



Department of Special Education

## Service Delivery Models

### SPED 5150/6150

GC 1570, 4:35-7:05

**Scheduled Class Dates:** January 16<sup>th</sup>, February 6<sup>th</sup>, February 27<sup>th</sup>, March 5<sup>th</sup>, April 16<sup>th</sup>

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 Credits: 3.0 Hours  
 Office hours: Please contact me by email or in-person to make an appointment to discuss concerns, questions and/or ideas

Service Delivery for K-12 Students with Mild Moderate Disabilities is an introduction to the service delivery and professional and practical ethics required to meet the knowledge area outlined in the Council for Exceptional Children Special Education Professional Ethical Principles (see <http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>). Additionally, this course meets the diversity requirement of the English as a Second Language (ESL) endorsement requirements.

**Course Objectives:** This course is based on the assumption that you have a basic understanding of general education and special education instructional and assessment methods, as well as a basic understanding of writing using the **American Psychological Association (APA)** style (see online reference: <https://owl.english.purdue.edu/owl/resource/560/01/>)

By the end of this course, you will be able to:

1. Describe culturally responsive teaching for culturally linguistically diverse (CLD) students by developing an explicit lesson plan that incorporates principles and strategies to assist CLD learners with specific learning needs.
2. Collaborate with school personnel during your student teaching using the ABC problem solving model and incorporate assessment, curriculum, and instruction to design and implement (a) an academic intervention; (b) a behavioral intervention; or (c) a comprehensive transition plan.
3. Describe your ethical teaching responsibilities and teaching standards, as well as advocate for appropriate service delivery options for K-12 students with high incidence disabilities.

**Course Structure:** You will complete individual assignments and attend scheduled class meetings.

### Course Schedule: MAJOR ASSIGNMENTS 5150/6150

#### Attend a Culturally Based Activity or Event (25 pts)

You will be asked to find a community event or activity that is representative of one or several cultures. It is preferable that you focus on cultures that are represented in your Student Teaching Placement. Here are some suggestions on how to find an activity or event: ask your school if anything is planned, go to the University Student Union to see if anything is offered,

visit the Utah Office of Multicultural Affairs, etc. Please run the event or activity by me PRIOR to you attending to ensure that the event meets the expectations of the assignment. Your written summary should include: title of event, date and time of event, the culture(s) that were represented at the event, your feelings having attended the event. Please submit the summary to Canvas and be prepared to share your summary in a 2-3 minute in-class presentation. Your attendance at an event and summary is due by **Friday, February 28<sup>th</sup>**.

### **Culturally Embedded Lesson Plan and Instruction (50 pts.)**

Lesson Plan & Observation (30 points): Using a five-step approach for embedding multicultural concepts, you will develop a culturally responsive lesson plan that incorporates multicultural concepts, knowledge, skills, attitudes, and activities into appropriate segments of the basic curriculum: (1) determine which multicultural concept to expand or to highlight, (2) provide direct instruction of the multicultural education concept, (3) embed the multicultural concept(s) into the lesson, (4) provide direct instruction of the multicultural academic infused concept, (5) evaluate the lesson and report on results.

Once the lesson is recorded, watch the video and fill out an observation form. Please submit both the lesson plan and observation form to Canvas by **Friday, March 20<sup>th</sup>**.

Video of Instruction (20 points): Record your instruction of the culturally responsive lesson plan and turn in to instructor for observation. In addition to the video, please submit a self-evaluation observation form on Canvas of this lesson. This will count as one of your Student Teaching observations for SPED 5200/6200. This must be submitted on GoReact by **Friday, March 20<sup>th</sup>**.

### **Collaboration Project (100 pts.): IDENTIFY, ANALYZE, DEVELOP, and EVALUATE**

This project represents a culmination of processes and skills that you have developed over the course of your program. Now that you are transitioning from Guided to Independent Practice, this project provides you with an opportunity to focus on the interpersonal and problem-solving skills that differentiates you as a special educator, as well as and the pedagogy that guides our practice. Please refer to the Flipbook for specific components and the types of information that should be guiding your decision-making process. There are three parts to this project:

**Part 1.** You will choose to complete a course project on either (a) an academic or behavioral area of concern for your class or a specific student or (b) a comprehensive transition plan for a specific student.

**Academic or Behavioral Project:** This project must be determined in a meeting with your cooperating teacher or a general education teacher. Using a research-based intervention for increasing student achievement (in reading, writing, or math) or compliant behaviors, you must identify the problem (e.g., is the problem in an achievement area, such as math, reading, or writing? Or is the problem related to noncompliant behaviors), analyze the problem (take baseline data using multiple assessments) and develop a plan to implement your intervention. The aim of your project should be to increase academic achievement or compliant behaviors of one student or a whole class. For Part 1, you will (a) identify the problem (p. 3); (b) analyze the problem (p. 4); (c) develop a plan (p. 5); and (d) implement the plan (p. 5).

**Transition Project:** If you choose to develop a comprehensive transition plan, you will use the materials provided in class.

**\*\*\*This part should be COMPLETED by the middle of March in order to produce a meaningful project\*\*\***

**Part 2.** For Part 2, you will **conduct a Team Meeting to evaluate the plan (p. 6)**. You will review the plan you developed in Part 1, analyzing or discussing the outcomes/data, identifying what is working or not working, and what the next steps are. This means you will have already progress monitored your student(s) and determine with your team how effective your plan is at increasing academic, compliant behaviors, or near and far transition goals. See page 2 of the flipbook for how to lead a meeting with the stakeholders involved in the problem you identified in Part 1, depending on

the nature and focus of your problem (see pages 7, 8).

If you focus on a behavioral problem, you will also collaborate with a behavior specialist or school psychologist. If you focus on an academic problem, you will also collaborate with the general educator, if not involved already, or curriculum specialist. This part is where you compare your pre-data with post-data and discuss next steps. If you focus on a transition project, you will collaborate with key personnel in the development of your student's transition plan.

**\*\*\*This part should be completed by the end of March in order to produce a meaningful project\*\*\***

Part 3: Final Write Up and Presentation: You will turn in and present a PPT presentation describing Parts 1 and 2 + a description of the SPED professional ethical practices you addressed (see CEC Standards).

**Due Thursday, April 16<sup>th</sup>.**

**Attend 1 Professional Development Training (50 pts)**

You will attend 1 PD training provided by your school or district. Please consult with your cooperating teacher for seminars to attend. You will turn in the following:

1. 1-page reflection that describes the training, as well as how this training advanced your knowledge or skills on a minimum of 2 standards from the Utah's Educator Effectiveness Standards: see <http://www.schools.utah.gov/CURR/educatoreffectiveness/Standards/Teaching/EffectiveTeaching.aspx>
2. Use the standards as subheadings following APA format.
3. A letter or certificate verifying your attendance at the PD training

**Due April 24<sup>th</sup>.**

**Professional Learning Communities (10 points per class)**

Each class, you will break up into groups to discuss happenings in your placements. From content area discussions to solution-based problem solving, PLCs are a great way to collaborate with your peers. If you are unable to attend class, unfortunately, these points cannot be made up.

**Graduate Students Only: Research Fair Presentation (100 pts):**

This assignment involves your participation in the annual College of Education Research Fair. You will adapt your collaboration project into a poster presentation for the research fair. The fair will be held in the SAEC Auditorium on a Friday in April (date TBD). Follow the format as indicated by the research fair posting. More information TBA

**Grading scale**

The following percentages will be used to determine grades:

A = 95-100%	B - = 80-83%	D+ = 67-69%
A- = 90-94%	C+ = 77-79%	D = 64-66%
B+ = 87-89%	C = 74-76%	D- = 60-63%
B = 84-86%	C- = 70-73%	E 59% and below

**Additional Course Expectations**

**Policy on assignments**

All hardcopies of the assignments are to be submitted to the instructor at the beginning of class on the day they are due. **ANY ASSIGNMENT TURNED AFTER THIS DEADLINE WILL BE CONSIDERED LATE.** Late assignments will result in a loss of 10% PER School DAY except for extreme emergencies. I reserve the right to deem what is an emergency. **THIS WILL BE ENFORCED!**

### **Policy on attendance**

You are expected to attend class sessions. If a class session is to be missed, you are responsible for notifying the course instructor in advance by phone or by email. In-class assignments missed because of an absence cannot be made up.

### **Classroom Etiquette**

The teacher candidate's attendance and participation are essential for a successful practicum. If a seminar is missed it is the responsibility of the teacher candidate to contact the instructor beforehand and to obtain all notes, handouts, and assignments missed. Turn off cell phones and pagers (or place on vibrate). Also, out of respect, please do not engage in conversations when the instructor, guest speakers, or other teacher candidates are talking.

This course is designed to have high levels of participation for discussion and problem solving. It is expected that each teacher candidate will participate in every class session by either responding to questions or initiating comments or questions about the class presentation or discussion.

### **Canvas**

All materials for this class will be posted on Canvas, a university web-based course organization system. Also, much information (e.g., course announcements, reminders of assignment due dates, etc.) will be communicated via e-mail through Canvas. ***Teacher candidates enrolled in this course must have access to an e-mail account (supplied free by the university), and access e-mail on a consistent basis.*** The instructor is not responsible for teacher candidates missing information due to "not checking e-mail."

### **Instructor Communication**

The teacher candidate is expected to e-mail or phone the instructor *well in advance* of deadlines to ensure any questions are answered. Emails or phone calls after 5 PM will typically not be responded to until the next day. Emails or phone call on Friday after 4:00 PM will typically not get a response until Monday. **On occasion, the instructor may respond to emails in the evening or on weekends but this should not be expected.** Please plan ahead for this and do not wait until the last minute for assignment or course related needs. Typical response time to email is 48 hours. If you do not hear from me within that time, please feel free to resend your email.

### **Appropriate Language**

Teacher candidates are expected to use person first language during class discussion and in written work. Please avoid phrases like "the handicapped," "ED kids," "severely retarded," "autistic student" or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts people first, for example, "the student with a severe disability" or "the program for students with behavior disorders." This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people possess.

### **Confidentiality**

In this class, it is expected that the rights to confidentiality afforded to students and their families will be protected. Often in class we will discuss individual students, assessment situations, and outcomes. The teacher candidate's experience with students and their families is helpful in adding to content and understanding of issues in applied settings. However, when discussing an individual student you are working with or have worked with in the past, **please do not reveal any information that would allow other people in class to identify the student (e.g. name, school, age, parents name, etc.).**

## **Accommodations for Teacher Candidates with Disabilities**

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

## **Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

## **Student Names and Personal Pronouns**

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email [bpeacock@sa.utah.edu](mailto:bpeacock@sa.utah.edu) to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

## **University of Utah Policy on Student Conduct:**

The Department of Special Education is committed to the policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, gender, sexual orientation, age, status as Vietnam veteran, or person with a disability. The Department seeks to provide equal access to all programs, services and activities for people with disabilities. Reasonable prior notice is needed for any accommodations. Please notify the instructor during the first class session if you require any adaptations or accommodations in the presentation of course information or in the course assignments or activities. Evidence of practice not consistent with these policies should be reported to the Office of Equal Opportunity and Affirmative Action 581-8365.

It is expected that students will maintain a respectful and civil atmosphere during class meetings. Thus, expectations are that students:

1. Prevent disruptions by turning off and refraining from use of cell phones and beepers, and by putting away extraneous reading materials. Use of laptop computers in class is not allowed without the instructor's permission.
2. Adhere to the University of Utah code for student conduct.

In order to maintain a positive, civil environment for learning I expect that all students will strive to meet the goals described in the University of Utah's Student Code, which states *"the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive*

*environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.”*

Following the Student Code, I adopt a zero-tolerance policy for academic misconduct in this course. “Academic misconduct,” according to the University of Utah Student Code, *“includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.”* Again, utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in ALL your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah’s Student Handbook. Please read the Student Code of Academic Conduct.

*Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.*

### Collaboration Project Peer Evaluation Form

Presenter: \_\_\_\_\_ Date: \_\_\_\_\_

Use the criteria below to provide feedback to your peer. Be sure to make at least one significant, constructive comments in terms of what you liked, what needs improvement, or suggestions for next time. Please use the following indicators: 4 = Exemplary; 3=Proficient; 2= Developing; and 1= Needs more information.

Target Area	Rating	Comments
Defined the main problem as measurable difference between desired outcome and actual academic performance (must be based on data). If there are related problems, those were defined as well	4 3 2 1	
Identified the desired outcome in measurable and observable language. In other words, what's the goal? And by when? And what is the increase? (Baseline data must be reported)	4 3 2 1	
Gathered relevant information (data) about what may be contributing to the problem (e.g., reviews, interviews, observations, assessment data, etc.). Can be a table, figure, etc. Are variables related to instruction (who is teaching, what is being taught), the curriculum (scope and sequence), or environment (setting events, classroom, peers, etc.). (Progress monitoring and post-data must be reported)	4 3 2 1	
Developed a plan (intervention) that is focused on what to teach, how best to teach it, and how to monitor progress. Who will do what? What EBP is being implemented? How will progress be monitored? Must be specific (team players and roles must be identified)	4 3 2 1	
Conducted Team Meeting to evaluate the plan. Was the intervention effective? What's the evidence? What does the child need to be successful? What worked? What didn't? What did we overlook? What are the next steps?	4 3 2 1	
Format of final PPT Presentation: Used the following as subheadings: <b>Problem Identification, Problem Analysis, Plan Development, Implementation, Plan Evaluation.</b> Included tables or figures that summarized the <b>pre, during, and post data.</b>	4 3 2 1	
Provided one slide that addressed a minimum of 3 CEC Ethical Practices during this project with examples.	4 3 2 1	

OTHER COMMENT

