

# Instructor/TA Info

## Instructor Information

**Name:** Katie Steed

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## Course Information

### Description

**Words of advice from Dr. Burrell:**

**You must understand that . . .**

- 1. Nothing in your life has prepared you for this!**
- 2. You're going to have quick failures!**
- 3. Failure is only feedback!**
- 4. You will have to re-define success!**

A seminar class that coincides with student teaching and internship experiences.

CPSE 490 is a companion course to your student teaching and intern experience. The Student Teaching/Intern Handbook outlines the goals and objectives for the student teaching/intern courses (CPSE 487R or 496R).

### Prerequisites

Completion of special education program.

### Materials

**Item**

**Price  
(new)**

**Price  
(used)**

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### Grading Scale

<b>Grades</b>	<b>Percent</b>
A	95%
A-	90%
B+	87%
B	85%
B-	80%
C+	77%
C	75%
C-	70%
D+	67%
D	65%

D-	60%
E	0%

## Learning Outcomes

### Basis for Special Education practice

Models, theories, and philosophies that form the basis for special education practice.

### Rights and responsibilities

Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.

### Teacher attitudes and behaviors

Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. Social skills needed for educational and other environments.

### Standards

National, state or provincial, and local curricula standards. As well as organizations to support individuals with special needs.

### Materials for daily instruction

Prepare and organize materials to implement daily instruction.

### Specialized materials

Develop or modify specialized materials for individuals with disabilities.

### Learning environment

Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.

### Continuum of lifelong professional development

Continuum of lifelong professional development.

## Grading Policy

Grading your performance is a complex process. As your teacher, I consider myself a mentor, but as your evaluator I must be as impartial and objective as possible. Your grades will reflect both effort and achievement. **There will be no extra credit offered in this class.**

## Participation Policy

### Course Expectations:

- Adhere to the BYU Honor Code on and off campus.
- Attend all class sessions
- Actively participate in all learning activities and discussions
- Be prepared for each class by completing the assigned readings from texts and handouts
- Be professional in typed written assignments: proof-read prior to submission. Reports should be free of spelling, grammatical, and typographical errors.
- Hand in all assignments on time
- **Additional objectives for this course:**
- Participation in class discussion
- Email weekly reflection journals
- Consider legal issues, share concerns and ideas, and ask a question
- Consider math curriculum and instruction, share ideas, and ask a question
- Read articles from professional publications relevant to the needs of special educators and students with disabilities

## Attendance Policy

Absence and Tardies affect your class participation points---One point is possible if you are actively participating during class, one point for arriving on time, one point for completing all of the assigned readings **BEFORE** class and one point for staying until the end of class (no partial

points will be awarded). Assignments are to be handed in at the **beginning** of class on the due date designated by the instructor (this applies in case of absences as well). Assignments will be lowered 10% for each day late. **No assignments will be accepted after the last day of class.**

### Classroom Procedures

**Please turn off all cell phones and beepers during class time. Make sure I have your email address. Special announcements regarding this class will be sent via email to you and you will be responsible for their content!**

## Assignments

### Assignment Description

#### Collaboration Question

Aug

**31**

Due: Monday, Aug 31 at 6:59 pm

Submit a question in class on Collaboration

#### Rubric for CPSE 490 Questions

Task	Points Earned	Points Possible
Question is typed		2
Question is well written with obvious reflection and is free of grammatical errors		2 ½
Name is included		½
<b>TOTAL</b>		<b>5</b>

#### Reflection

Sep

**03**

Due: Thursday, Sep 03 at 11:59 pm

At the conclusion of each **teaching** week I want to know how you are doing. This will be accomplished through a weekly submission on LS that will be conducted as a reflection journal on what you have learned, questions you may have, comments on the readings, methods you want to implement and so forth. This is not a journal about your personal life. You are required to submit your journals to me via email by each Thursday at midnight. Each reflection is worth 10 points, and they should be between a paragraph to one page. Your reflection should include: 1) A reflection on the class topics 2) A reflection on your teaching experience and 3) One other personal insight.

#### Rubric for CPSE 490 Reflection Journals

Task	Points Earned	Points Possible
A reflection on the class topic for that week		2
A reflection on your teaching		2

At least one other personal insight dealing with the course and/or student teaching	4
Reflection is well written with no errors/strong insight is evident	2
<b>TOTAL</b>	<b>10</b>

## Reflection 2

Sep  
10

Due: Thursday, Sep 10 at 11:59 pm

At the conclusion of each **teaching** week I want to know how you are doing. This will be accomplished through a weekly submission on LS that will be conducted as a reflection journal on what you have learned, questions you may have, comments on the readings, methods you want to implement and so forth. This is not a journal about your personal life. You are required to submit your journals to me via email by each Thursday at midnight. Each reflection is worth 10 points, and they should be between a paragraph to one page. Your reflection should include: 1) A reflection on the class topics 2) A reflection on your teaching experience and 3) One other personal insight.

### Rubric for CPSE 490 Reflection Journals

Task	Points Earned	Points Possible
A reflection on the class topic for that week		2
A reflection on your teaching		2
At least one other personal insight dealing with the course and/or student teaching		4
Reflection is well written with no errors/strong insight is evident		2
<b>TOTAL</b>		<b>10</b>

## Question from Student Teaching Handbook

Sep  
14

Due: Monday, Sep 14 at 4:59 pm

Read 1st section of The Student Teaching Handbook and submit one question typed hard copy OR on LS prior to class from your readings.

## Article Reading: 1

Sep  
14

Due: Monday, Sep 14 at 4:59 pm

Please select an article from a peer-reviewed educational journal that you would like to read. Bring a copy of the article with strong evidence that you read it to class.

### Math Question

Sep  
14

Due: Monday, Sep 14 at 11:59 pm

Please submit a question about math instruction or curriculum.

### Reflection 3

Sep  
17

Due: Thursday, Sep 17 at 11:59 pm

At the conclusion of each **teaching** week I want to know how you are doing. This will be accomplished through a weekly submission on LS that will be conducted as a reflection journal on what you have learned, questions you may have, comments on the readings, methods you want to implement and so forth. This is not a journal about your personal life. You are required to submit your journals to me via email by each Thursday at midnight. Each reflection is worth 10 points, and they should be between a paragraph to one page. Your reflection should include: 1) A reflection on the class topics 2) A reflection on your teaching experience and 3) One other personal insight.

#### Rubric for CPSE 490 Reflection Journals

Task	Points Earned	Points Possible
A reflection on the class topic for that week		2
A reflection on your teaching		2
At least one other personal insight dealing with the course and/or student teaching		4
Reflection is well written with no errors/strong insight is evident		2
<b>TOTAL</b>		<b>10</b>

### Question 2 from Student Teaching Handbook

Sep  
21

Due: Monday, Sep 21 at 4:59 pm

Read 2nd section of The Student Teaching Handbook and submit one question typed hard copy OR on LS prior to class.

### Article Reading: 2

Sep  
21

Due: Monday, Sep 21 at 11:59 pm

Please select an article from a peer-reviewed educational journal that you would like to read. Bring a copy of the article with strong evidence that you read it to class.

#### Reflection 4

Sep  
24

Due: Thursday, Sep 24 at 11:59 pm

At the conclusion of each **teaching** week I want to know how you are doing. This will be accomplished through a weekly submission on LS that will be conducted as a reflection journal on what you have learned, questions you may have, comments on the readings, methods you want to implement and so forth. This is not a journal about your personal life. You are required to submit your journals to me via email by each Thursday at midnight. Each reflection is worth 10 points, and they should be between a paragraph to one page. Your reflection should include: 1) A reflection on the class topics 2) A reflection on your teaching experience and 3) One other personal insight.

#### Rubric for CPSE 490 Reflection Journals

Task	Points Earned	Points Possible
A reflection on the class topic for that week		2
A reflection on your teaching		2
At least one other personal insight dealing with the course and/or student teaching		4
Reflection is well written with no errors/strong insight is evident		2
<b>TOTAL</b>		<b>10</b>

#### Exit Exam

Sep  
24

Due: Thursday, Sep 24 at 11:59 pm

#### Questions from Student Teaching Handbook

Sep  
28

Due: Monday, Sep 28 at 4:59 pm

Read 3rd section of The Student Teaching Handbook and submit one question typed hard copy OR on LS prior to class.

#### Reflection 5

Oct  
01

Due: Thursday, Oct 01 at 11:59 pm

At the conclusion of each **teaching** week I want to know how you are doing. This will be accomplished through a weekly submission on LS that will be conducted as a reflection journal on what you have learned, questions you may have, comments on the readings, methods you want to implement and so forth. This is not a journal about your personal life. You are required to submit your journals to me via email by each Thursday at midnight. Each reflection is worth 10 points, and they should be between a paragraph to one page. Your reflection should include: 1) A reflection on the class topics 2) A reflection on your teaching experience and 3) One other personal insight.

**Rubric for CPSE 490 Reflection Journals**

<b>Task</b>	<b>Points Earned</b>	<b>Points Possible</b>
A reflection on the class topic for that week		<b>2</b>
A reflection on your teaching		<b>2</b>
At least one other personal insight dealing with the course and/or student teaching		<b>4</b>
Reflection is well written with no errors/strong insight is evident		<b>2</b>
<b>TOTAL</b>		<b>10</b>

**Working with members with Disabilities in The Church**

Oct  
**05**

Due: Monday, Oct 05 at 11:59 pm

Please select one of the two following case studies accompanied with the resources below, and write a one page response on how you could best support the needs of the leaders and parents. Be sure to cite how you used the resources provided to formulate your response.

**Case Study #1:**

A Primary President comes to you with concerns about a child named Jose in Sunbeams who has recently been diagnosed with Autism. In his last ward, his parents were asked to just stay with him in nursery at all times. In his new ward, the parents and his leaders would like to see him more fully integrated with his peers without having to have his parents right beside him. Jose gets easily over stimulated with noises and people, he struggles with sitting in his seat longer than a few minutes at a time, gets extremely bothered when things interrupt the typical routine and has a tendency to throw small objects because he likes to watch as they move through the air.

The Primary President has a background in Journalism and does not even know where to begin on how to work with a child with a disability. She has come to you because of your training in education at Brigham Young University. She would like to know what she could do to help Jose successfully access Primary to his fullest extent possible.

**OR**

**Case Study #2:**

A Primary President comes to you with concerns about an 8 year old child named Sterling who has difficulty reading and is frequently disruptive in class. In his last ward, his parents were asked to just stay with him through their meeting times. In his new ward, the parents and his leaders would like to see him more fully integrated with his peers without having to have his parents with him. Sterling gets bored easily and frequently refuses to read any of the class materials. He makes noises and bothers the kids who sit next to him for the majority of the time.

The Primary President has a background in Journalism and does not even know where to begin on how to work with a child like Sterling. Sterling's parents are also frustrated, and his mom is frequently seen leaving church crying because she does not know how to handle him and help his primary teacher. The parents and primary president have come to you because of your training in education at Brigham Young University. She would like to know what she could do to help Sterling successfully access Primary to his fullest extent possible.

LDS Disability Resources: <http://www.lds.org/topics/disability?lang=eng> (<http://www.lds.org/topics/disability?lang=eng>)

Members with disabilities: <http://www.lds.org/handbook/handbook-2-administering-the-church/selected-church-policies?lang=eng#21.1.26> (<http://www.lds.org/handbook/handbook-2-administering-the-church/selected-church-policies?lang=eng#21.1.26>)

Teaching The Spirits: <http://education.byu.edu/media/watch/352> (<http://education.byu.edu/media/watch/352>)

Advice for Dad: <http://www.lds.org/tools/print/article/narrow/?lang=eng&url=/children/resources/tips/2012/0> (<http://www.lds.org/tools/print/article/narrow/?lang=eng&url=/children/resources/tips/2012/03>)

Examples of some of the ways that the Church seeks to welcome and integrate members with disabilities: <http://www.mormonnewsroom.org/article/disabilities>

Teaching The Spirits video: <http://vimeo.com/72974375>

LDS Disability Specialist Calling: <http://www.lds.org/callings/disability-specialist?lang=eng> (<http://www.lds.org/callings/disability-specialist?lang=eng>)

## Reflection 6

Oct  
08

Due: Thursday, Oct 08 at 11:59 pm

At the conclusion of each **teaching** week I want to know how you are doing. This will be accomplished through a weekly submission on LS that will be conducted as a reflection journal on what you have learned, questions you may have, comments on the readings, methods you want to implement and so forth. This is not a journal about your personal life. You are required to submit your journals to me via email by each Thursday at midnight. Each reflection is worth 10 points, and they should be between a paragraph to one page. Your reflection should include: 1) A reflection on the class topics 2) A reflection on your teaching experience and 3) One other personal insight.

### Rubric for CPSE 490 Reflection Journals

Task	Points Earned	Points Possible
A reflection on the class topic for that week		2
A reflection on your teaching		2

At least one other personal insight dealing with the course and/or student teaching	4
Reflection is well written with no errors/strong insight is evident	2
<b>TOTAL</b>	<b>10</b>

**Out of class**

Oct  
**12** Due: Monday, Oct 12 at 7:05 pm

**-Out of class assignment:**

**Data Collection:** Complete the DIBELS Grade Level Instructional Plan for Reading Instruction[1].doc [Download \(plugins/Upload/fileDownload.php?fileId=ce94c858-1Arr-OGWA-6nIO-nPe6e5798a04&pubhash=Ysy0rtdCIWP9dR7Y-jGSUVSjcLTovfW1NSpZFhMNOxM5nZa uDGoogRFmm3YvPCM-90KAH9X0X6sNn9HE0E2Nw==\)](#) worksheet for your current setting AND share a form of data collection with 3 other class members AND write a 1 page reflection on how you could implement these ideas in your teaching setting.

**AND**

**Core Standards:** Work with at least 2 other members of the class who teach a similar grade level as you to determine pieces of the Core Standards that align with your students' IEP goals. Submit in writing at least 3 separate goals and explain how they align with the core.

**Reflection 7**

Oct  
**15** Due: Thursday, Oct 15 at 11:59 pm

At the conclusion of each **teaching** week I want to know how you are doing. This will be accomplished through a weekly submission on LS that will be conducted as a reflection journal on what you have learned, questions you may have, comments on the readings, methods you want to implement and so forth. This is not a journal about your personal life. You are required to submit your journals to me via email by each Thursday at midnight. Each reflection is worth 10 points, and they should be between a paragraph to one page. Your reflection should include: 1) A reflection on the class topics 2) A reflection on your teaching experience and 3) One other personal insight.

**Rubric for CPSE 490 Reflection Journals**

Task	Points Earned	Points Possible
A reflection on the class topic for that week		2
A reflection on your teaching		2
At least one other personal insight dealing with the course and/or student teaching		4
Reflection is well written with no errors/strong insight is evident		2

**TOTAL****10****Personal IEP and Final Project****Oct  
19**

Due: Monday, Oct 19 at 4:59 pm

You will write an IEP on yourself in the areas of academic, physical, and spiritual. The goals must be met within the semester for you to receive full credit. Up to 9 points will be allotted for each successful week.

**Participation****Oct  
19**

Due: Monday, Oct 19 at 11:59 pm

The material and discussions that we have in class will impact your ability to succeed in your student teaching/intern placement. Therefore, participation during CPSE 490 is critical. During each class you will participate in a large or small group discussion. In each session you will rate yourself on your preparation (readings), participation and attendance (including staying for the full duration of class and coming on time) using a scale of 1 to 12. If you are absent you will lose the participation points for that class period.

**Schedule**

<b>Date</b>	<b>Column Title</b>	<b>Column 2</b>
Week 1		
M Aug 31 Monday	-IEP's and Getting Started (Utah Effective Teaching Standards 1-2 and 5-8)	<b>Collaboration Question</b>
Th Sep 03 Thursday		<b>Reflection</b>
Week 2		
M Sep 07 Monday	<b>Labor Day Holiday</b>	
Th Sep 10 Thursday		<b>Reflection 2</b>
Week 3		
M Sep 14 Monday	-Mock IEP's-the process and the people (Utah Effective Teaching Standards 1-10) -5:30pm GoReact training -Collaboration with Administrator and Gen Ed (Utah Effective Teaching Standard 9) Langford/Steed	<b>Math Question</b> <b>Article Reading: 1</b> <b>Question from Student Teaching Handbook</b>
Th Sep 17 Thursday		<b>Reflection 3</b>

Week 4

M Sep 21 Monday

Classroom Set-up & Scheduling  
(Utah Effective Teaching  
Standards 3-7)

Adamson & Schmidt

\* Meet at Maple Ridge  
Elementary 2340 W. Harvest  
Parkway Mapleton 801-489-  
1800

**Question 2 from Student  
Teaching Handbook  
Article Reading: 2**

Th Sep 24 Thursday

**Exit Exam  
Reflection 4**

Week 5

M Sep 28 Monday

-Parental Perspectives (Utah  
Effective Teaching Standards 2  
and 9)

-Math Curriculum (Utah Effective  
Teaching Standard 4)

**Questions from Student  
Teaching Handbook**

Th Oct 01 Thursday

**Reflection 5**

Week 6

M Oct 05 Monday

-Abuse (Utah Effective Teaching  
Standard 2)

-Supporting members with  
disabilities in a religious setting

Heath/Steed

**Working with members with  
Disabilities in The Church**

Th Oct 08 Thursday

**Reflection 6**

Week 7

M Oct 12 Monday

**-Out of class assignment:**

**Data Collection:** Complete the  
DIBELS worksheet for your  
current setting AND share a form  
of data collection with 2 other  
class members then write a 1  
page reflection on how you could  
implement these ideas in your  
teaching setting.

**AND**

**Core Standards:** Work with at  
least 2 other members of the  
class who teach a similar grade  
level as you to determine pieces  
of the Core Standards that align  
with your students' IEP goals.

**Out of class**

Submit in writing at least 3 separate goals and explain how they align with the core.

(Utah Effective Teaching Standards 1-7)

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Th Oct 15 Thursday		<b>Reflection 7</b>
Week 8		
M Oct 19 Monday	-IEP (Utah Effective Teaching Standards 1-6 and 8)  -Inclusion-How to make it happen	<b>Participation Personal IEP and Final Project</b>

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## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> (<https://titleix.byu.edu/report-concern>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

### Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and

instructor by the UAC. 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

### **Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

