, be prepared for your teaching assignment, and teach for student understanding and involvement. Lack of effort in any of these areas is unacceptable. As you teach, performance expectations will rise. With practice, the assumption is that your ability to teach will increase. These teaching experiences will take place in various locations as assigned. *Local School Districts place a great deal of trust in BYU-I, by allowing us to work with students in their schools. As part of our program, it behooves you to be where you are supposed to be when you are supposed to be there. Come to the school completely prepared, professionally dressed, and take responsibility for the success of your students.*

Performance Assessment (Ponder and Prove): I have high expectations for your planning and teaching. Some of your teaching experiences may be recorded. If recorded, you will watch your recordings and analyze your teaching practices. You will receive regular feedback on your planning and teaching from your instructor. We, the department faculty, do not expect perfection, but we do expect you to plan comprehensively, to teach effectively, and to show improvement from lesson to lesson.

Assignment Due Dates: Assignments are due on the scheduled date posted on I-Learn. Students are expected to turn in their homework assignments on time. If you know you will not be able to complete an assignment before it is due because of extenuating circumstances you must contact me **before** the due date within *reasonable time to make arrangements for the extended time and to discuss a new due date. If I am not contacted before the assignment is due it may be turned in for half credit and must be turned in no later than 48 hours of the original due date. Submissions after 48 hours will not be graded and will receive a zero.

**Reasonable time is a minimum of 5 hours before the time the assignment is due.*

Grading

Final grades will be evaluated based on the following breakdown.

Grading Scale:

94-100% -- A	90-93.99% -- A-	87-89.99% -- B+
84-86.99% -- B	80-83.99% -- B-	77-79.99% -- C+
74-76.99% -- C	70-73.99% -- C-	67-69.99% -- D+
64-66.99% -- D	60-63.99% -- D-	0-59.99% -- Fail

** PLEASE NOTE **

- The instructor reserves the right to make changes to the syllabus as needed.
- In compliance with the Americans with Disabilities Act, all qualified students enrolled in this course are entitled to reasonable accommodations. It is the responsibility of the student to disclose to the teacher any special needs by the end of the first week of class.
- There is a policy restricting students from bringing children to class. If a rare emergency arises, contact the instructor for special permission.
- About those cell phones and text messaging... I would ask you to turn them off **before entering our classroom**, and not use them while you are here. If you are waiting for an emergency call, I understand, just let me know. We may use devices at various times during the course as a tool for learning. These times will be designated by instructor.
- Students enrolled in SPED 400 are expected to follow applicable professional standards from the Code of Ethics for teachers in the State of Idaho and commensurate responsibilities within Madison School District. The Code of Ethics for Idaho teachers is available online. It is imperative that you become familiar with this information. Please see: http://www.sde.idaho.gov/site/teacher_certification/code.htm
- Students enrolled in SPED 400 must limit the use of any videos generated in the practicum lab to learning experiences related to the coursework only. No video of practicum experiences may be transmitted or re-used outside the learning experiences attached to the class.

Other notices and policies

Sexual Discrimination

Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an education program or activity that receives federal funds, including federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender based discrimination, please contact the personnel office at 496-1130.

Accommodations for Disabilities

Brigham Young University-Idaho is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities office, 496-1158. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by this 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 personnel office at 496-1130. In compliance with applicable disability law, qualified students with a disability may be entitled to “reasonable accommodations.” It is the student’s responsibility to disclose to the teacher any special need she/he may have before the end of the first week of class.

Academic Honesty Policy – Definitions

Intentional Plagiarism is the deliberate act of representing the words, ideas, or data of another as one’s own without providing proper attribution to the author through quotation, reference or footnote.

Inadvertent Plagiarism involves the inappropriate, but non-deliberate, use of another’s words, ideas or data without proper attribution. Although not a violation of the Honor Code, it is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Plagiarism may occur with respect to unpublished as well as published material. Examples include:

- Direct Plagiarism—the verbatim copying of an original source without acknowledging the source.
- Paraphrased Plagiarism—the paraphrasing, without acknowledgment, of ideas from another that the reader might mistake for his/her own.
- Plagiarism Mosaic—the borrowing of words, ideas or data from an original source and blending this original material with one’s own without acknowledging the source.
- Insufficient Acknowledgement—the partial or incomplete attribution of words, ideas or data from an original source.

Fabrication or Falsification is a form of dishonesty where a student invents or distorts the origin or content of information used as authority. Examples include:

- Citing a source that does not exist.
- Citing information from a source which is not included in the source for which credit is given.
- Citing a source for a secondary proposition which it does not support.
- Citing a bibliography source when it was neither consulted nor cited in the body of the paper.
- Intentionally distorting the meaning or applicability of data.
- Inventing data or statistical results to support conclusions.

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that has not been obtained. Examples include:

- Copying from another person's work during an examination or while completing an assignment.
- Allowing someone to copy from you during an examination or while completing an assignment.
- Using unauthorized materials during an examination or while completing an assignment.
- Collaborating on an examination or assignment without authorization.
- Taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for you.

Other Academic Misconduct includes other academically dishonest, deceitful or inappropriate acts which are intentionally committed. Examples include but are not limited to:

- Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others.
- Planning with another to commit any act of academic dishonesty.
- Attempting to gain an unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such purpose.
- Changing or altering grades or other official educational records.
- Obtaining or providing to another a test or answers to a test which has not been administered.
- Breaking and entering into a building or office for the purpose of obtaining an unauthorized test.
- Continuing work on an examination or assignment after the allocated time has elapsed.
- Submitting the same work for more than one class without disclosure and approval.
- Getting equal credit on group assignments when equal work was not completed.

Academic Honesty Policy – Adjudication Procedures

Faculty are responsible to establish and communicate to students their expectations of behavior with respect to academic honesty and the student's conduct in their course. The instructor will be responsible to investigate any incident of academic dishonesty or misconduct, determine the circumstances, and take appropriate action. Examples include but are not limited to the following:

- Reprimanding the student orally or in writing.
- Requiring work affected by the academic dishonesty to be redone.
- Administering a lower or failing grade on the affected assignment, test or course.
- Work with the Dean of Students to remove the student from the course.
- Recommending to the Dean of Students that the student be put on probation or dismissed.

If the incident involves the violation of a public law, e.g., breaking and entering into an office or stealing an examination, the act should be reported to University Police.

For the purpose of tracking, suspected or proven violations of the Academic Honesty Policy should be reported to the Dean of Students office—name, incident, action taken. If the occurrence is sufficiently egregious or if a pattern of dishonesty or misconduct is discovered additional action may be taken on behalf of the university based upon the nature of the infraction.

If an affected student disagrees with the determination or action and is unable to resolve the matter to the mutual satisfaction of the student and the instructor, he/she may have it reviewed through the university's grievance process.

Course Title:

SPED 460

Practicum – Secondary Education

Course Description:

Prospective special education teachers will receive practical, first-hand experience working with a special education teacher in a secondary school setting grades 6-12. Opportunities for engaging in both formal and informal assessment activities, designing individualized curriculum, accommodating the general education curriculum, monitoring student progress, and collaborating with other professionals and families will be embedded within the practicum experience. A weekly two-hour seminar will serve as the forum in which students can address challenges and concerns while sharing experiences, expertise and successes.

Course Outcomes:

1. Students will demonstrate professional practices in compliance with Federal and state special education policies and procedures.
2. Students will demonstrate the ability to observe, document and assess student performance as part of the planning, evaluation and/or eligibility process.
3. Students will demonstrate the ability to plan appropriate curriculum including adaptations, accommodations and learning strategies for students with disabilities grades 6-12.
4. Students will demonstrate the ability to provide meaningful instruction resulting in positive benefit to students with disabilities grades 6-12.
5. Students will demonstrate the ability to collaborate with parents, related services personnel, paraprofessionals, and others involved in serving students with disabilities grades 6-12.
6. Students will demonstrate professional communication, behavior, attitude, dress and language in all aspects of the practicum experience.

Documents to Follow:

- Chart to show alignment of course outcomes with Idaho Standards for Exceptional Child Generalists
- Course syllabus
- Assessment tools to measure competency and skill

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Competency Assessment Rubric (CAR)

Domain 1: Planning and Preparation	Developing		Applying		Basic
1a Demonstrating Knowledge of Content and Pedagogy					
1b Demonstrating Knowledge of Students					
1c Setting Instructional Outcomes					
1d Demonstrating Knowledge of Resources					
1e Designing Coherent Instruction					
1f Designing Student Assessments					
Domain 2: The Classroom Environment					
2a Creating an Environment of Respect and Rapport					
2b Establishing a Culture for Learning					
2c Managing Classroom Procedures					
2d Managing Student Behavior					
2e Organizing Physical Space					
Domain 3: Instruction					
3a Communicating with Students					
3b Using Questions and Discussion Techniques					
3c Engaging Students in Learning					
3d Using Assessment in Instruction					
3e Demonstrating Flexibility and Responsiveness					
Domain 4: Professional Responsibilities					
4a Reflecting on Teaching					
4b Maintaining Accurate Records					
4c Communicating with Families					
4d Participating in a Professional Community					
4e Growing and Developing Professionally					
4f Showing Professionalism					
Domain 5: Health, Safety, and Nutrition					

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SPED 460 Secondary Senior Practicum Checklist/Danielson Evaluation System

Student _____

Domain 1: Planning and Preparation	Date Engaged or Completed	Indicate Your Role Observe(o) Practice(p) Lead(l) On Campus(c)	BYU-I Student & Mentor Initials
1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments			
Required Activities to show competence:			
Available Assessment Tools in School/District--(pg. 7.4)			
Write 2 complete IEPs under the direction of Teacher--(use checklist pg. 4.8 & 4.11-Getting Started Binder)			
Attend at least 2 IEP meetings--run one if possible			
Complete the progress reports for a minimum of 3--(p. 36 and 70)			
Yearly IEPs & Re-evaluation Timelines (pg. 3.3)			
Complete a general file review for 5 files Use form from sde.idaho.gov			
Write 2 complete Transition Plans under the direction of Teacher--(use checklist)			
Student and Classroom Profile-- use and complete the form from the "Idaho Getting Started Binder" for your Secondary Senior Practicum experience. (pg. 2.2)			
Available Curriculum Resources in School--(pg. 8.1)			
Extra Activities that could show competence:			
Relevant state or national standards aligned with unit or lesson plans--(p. 89-105)			
Lesson planning--(p. 89-105) & Unit Planning			
Protocol from a completed standardized test, including analysis, that was administered by you			
Unit assessments showing alignment with state or national standards--(p. 89-105)			
Domain 2: The Classroom Environment			
2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space			
Required Activities to show competence:			
Show evidence of incorporating self-advocacy skills into the curriculum--			
Copy of classroom rules or behavior charts			
Copies of FBAs, behavior plans and contracts			
Prepare and teach a minimum of 7 lessons--Unit-with pre and post test			
Extra Activities that could show competence:			
Worksheets and student copies of a curriculum-based measurement project			

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Domain 3: Instruction	Date Engaged or Completed	Indicate Your Role Observe(o) Practice(p) Lead(l) On Campus(c)	BYU-I Student & Mentor Initials
3a Communicating with Students 3b Using Questions and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness			
Required Activities to show competence:			
Conduct 2 Observations (academic and/or behavior based)(pg.7.5)--			
Accommodations or modifications of curricula for special needs students—(p. 89-105)			
Extra Activities that could show competence: Relevant state or national standards aligned with unit or lesson plans—(p. 89-105) Materials related to unit or lesson plans (handouts or quizzes)—(p. 89-105) Student project examples related to unit or lesson plans-(p. 89-105) Unit assessments showing alignment with state or national standards—(p. 89-105)			
Domain 4: Professional Responsibilities			
4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism			
Required Activities to show competence:			
Daily Reflective Journal Writing — Reflect on your teaching daily and please answer all the questions from each chapter in the textbook and turn in with the daily log separately into I-Learn.			
How you plan on allocating time for SPED paperwork (with calendars and notes regarding key dates)— (you can use the Yearly IEP and Reevaluation Timeline)— (pg. 3.3- Textbook)			
Example of communication with parents about IEPs and progress toward IEP goals			
Attend 2 MDT meetings- (if possible--or plan one if you can't attend 2) write a reflection of each experience (keeping confidentiality in mind)			
Create a set of emergency substitute lesson plans for an entire day			
Extra Activities that could show competence: Attend P/T Conference if possible--or plan one if you can't attend(p.37) -- Create a Intro Letter to Parents for Student Teaching(p. 33) Turn in evidence of collaboration with general education teachers			
Extra Domain: Health, Safety and Nutrition			
Required Activities to show competence: Know the classroom procedures for fire drills, earthquakes etc.... And the teachers role in that process Read and have knowledge of student health plans and procedures necessary for their safety and care.			

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PROFESSIONAL GROWTH PLAN

What is the Professional Growth Plan?

The Professional Growth Plan process asks Teachers to develop an Individual Growth Goal based on Danielson's Framework for effective teaching. The goal a Teacher selects and the work s/he conducts should focus on one or more components of the four domains in the Danielson Framework. The goal needs to be a SMART goal, which means that the goal is:

S=Specific and Strategic

M=Measurable

A=Aligned and Attainable

R=Results-oriented

T=Time bound

A Teacher will work with his/her Evaluator to review the Individual Growth Plan. Steps in the development and implementation of the plan include:

1. Writing Individual Growth Plan goal—We just do Step 1 @ BYU-Idaho. You and your mentor teacher complete the rest of the steps during student teaching.
 2. Designing action plan
 3. Implementing the action steps for the Individual Growth Plan goal
 4. Reflecting on the success of the goal
 5. Assessing goal attainment
-

For your assignment: Develop 2 goals from Danielson's Framework for effective teaching Domains 2 & 3 and a third goal of your choice from any of the four domains.

You will take these goals into your student teaching experience.

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PROFESSIONAL GROWTH PLAN GUIDING QUESTIONS

First, think of the four years that you spent at BYU-Idaho. Intentionally gather evidence about what has changed in your beliefs of what good teaching is, specific strategies and your personal and individual growth as a person and teacher.

"I used to think....

"Now, I think....

What does a good teacher look like?

Does it matter what the subject is?

What does a good student look like? If you ask students this question, they focus on compliance. What do you, as a teacher, think that a good student looks like?

Read and comment on each of these statements on the importance of quality assessment:

Assessment OF Learning—

Assessment FOR Learning—

Assessment AS Learning—

Assessment IS Learning—

Formative (Ongoing) Assessment is like a regular medical checkup vs. Summative Assessment is the Autopsy—So, how can formative assessment guide your instruction?

Write a reflection about 5 insights this information on assessment can apply to you and your future teaching:

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Professional Growth Plan (PGP) Self-Assessment Worksheet

Think of some personal goals that you would like to work on as you enter student teaching. Reflect on the strengths and areas of growth within your professional practices.

This worksheet is intended for personal use only. It will not be a part of your evaluation, but may be discussed with evaluator.

Strengths	Domains/Components	Growth Opportunities
Domain 1: Planning and Preparation	1a. Knowledge of content/ pedagogy 1b. Knowledge of students 1c. Setting instructional outcomes 1d. Knowledge of resources 1e. Designing coherent instruction 1f. Designing student assessments	
We don't focus on Domain 1 @ BYU-I. Reflect on ways that you can focus on this Domain during your student teaching experience.		

Strengths	Domains/Components	Growth Opportunities
Domain 2 - Classroom Environment	2a. Creating an environment of respect/rapport 2b. Establishing a culture for learning 2c. Managing classroom procedures 2d. Managing student behavior 2e. Arrangement of furniture and use of physical space	
You will need to create a S.M.A.R.T. goal from Domain 2.		

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Strengths

Domains/Components

Growth Opportunities

Domain 3 - Instruction	3a. Communication with students 3b. Using questioning and discussion techniques 3c. Engaging students in learning 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness	
You will need to create a S.M.A.R.T. goal from Domain 3.		

Strengths

Domains/Components

Growth Opportunities

Domain 4: Professional Responsibilities	4a. Reflecting on teaching 4b. Maintaining accurate records 4c. Communicating with families 4d. Participating in a professional community 4e. Growing and developing professionally 4f. Showing professionalism	
We don't focus on Domain 4 @ BYU-I. Reflect on ways that you can focus on this Domain during your student teaching experience.		

Think of two goals from Domains 2 & 3 and a third of your choice:

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Please write your 3 S.M.A.R.T. goals—

The goal needs to be a SMART goal, which means that the goal is:

S=Specific and Strategic

M=Measurable

A=Aligned and Attainable

R=Results-oriented

T=Time bound

1.

2.

3.

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These guiding questions are meant to help you focus your reflection on student learning and your teaching practices.

Questions to consider as you prepare to teach:

WHAT CONSTITUTES IMPORTANT LEARNING?

What are the key purposes in your learning activities?

Does the purpose reflect important learning and a view of content as conceptual understanding rather than rote repetition of facts and procedures?

WHAT CAUSES LEARNING?

What are students actually doing on a regular basis in your classroom activities?

What is the level of intellectual rigor?

What choices do students have?

What are their opportunities for reflection and closure regarding their learning?

HOW ARE STUDENTS MOTIVATED?

To what extent have you succeeded in creating a learning community in class?

To what degree do students assume responsibility for their learning on a daily basis?

	SPED 460 Course Outcomes					
	Students will demonstrate professional practices in compliance with Federal and state special education policies and procedures	Students will demonstrate the ability to observe, document and assess student performance as part of the planning, evaluation and/or eligibility process	Students will demonstrate the ability to plan appropriate curriculum including adaptations, accommodations and learning strategies for students with disabilities grades 6-12	Students will demonstrate the ability to provide meaningful instruction resulting in positive benefit to students with disabilities grades 6-12	Students will demonstrate the ability to collaborate with parents, related services personnel, paraprofessionals, and others involved in serving students with disabilities grades 6-12	Students will demonstrate professional communication, behavior, attitude, dress and language in all aspects of the practicum experience
Idaho Standards for Exceptional Child Generalists	SPED 460 Practicum - Secondary Education Course outcome alignment to Idaho Standards for Exceptional Child Generalists					
	Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	K 1-3 P 1, 2	K 1-3 P 1, 2	K 1-3 P 1, 2		
	Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self determination.	K 1-4 P 1-4	K 1-4 P 1-4	K 1-4 P 1-4		
	Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	K 1-3 P 1-3	K 1-3 P 1-3	K 1-3 P 1-3		
	Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions	K 1-7 P 1-5				
	Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.	K 1-9 P 1-6	K 1-9 P 1-6	K 1-9 P 1-6		
	Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	K 1-5 P 1-4			K 1-5 P 1-4	
	Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.					K 1-6 P 1-3

Instructor:

Mike Christopherson

Office: Hinckley 164 ph# 496-4154

Email: christophersonm@byui.edu

Time and Place: Monday – Friday; Arranged in public schools / Weekly seminar Wednesdays @ 4:15pm HIN 171

Text and Materials:

The Effective Special Education Teacher: A Practical Guide for Success, Laurie U. DeBettencourt; Lori A. Howard

Study Guide-What Great Teachers Do Differently: 14 Things That Matter Most, Todd Whitaker

Course Description:

Prospective special education teachers will receive practical, first-hand experience working with a special education teacher in an elementary school setting grades 6-12. Opportunities for engaging in both formal and informal assessment activities, designing individualized curriculum, accommodating the general education curriculum, monitoring student progress, and collaborating with other professionals and families will be embedded within the practicum experience. A weekly one-hour seminar will serve as the forum in which students can address challenges and concerns while sharing experiences, expertise and successes. SPED 460 students will provide instruction to 6-12th grade students at designated schools in the Jefferson, Madison, Bonneville and Sugar-Salem School Districts.

Taught: Fall, Winter, Spring

Course Outcomes: In an authentic classroom setting, students will demonstrate proficiency in the following outcomes embedded into practicum experiences.

1. Students will demonstrate professional practices in compliance with Federal and state special education policies and procedures.
2. Students will demonstrate the ability to observe, document and assess student performance as part of the planning, evaluation and/or eligibility process.
3. Students will demonstrate the ability to plan appropriate curriculum including adaptations, accommodations and learning strategies for students with disabilities 6-12.
4. Students will demonstrate the ability to provide meaningful instruction resulting in positive benefit to students with disabilities 6-12.
5. Students will demonstrate the ability to collaborate with parents, related services personnel, paraprofessionals, and others involved in serving students with disabilities 6-12.

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	SPED 460 Course Outcomes	SPED 460 Course Outcomes					
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SPED 460 Practicum - Secondary Education Course outcome alignment to Idaho Standards for Exceptional Child Generalists	Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.		K 1-3 P 1, 2	K 1-3 P 1, 2	K 1-3 P 1, 2		
	Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.		K 1-4 P 1-4	K 1-4 P 1-4	K 1-4 P 1-4		
	Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.		K 1-3 P 1-3	K 1-3 P 1-3	K 1-3 P 1-3		
	Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions		K 1-7 P 1-5				
	Standard 5: Instructional Planning and Strategies - The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.		K 1-9 P 1-6	K 1-9 P 1-6	K 1-9 P 1-6		
	Standard 6: Professional Learning and Ethical Practices - The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	K 1-6 P 1-4				K 1-6 P 1-4	
	Standard 7: Collaboration - The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.						K 1-6 P 1-3

Idaho Standards for Exceptional Child Generalists

Course Requirements/Assignments:

Practicum Checklist and Competency Evidence

As part of your practicum experience you will have the opportunity to complete several activities that are part of the duties of a special education teacher. These activities are connected to the Danielson Framework and will be the most significant part of your work in this course. You will be given a checklist of items that need to be completed and then signed off by you and your mentor teacher by the end of the semester. Some of these items are student referenced and will not be turned in, but will be given to your mentor teacher for classroom use and be checked off with a space for comments. All items may be used as artifacts in your electronic portfolio showing competency in initial teacher preparation standards. You will find the checklist included in the resources tab in I-Learn.

Formal & Informal Observations: During the semester you will have 3 formal observations conducted by the instructor (Me). This is something you will see often in your career as a teacher. It consists of a pre-observation meeting in which we discuss your lesson topic and those things in which you are working on which you would like me to provide feedback on. I will then observe on the scheduled date and then we will hold a post-observation meeting to discuss the lesson and provide feedback. The three will need to be scheduled at the beginning, middle, and end of the semester. There may also be informal observations which I will be in the classroom providing positive feedback and support. Your evaluations will be based on the Danielson Model which you can access in the resources tab in I-Learn.

In-Class and Preparation Assignments (Teach One Another): Many group and individual activities/assignments are done in class and are graded. *These in-class activities can be very difficult and sometime impossible to make up if you are absent. Please plan to attend all classes unless ill. If you do miss, plan to obtain materials from a classmate.* Preparation assignments will always show up on I-Learn as an assignment. You may look at the calendar in I-Learn to see upcoming assignments. These are subject to change based on the needs of the class.

Exams: We will have a final oral defense exit interview at the end of the semester where you will report on your checklist and experiences that show your competence in each area of the Danielson domains and course outcomes. For the exam you should be prepared to connect each item of the checklist and your additional evidences to a specific area (component) within the Danielson Domains (found in course documents). Together we will then assign you a grade. If there is a lack of evidence in a competency area, additional assignments or activities may be required before passing the course.

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Attendance/Participation: Your attendance and participation in class during the university classroom portion of this course is critical. Some of what we will discuss is not found in printed documents that you can read outside of class. However, it is most critical that you fulfill your daily teaching obligations just as full-time classroom teachers do. Absences may be approved due to a *serious, bedridden illness or other emergency* and circumstance beyond your control. If, due to one of these reasons, you are unable to teach, you must let me know as well as your mentor teacher. You will then need to arrange to make up the missed time on another day. Again, these changes are only authorized for the reasons shown above. *Any unauthorized absence during your practicum experience might result in a letter grade deduction on your final grade. More than one unauthorized absence may result in dismissal from the course.* You must participate in planning the lesson, be prepared for your teaching assignment, and teach for student understanding and involvement. Lack of effort in any of these areas is unacceptable. As you teach, performance expectations will rise. With practice, the assumption is that your ability to teach will increase. These teaching experiences will take place in various locations as assigned. *Local School Districts place a great deal of trust in BYU-I, by allowing us to work with students in their schools. As part of our program, it behooves you to be where you are supposed to be when you are supposed to be there. Come to the school completely prepared, professionally dressed, and take responsibility for the success of your students.*

Performance Assessment (Ponder and Prove): I have high expectations for your planning and teaching. Some of your teaching experiences may be recorded. If recorded, you will watch your recordings and analyze your teaching practices. You will receive regular feedback on your planning and teaching from your instructor. We, the department faculty, do not expect perfection, but we do expect you to plan comprehensively, to teach effectively, and to show improvement from lesson to lesson.

Assignment Due Dates: Assignments are due on the scheduled date posted on I-Learn. Students are expected to turn in their homework assignments on time. If you know you will not be able to complete an assignment before it is due because of extenuating circumstances you must contact me **before** the due date within *reasonable time to make arrangements for the extended time and to discuss a new due date. If I am not contacted before the assignment is due it may be turned in for half credit and must be turned in no later than 48 hours of the original due date. Submissions after 48 hours will not be graded and will receive a zero.

**Reasonable time is a minimum of 5 hours before the time the assignment is due.*

Grading

Final grades will be evaluated based on the following breakdown.

Grading Scale:

94-100% -- A	90-93.99% -- A-	87-89.99% -- B+
84-86.99% -- B	80-83.99% -- B-	77-79.99% -- C+
74-76.99% -- C	70-73.99% -- C-	67-69.99% -- D+
64-66.99% -- D	60-63.99% -- D-	0-59.99% -- Fail

**** PLEASE NOTE ****

- The instructor reserves the right to make changes to the syllabus as needed.
- In compliance with the Americans with Disabilities Act, all qualified students enrolled in this course are entitled to reasonable accommodations. It is the responsibility of the student to disclose to the teacher any special needs by the end of the first week of class.
- There is a policy restricting students from bringing children to class. If a rare emergency arises, contact the instructor for special permission.
- About those cell phones and text messaging... I would ask you to turn them off **before entering our classroom**, and not use them while you are here. If you are waiting for an emergency call, I understand, just let me know. We may use devices at various times during the course as a tool for learning. These times will be designated by instructor.
- Students enrolled in SPED 400 are expected to follow applicable professional standards from the Code of Ethics for teachers in the State of Idaho and commensurate responsibilities within Madison School District. The Code of Ethics for Idaho teachers is available online. It is imperative that you become familiar with this information. Please see: http://www.sde.idaho.gov/site/teacher_certification/code.htm
- Students enrolled in SPED 400 must limit the use of any videos generated in the practicum lab to learning experiences related to the coursework only. No video of practicum experiences may be transmitted or re-used outside the learning experiences attached to the class.

Other notices and policies

Sexual Discrimination

Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an education program or activity that receives federal funds, including federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender based discrimination, please contact the personnel office at 496-1130.

Accommodations for Disabilities

Brigham Young University-Idaho is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities office, 496-1158. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by this 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 personnel office at 496-1130. In compliance with applicable disability law, qualified students with a disability may be entitled to “reasonable accommodations.” It is the student’s responsibility to disclose to the teacher any special need she/he may have before the end of the first week of class.

Academic Honesty Policy – Definitions

Intentional Plagiarism is the deliberate act of representing the words, ideas, or data of another as one’s own without providing proper attribution to the author through quotation, reference or footnote.

Inadvertent Plagiarism involves the inappropriate, but non-deliberate, use of another’s words, ideas or data without proper attribution. Although not a violation of the Honor Code, it is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Plagiarism may occur with respect to unpublished as well as published material. Examples include:

- Direct Plagiarism—the verbatim copying of an original source without acknowledging the source.
- Paraphrased Plagiarism—the paraphrasing, without acknowledgment, of ideas from another that the reader might mistake for his/her own.
- Plagiarism Mosaic—the borrowing of words, ideas or data from an original source and blending this original material with one’s own without acknowledging the source.
- Insufficient Acknowledgement—the partial or incomplete attribution of words, ideas or data from an original source.

Fabrication or Falsification is a form of dishonesty where a student invents or distorts the origin or content of information used as authority. Examples include:

- Citing a source that does not exist.
- Citing information from a source which is not included in the source for which credit is given.
- Citing a source for a secondary proposition which it does not support.
- Citing a bibliography source when it was neither consulted nor cited in the body of the paper.
- Intentionally distorting the meaning or applicability of data.
- Inventing data or statistical results to support conclusions.

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that has not been obtained. Examples include:

- Copying from another person's work during an examination or while completing an assignment.
- Allowing someone to copy from you during an examination or while completing an assignment.
- Using unauthorized materials during an examination or while completing an assignment.
- Collaborating on an examination or assignment without authorization.
- Taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for you.

Other Academic Misconduct includes other academically dishonest, deceitful or inappropriate acts which are intentionally committed. Examples include but are not limited to:

- Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others.
- Planning with another to commit any act of academic dishonesty.
- Attempting to gain an unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such purpose.
- Changing or altering grades or other official educational records.
- Obtaining or providing to another a test or answers to a test which has not been administered.
- Breaking and entering into a building or office for the purpose of obtaining an unauthorized test.
- Continuing work on an examination or assignment after the allocated time has elapsed.
- Submitting the same work for more than one class without disclosure and approval.
- Getting equal credit on group assignments when equal work was not completed.

Academic Honesty Policy – Adjudication Procedures

Faculty are responsible to establish and communicate to students their expectations of behavior with respect to academic honesty and the student's conduct in their course. The instructor will be responsible to investigate any incident of academic dishonesty or misconduct, determine the circumstances, and take appropriate action. Examples include but are not limited to the following:

- Reprimanding the student orally or in writing.
- Requiring work affected by the academic dishonesty to be redone.
- Administering a lower or failing grade on the affected assignment, test or course.
- Work with the Dean of Students to remove the student from the course.
- Recommending to the Dean of Students that the student be put on probation or dismissed.

If the incident involves the violation of a public law, e.g., breaking and entering into an office or stealing an examination, the act should be reported to University Police.

For the purpose of tracking, suspected or proven violations of the Academic Honesty Policy should be reported to the Dean of Students office—name, incident, action taken. If the occurrence is sufficiently egregious or if a pattern of dishonesty or misconduct is discovered additional action may be taken on behalf of the university based upon the nature of the infraction.

If an affected student disagrees with the determination or action and is unable to resolve the matter to the mutual satisfaction of the student and the instructor, he/she may have it reviewed through the university's grievance process.