

**Special Education 1000**  
**Principles of Effective Peer Teaching**

**Instructor: Heather Thornton**

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**Office: Logan High School**

**Class times - To be arranged with high school and instructor**

**Welcome to Peer Tutoring:**

I am excited to have you here. This class is intended to teach you the skills necessary to become an advocate for people with disabilities. Peer tutors are so important in helping people with disabilities meet new people, make friends, and participate in school activities. You will be expected to set an example to my students both inside and outside the classroom. You will also be an example to others demonstrating that people with disabilities should have the same rights and privileges as everyone. This means that you will look out for my students in class, in the halls, in the lunchroom and in the community. I hope that you will have a fun and valuable experience with us!

**Purpose:**

The purpose of this course is to provide high school students with an opportunity to learn more about teaching careers by conducting a supervised peer tutoring program with 1 or more classmates with intellectual disabilities. The high school tutors will be taught basic instructional skills and introduced to the principles of instructional decision making. Peer tutors model appropriate behavior for my students throughout the school day. It is vital that peer tutors follow the rules as outlined in the student handbook. Cell phone use rules and dress standards rules will be strictly enforced. Please see me with any questions you have about the student guidelines at Logan High School.

**Confidentiality:**

While working with my students you will be a big part of their education at Logan High and you will learn a great deal of personal information about them. Please do not share this information with anyone who is not involved with my class. Educational records and communications about a student's educational status are confidential under Federal law.

**Objectives:**

Peer tutors will meet the following objectives. The abbreviations refer to the Council for Exceptional Children (CEC) standards for Common Core (CC), Knowledge (K), and Skills (S). CEC is an international organization that sets standards for teachers and paraeducators working with students who have disabilities.

1. Understand legislation and social issues underscoring special education (CEC Common Core reference: CC1, K4)
2. Identify similarities and differences among cognitive, physical, cultural, social, and emotional needs of individuals with exceptional learning needs (CC2, K1)
3. Conduct instructional programs as prescribed by supervisors and class instructors (CC4, K4).
4. Implement behavior plans for individual students.

4. Present instruction using an effective presentation sequence (CC4, K13).
5. Provide appropriate positive and corrective feedback (CC6, S7).
6. Conduct informal assessments of tutee performance as directed by supervisors and class instructors (CC3, S4).
7. Keep a tutoring journal that includes descriptions of teaching interactions and thoughts about the tutoring process and summarize selected effective teaching articles
8. Approach tutoring in a responsible manner (CC8, K2; CC8, S2; CC8, S6; CC8, S9).

**Attendance and Participation: Consistent attendance and participation in class is mandatory. This is a performance-based class and if you are not in class you cannot perform.** For this reason I have set up a strict attendance policy. You will earn 10 attendance and participation points each day. To earn the points you must be to class on time and participate appropriately. You will lose 5 points for each day you are tardy. **If you are more than 15 minutes late you will be marked absent for the day. You must attend this class at least 85% of the time to obtain credit. If you miss more than 15% (9 days) of the trimester you will fail the class. Logan High attendance and tardy policy will be enforced.**

**Assignments:**

In-class readings with written responses will be graded (as assigned). Peer Tutors are also required to attend after school activities with the students whom they tutor. All activities must be pre-approved by instructor. Other assignments will be given as directed by the instructor.

**Instruction of Students:**

You will learn how to instruct students during learning activities. Part of this instruction will include recording their progress each day on a data sheet. A portion of your daily participation points will be determined by the correct data you record for the student(s) you are assigned to work with.

**Responsibilities:** You are expected to be alert and capable of doing your best work at all times. Responsible behavior includes accepting feedback from teachers and supervisors, using appropriate language, putting materials away after tutoring sessions, treating other tutors and tutees respectfully and showing enthusiasm and initiative.

**Tour of USU:**

For the last 30 years, USU has been one of the top-ranked universities in the national for teaching and research related to people with disabilities. The Department of Special Education and Rehabilitation invites all concurrent enrollees in Principles of Effective Peer Teaching to tour USU facilities and meet faculty members. Facilities include the Department of Special Education and Rehabilitation, the Center for Persons with Disabilities, the Human Services Research Center, the USU Assistive Technology Lab, and other locations as time permits. Faculty will meet students and describe their teaching and research projects. The tour will be scheduled one day during the trimester.

## **Grading Procedures**

|                          |                  |                 |
|--------------------------|------------------|-----------------|
| 3 projects               | 600 Points       | (200, 100, 100) |
| Attendance/Participation | 600 Points       | (10 each day)   |
| Tour USU                 | 100 Points       |                 |
| Additional assignments   | To Be Determined |                 |

## **Letter grades will be issued according to the following percentages:**

|    |            |    |           |
|----|------------|----|-----------|
| A  | 95% - 100% | C+ | 77% - 79% |
| A- | 90% - 94%  | C  | 74% - 76% |
| B+ | 87% - 89%  | C- | 70% - 73% |
| B  | 84% - 86%  | D+ | 67% - 69% |
| B- | 80% - 83%  | D  | 60% - 66% |
|    |            | F  | 0% - 59%  |

If you have a disability that may require accommodations, i.e. modifications in testing, assignments, grading, etc., please contact me immediately (first week of class if possible). Accommodations will be made for students with documented disabilities.

If you **ever** have any questions or concerns about anything in this syllabus, class, etc. please talk to me. I want you to succeed!

**Heather Thornton**

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