SPED 5790: TeachLivE Lab
1 credit

Location:
Monday and Wednesday nights, 6:45-8:30 p.m.
Granite Education Center, Salt Lake City, UT
TeachLivE Lab, Room 519

Instructors:
Leanne D'Andrea  
801-815-5746  
leadan88@gmail.com

Melanie Dawson  
801-505-3290  
melanie.dawson@aggiemail.usu.edu

Course Overview:
The primary purpose of this course is to provide ATP teachers with the opportunity to practice and receive feedback on effective teaching strategies for students with mild/moderate disabilities. **This lab provides ongoing guided practice, which serves as a bridge between ATP coursework and classroom teaching.** Throughout the semester, ATP teachers deliver vocabulary lessons to the TeachLivE students while focusing on increasing accuracy and fluency on the following behavioral and instructional skills: opportunities to respond, praise, error correction, and praise around. Evaluation and final grades will be based on teachers’ preparation for each session, participation during each session, and reflection on their progress with each target skill, including how each skill connects to their own classroom.

Objectives/Tasks:
PREPARATION:
1. Videos/Handouts: To prepare for your session in the lab, you will view a training video about each target skill prior to the first lab session focusing on that skill. A handout summarizing detailed examples and non-examples of each aspect of the target skill will also be provided. Videos and handouts will be made available on Canvas one week prior to the lab session.

   2. Quizzes: You will complete a total of 4 quizzes over the course of the semester, one for each new target skill. The purpose of the quizzes is to solidify your understanding of the target skill prior to practicing the skill in the lab.  

   **Points:** 100 Points total (25 points per quiz)  
   **Due Date:** Will be determined as the semester progresses. You will be notified 5-7 days before moving to a new skill so you have time to view the video and handout and complete the quiz. **Quizzes are due at 11:59 p.m. the night before your session on a new skill in the lab.**
3. **Lesson Plans:** The instructors will provide basic lesson plans with vocabulary content and example teaching strategies. These lessons will not be fully scripted, so it will be up to you to prepare to teach the lessons to the TeachLivE students. Please use the instruction you receive during coursework and during lab to prepare (and improve) these lessons throughout the semester.

**PARTICIPATION:**

4. **Lab Practice:** You will attend 13 lab sessions throughout the semester. The purpose of the lab sessions is to participate in active *guided practice* on effective teaching strategies so you can improve your teaching practices in your own classroom. You will be expected to **come prepared** for each lab session, to give your best effort during your teaching turns, to actively observe while others are teaching, and to provide relevant feedback to your peers.

   **Points:** 195 points total (15 points per session)
   **Due Date:** Points will be given following each lab session

**REFLECTION:**

5. For each of the four target skills you will be asked to participate in an online discussion with your peers (via canvas). The purpose of the group discussion is threefold: 1) to solidify your understanding of each target skill, 2) to make important connections between the skills you practice in lab and your daily classroom teaching, and 3) to build a professional learning community with your peers in the ATP program.

   Please comment at least **4 times** per discussion **across a variety of dates.** This includes at least **1 initial post** and at least **3 comments** on posts made by your peers. We would like you to share “aha moments” you had in lab, comments about how the target skill applies to your classroom teaching, and any questions you may still have about the target skill.

   **Points:** 40 points total (4 discussions, 10 points each)
   **Due Date:** Discussions will open on the first week of each new target skill and remain open for **one week following the last training session** on that skill. (This means each discussion will be open for approximately 3 weeks. The final deadline to finish the discussion will be determined when each group moves on to a new skill).

**Course Requirements:**

1. **Professional conduct** is expected. Behave in an ethical and professional manner to your peers and lab instructors at all times.

2. **Maintain confidentiality** of the lab session, including your peers’ performance and the comments made during the lab sessions.
3. **Learn from feedback** given from the lab instructors and your peers. As needed, modify your teaching strategies based on the feedback you receive.

4. **Be proactive.** Take initiative to ask questions or clarify concepts that are unclear.

5. Strive for **continual improvement**; perfection is not expected!

**Course Website:**
The course materials are located on Canvas, the course website. Through Canvas you will be able to access the course syllabus, training modules for each target skill, and the lesson materials for the lab sessions. You will also be able to view your grades, receive up to date announcements, and communicate with the instructor and your classmates.

**Grading:**
Grades will be assigned on a Pass/Fail Basis. Criteria are as follows:

**Lab Participation Points:**
- Turn in quiz on time: 1 point
- Arrive on time and stay entire session: 1 point
- Bring all necessary materials: 1 point
- Participate in all teaching turns with best effort: 5 points
- Actively observe and provide feedback for peers: 5 points
- Demonstrate a professional attitude: 2 points

**Total points possible: 15 points per session**

**Total Points:**
- 4 quizzes (25 points each): 100 points
- 13 lab sessions (15 points each): 195 points
- 4 online discussions (10 points each): 40 points

**Points Possible:** 335 points

**PASS**
- 80% or above on quizzes and online discussions (*80+ out of 100 points on quizzes; 32+ out of 40 points on discussions*)
- 90% or above on lab participation points (*176+ out of 195 points*)
- **AND** 92-100% attendance (*12+ of 13 sessions*)

**FAIL**
- Below 80% on quizzes and discussions (*less than 80 points on quizzes; less than 32 points on discussions*)
- Below 90% on participation points (*less than 176 points*)
- **OR** Below 92% attendance (*more than 1 absence*)
Making up points:
- **Quizzes:** If you earn less than 80% on any quiz, you will have one week to submit changes to improve your grade.
- **Online Discussions:** Online discussions cannot be made up. However, a formal reflection paper may serve as a makeup assignment in some circumstances (at the discretion of the lab instructors).
- **Lab participation:** These points cannot be made up, as they reflect your engagement and attitude during lab sessions.
- **Lab attendance:** Only 1 session may be missed over the course of the semester, and should be cleared with the instructor in advance. Any additional absences must be made up in order to receive a passing grade. *(We strongly recommend avoiding this option, as make-up sessions are scheduled during fall break and finals week!)*

Changes in Course Assignments and Schedule:
The instructor reserves the right to adjust the course assignments and schedule in order to best attain the objectives of the course. Any changes will be announced in class and/or posted on canvas. *(Also, due to the progressive nature of this course, instructors will make ongoing decisions about when to move groups to the next target skill. This will impact the due dates for viewing the training videos and completing the quizzes. You will be notified 5-7 days in advance to prepare for moving on to a new skill.)*

Incomplete Grades:
An incomplete grade will only be given under circumstances specified in USU’s policy. Incomplete grades will not be given for poor performance.

ADA Accommodations:
Students needing accommodations must contact the instructor to review identified needs and provide documentation of needed accommodations. Arrangements must be made within the first two weeks of class.
## CEC Initial Preparation Standards

<table>
<thead>
<tr>
<th>CEC Standard</th>
<th>CEC Element</th>
<th>Instructional Activities &amp; Student Evaluation</th>
</tr>
</thead>
</table>
| Standard 1:  | (1.2) Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities | • Training videos and quizzes  
• Lesson planning and delivery in the lab  
• *Individualized* delivery of each target skill during lab (response opportunities, praise, error correction, praise around) |
| Learning and Individual Learning Differences | (2.1) Create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions | • Training videos and quizzes  
• Effective lesson delivery and behavior management in lab |
| Standard 2:  | (3.1) Understand 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. | • Training videos and quizzes  
• Vocabulary lesson planning and delivery throughout the semester |
| Learning Environments | (3.2) Use general and specialized content knowledge for teaching across curricular content areas to individuals learning for individuals with exceptionalities | • Incorporating cross-curricular connections in the vocabulary lesson plan when appropriate |
| Curricular Content Knowledge | (3.3) Modify general and specialized curricula to make them accessible to individuals with exceptionalities | • Individualizing the generic lesson plans so they are appropriate to each students' academic level. |
| Standard 3:  | (4.4) Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them | • Lab practice on all target skills |
| Curricular Content Knowledge | (5.1) 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 | • Individualized lesson delivery that demonstrates sensitivity to a variety of learning factors for each student |
| Instructional Planning and Strategies | (5.2) Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities | • Using the TeachLivE technology to practice essential teaching skills |
| Standard 5:  | (5.4) Use strategies to enhance language development and communication skills of individuals with exceptionalities | • Practicing a variety teaching strategies to enhance students’ vocabulary. |
| Standard 6: Professional Learning and Ethical Practice | (6.1) Use professional Ethical Principles and Professional Practice Standards to guide their practice | • Mastering content knowledge of target skills through training videos, quizzes, and handouts  
• Demonstrate improvement on the target skills through repeated lab practice |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Standard 7: Collaboration | (7.1) Use the theory and elements of effective collaboration | • Build professional learning communities with colleagues  
• Interact professionally during TeachLivE sessions and through online discussions |
| | (7.2) Serve as a collaborative resource to colleagues | • Learn from on another’s teaching styles and strategies during lab sessions  
• Serve as a resource for colleagues beyond lab sessions |
# Lab Schedule

**Session Days/Time:**
**Monday & Wednesday** 6:45-8:30 p.m. (immediately after class)

*Each teacher will attend lab on ONE assigned evening a week, Monday OR Wednesday, for a total of 13 lab sessions.*

<table>
<thead>
<tr>
<th>Monday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August 25th NO LAB</strong></td>
<td>August 27th</td>
</tr>
<tr>
<td>(<em>1st Day of School</em>)</td>
<td></td>
</tr>
<tr>
<td><strong>September 1st NO LAB</strong></td>
<td>September 3rd</td>
</tr>
<tr>
<td>(<em>Labor Day</em>)</td>
<td></td>
</tr>
<tr>
<td><strong>September 8th</strong></td>
<td>September 10th</td>
</tr>
<tr>
<td><strong>September 15th</strong></td>
<td>September 17th</td>
</tr>
<tr>
<td><strong>September 22nd</strong></td>
<td>September 24th</td>
</tr>
<tr>
<td><strong>September 29th</strong></td>
<td>October 1st</td>
</tr>
<tr>
<td><strong>October 6th</strong></td>
<td>October 8th</td>
</tr>
<tr>
<td><strong>October 13th</strong></td>
<td><strong>MAKEUP SESSION:</strong></td>
</tr>
<tr>
<td></td>
<td>October 15th</td>
</tr>
<tr>
<td><strong>October 20th</strong></td>
<td>October 22nd</td>
</tr>
<tr>
<td><strong>October 27th</strong></td>
<td>October 29th</td>
</tr>
<tr>
<td><strong>November 3rd</strong></td>
<td>November 5th</td>
</tr>
<tr>
<td><strong>November 10th</strong></td>
<td>November 12th</td>
</tr>
<tr>
<td><strong>November 17th</strong></td>
<td>November 19th</td>
</tr>
<tr>
<td><strong>November 24th</strong></td>
<td><strong>November 26th NO LAB</strong></td>
</tr>
<tr>
<td>(<em>Thanksgiving</em>)</td>
<td>(<em>Thanksgiving</em>)</td>
</tr>
<tr>
<td><strong>December 1st</strong></td>
<td><strong>MAKEUP SESSION:</strong></td>
</tr>
<tr>
<td></td>
<td>December 8th</td>
</tr>
<tr>
<td><strong>December 3rd</strong></td>
<td></td>
</tr>
</tbody>
</table>