

**Course Outline/ Schedule:
CPSE 467R: Practicum-Teaching Students with Severe Disabilities**

Session	Date	Topic	Assignment(s) due on LS/In class:	In class activities
1	April 29	<ul style="list-style-type: none"> ▪ Course Overview ▪ Practicum Overview ▪ Lesson Plan Rubric ▪ Direct Instruction Observation Form 	<ul style="list-style-type: none"> ▪ Bring one of your scripted lesson plans from your Reading class (hardcopy) 	<ul style="list-style-type: none"> ▪ Lesson Plan Rubric Activity
2	May 6	<ul style="list-style-type: none"> ▪ Direct Instruction – <ul style="list-style-type: none"> ○ DI Model ○ Alignment ○ OTR ○ Specific Praise ○ How to fade prompts ○ Multi-level teaching 	<ul style="list-style-type: none"> ▪ Revise Philosophy of Education (post on LS) 	<ul style="list-style-type: none"> ▪ Direct Instruction Model ▪ Differentiating Instruction for Group Lessons ▪ Essential Elements
3	May 13	<ul style="list-style-type: none"> ▪ Social Skill Instruction ▪ Data Collection ▪ Practice Teaching: LP #1 (Self-evaluate & Professor & Peer Feedback) 	<ul style="list-style-type: none"> ▪ LP #1 (bring hardcopy) and related materials ▪ Bring 2 examples of data collection forms 	<ul style="list-style-type: none"> ▪ Practice Teaching: LP #1 (self-evaluate & professor and peer feedback)
4	May 20	<ul style="list-style-type: none"> ▪ Elisa Taysom Academic Lesson Plan Ideas ▪ Practice Teaching: LP #2 (Self-evaluate & Professor & Peer feedback) 	<ul style="list-style-type: none"> ▪ LP #2 (bring hardcopy) and related materials ▪ Social Skills lesson plan (submit via google docs) 	<ul style="list-style-type: none"> ▪ Practice Teaching: LP #2 (self-evaluate, professor and peer feedback)
5	May 27	<ul style="list-style-type: none"> ▪ Summer Practicum (<i>Class will extend to 5:45</i>) University Supervisors: Carrie Eichelberger Alyssa Richins *Sean Edwards 	<ul style="list-style-type: none"> ▪ Please bring 2 copies of <u>one</u> of the following lesson plans: LP#3, LP #4, LP#5 ▪ One copy will be for you to teach from and the other will be for your University Supervisor ▪ Bring the related materials for the lesson plan you choose to teach from ▪ Revise Disclosure Document (post on LS) 	<ul style="list-style-type: none"> ▪ Teaching Observations (University Supervisor & Peers)
6	June 3	<ul style="list-style-type: none"> ▪ MOCK IEP <ul style="list-style-type: none"> ○ IEP Process ○ Review Rubric ○ IEP forms: How to fill out the paperwork ○ Mock IEP Model 	<ul style="list-style-type: none"> ▪ Revise Paraeducator Role Description (post on LS) 	<ul style="list-style-type: none"> ▪ ESY Teacher Candidates turn in your ESY Make-Up Hours Form (scan document and post) ▪ ESY Teacher Candidates turn your prep log of how your 10 hours were fulfilled (scan document and post)
11	June 10	<ul style="list-style-type: none"> ▪ Epilepsy Training Margo Thurman 	<ul style="list-style-type: none"> • Bring organized and completed Teaching Resource Binder 	<ul style="list-style-type: none"> ▪ Are you ready for Practicum? ▪ Practicum Review

Lesson Plan Dates & Grading

Completed via google docs by:	What:	LP Graded by Supervisor:	Revisions Due: (if any)	Revisions checked by Supervisor:
Friday, May 1 st by 5pm	LP #1 (Reading)	Monday, May 4 th by 5pm Corrections made in "RED" *DO NOT delete the "RED" corrections	Wednesday, May 6 th by 5pm Revision made in "BLUE"	Friday May 8 th Revision corrections made in 'GREEN'
*Students assigned to ESY sites make sure you have taught LP #1 by the end of the week (May 15th)				
Friday, May 8 th by 5pm	LP #2 (Math)	Monday, May 11 th by 5pm Corrections made in "RED" *DO NOT delete the "RED" corrections	Wednesday, May 13 th by 5pm Revision made in "BLUE"	Friday, May 15 th Revision corrections made in 'GREEN'
*Students assigned to ESY sites make sure you have taught LP #2 by the end of the week (May 22nd)				
Monday, May 18 th by 5pm	LP #3 (Writing)	Wednesday, May 20 th Corrections made in "RED" *DO NOT delete the "RED" corrections	Friday, May 22 nd by 5pm Revisions made in "BLUE"	Tuesday, May 26 th Revision corrections made in 'GREEN'
	*Students assigned to ESY sites make sure you have taught LP #3 by the end of the week (May 29th)			
	LP #4 (Reading)	Thursday, May 28 th Corrections made in "RED" *DO NOT delete the "RED" corrections	Monday, June 1 st by 5pm Revisions made in "BLUE"	Wednesday, June 3 rd Revision corrections made in 'GREEN'
	LP #5 (Math)	Friday, June 5 th Corrections made in "RED" *DO NOT delete the "RED" corrections	Tuesday, June 9 th Revisions made in "BLUE"	Thursday, June 11 th Revision corrections made in 'GREEN'

**Spring Term
Lesson Plan Grading**

Staci Hartline

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Emma Ward

Carrie Eichelberger

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Jessie VanValkenburg
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J Adair
Kevin Kelley
Judy Pearce
Megan Napaepae
Sierra Herrmann
Kayla hope
Jacqui Sheppick
Jacy Murray
Lexi Standiford

Syllabus
Brigham Young University
Department of Counseling Psychology and Special Education

Spring, 2015

Course & Title: CPSE 467R Practicum: Teaching Students with Severe Disabilities

Course Credit: 2.0 semester hours

Room & Time: 238 MCKB 3:30-5:20 Wednesdays

Instructor: Staci Y. Hartline
801-380-2641
stacyhartline@gmail.com

Course Description: Practicum in the effective teaching cycle for students with severe disabilities.

Prerequisites: Admission to special education licensure program; CPSE 403 or equivalent.

Learning Outcomes: This class relates directly to the BYU Special Education Program Learning Outcome on *Teaching*. Please see <http://learningoutcomes.byu.edu> for details regarding these learning outcomes.

Guiding Framework: As a department, we embrace the Interstate New Teacher Assessment and Support Consortium (InTASC) Standards as our guiding framework for preparing teacher candidates.

The Interstate Teacher Assessment and Support Consortium (InTASC) Standards: The InTASC standards center on five major propositions: (1) Teachers are committed to students and their learning. (2) Teachers know the subjects they teach and how to teach those subjects to diverse learners. (3) Teachers are responsible for managing and monitoring student learning. (4) Teachers think systematically about their practice and learn from experience. (5) Teachers are members of learning communities.

Course Objectives: This course is designed to meet the requirements needed for a state of Utah teaching license in Special Education and also meets the standards of the Council for Exceptional Children (CEC). You will also meet Interstate Teacher Assessment and Support Consortium (InTASC) standards in this course as listed below.

Teacher Candidates will:

Objective	CEC/INTASC Standard	Assessment
Demonstrate Professionalism	Standard 9	You will be evaluated for in-class professionalism using the BYU Educator Preparation Program's Professionalism rubric (PIBS).
Complete 5 Direct Instruction Lesson Plans	Standard 7	You will develop 5 scripted lesson plans in preparation for your first week of summer practicum as well as a scripted Social Skill lesson plan.
Prepare a Student Teaching Portfolio: Philosophy of Education	Standard 4	You will complete or revise a philosophy of education document, and include a copy in your Student Teaching/Internship portfolio.
Prepare a Student Teaching Portfolio: Working with Paraeducators	Standard 9	You will complete or revise a paraeducator lesson plan and complete or revise a paraeducator role description, and include a copy in your Student Teaching/Internship portfolio.
Prepare a Student Teaching Portfolio: Disclosure Document	Standard 3	You will complete or revise a disclosure document, and include a copy in your Student Teaching/Internship portfolio.
Prepare a Teaching Resource Binder	Standard 7	You will prepare a teaching resource binder which includes lesson plans, data sheets, home note templates, and other ready-to-use teaching materials.

The Professor will:

- Come to class prepared.
- Teach using effective instruction techniques based on research literature.
- Teach teacher candidates to use self-assessment, problem solving, and other meta-cognitive strategies.
- Select, adapt, and use instructional strategies and materials according to teacher candidates' needs.
- Model collaboration with others.
- Conduct myself in accordance with the standards of professionalism.
- Use strategies to facilitate teacher candidates' maintenance and generalization of skills across learning environments.
- Use procedures to increase the teacher candidates' self-awareness, self-management, self-control, self-reliance, and self-esteem.

Course Expectations:

1. *Honor Code:* Teacher Candidates are expected to adhere to the BYU Honor Code and dress/grooming standards.
2. *Preparation:* Teacher Candidates are expected to be prepared for each class by completing all assignments and readings prior to class.
3. *Class Participation:* Teacher Candidates are expected to attend each class period and to actively participate in classroom presentations, collaborative learning groups, and classroom discussions. Please reserve your phone calls, text messaging, or non-class related internet access for class breaks. Additionally, engaging in other activities that are not related to the class (e.g., playing on the computer, completing assignments for other classes) should be reserved for times other than our class time. Teacher Candidates who are absent from class will miss the opportunity for learning and collaborating with classmates; likewise, they will not earn points for assignments or participation.
4. *Written Work:* Written reports are expected to be professional: proof-read your report at least once prior to submitting it. Reports should be free of spelling, grammatical, and typographical errors. Type-written reports should be written in American Psychological Association 5th Edition style. Handwritten reports should be legible (D'Nealian or Zaner-Bloser style).
5. *Assignments:* All assignments are due at or before the beginning of class on the day assigned. Late assignments will be accepted, but will lose 10% of the total points per day late. It is expected that all written work reflect the efforts of the individual student (except for cooperative learning group projects). Identical work submitted by two or more students will be regarded as plagiarism. Furthermore, attributing another author's work for one's own (e.g., not citing references accurately, not providing sources for clip art) is also considered plagiarism, and warrants disciplinary action. It is each student's responsibility to know what is and is not considered to be plagiarism (see APA Publication Manual 6th Edition for guidelines).
6. *Personal Responsibility:* Teacher Candidates are expected to check the online course information or course syllabus for clarification regarding assignments prior to contacting the professor.
7. *Contacting Your Professor:* If you would like to speak with me regarding the class, assignments, or other related information, please set an appointment, or meet with me at the end of the class period rather than before class. Also, if you email me, please put "CPSE 467" followed by the topic of your email in the subject line of the email so I can retrieve it easily.
8. *Out-of-Class Work:* Teacher Candidates are expected to spend approximately 4-6 hours per week studying and preparing for each class session (2-3 hours out-of-class work per semester hour).
9. *Exams:* There is no final exam for this class. A final project (Student Teaching/Internship portfolio and Teaching Resource binder) will be required.
10. *Competency:* It is expected that all students will achieve a minimum level of competency for all objectives (80% of total allotted points for each assignment). Therefore, students must take the initiative to increase their level of competency by revising their assignments until at least a minimum level of competency is reached. Only half of the additional points earned through revision will be included in the final grade for the assignment. At least a C- must be earned in this course in order to continue in the special education program. No grades lower

than C- can be applied toward licensure through the McKay School of Education. Any final grade below a B- warrants the student being placed on probation.

Course Content: This practicum preparation course is designed to prepare teacher candidates to have the knowledge and skills necessary to teach students with severe disabilities during the summer practicum. This course will help teacher candidates more fully understand the methods of effectively assessing, teaching, and making adaptations for students with severe disabilities.

Methodologies/Teaching Strategies: Course format may include but not be limited to lecture, group discussion, panel discussion, small group work, service learning, and research participation. We will have guest lecturers in this practicum preparation seminar and expect professional and courteous behavior toward our guests (e.g., active participation; and refraining from unrelated computer/paper work, phone calls, texts messaging, talking with peers while guests are presenting, leaving the classroom during the presentation).

Required Materials:

- *Two 3-ring binders (at least 1 inch) with 10 divider tabs for each binder*
- *Student Teaching Handbook* (available online at: <http://education.byu.edu/cpse/bs/additionalinfo.html>)

Assignments:

- 1) **Professionalism:** You will be evaluated for in-class professionalism using the BYU Professional and Interpersonal Behavior Rating Scale (PIBS). Attendance in class is critical because what you learn from your attendance will be the most valuable piece for you to take from this course. It is strongly encouraged that you not miss any class periods.
- 2) **Student Teaching/Internship Portfolio:** To prepare you to complete your Student Teaching/Internship portfolio, you will keep and organize a binder for your portfolio assignments. You will be required to complete and/or revise copies of the following assignments (related assignments from previous classes may be included):
 - a. Standard 4: Philosophy of Education
 - b. Standard 3: Disclosure Document
 - c. Standard 9: Working with Paraeducators (**A1: Roles and Responsibilities**)
- 3) **Teaching Resource Binder:** To prepare you for summer practicum and student teaching/internship, you will keep and organize a binder of materials that you will use while teaching students with disabilities. This binder will include items such as lesson plans, data sheets, and home note templates.
- 4) **5 Direct Instruction Lesson Plans (Academic):** You will develop 5 scripted lesson plans in preparation for your first week of summer practicum. If you are placed in an Extended School Year (ESY) site, you are required to teach at least 3 of these lessons during the month of May. Lesson plans will be completed on Google Docs (see Lesson Plan schedule for exact dates). Students must score 90% or higher on each scripted lesson plan in order to move to the short lesson plan format (*i.e. if a student earns 90% or higher on all 5 scripted lesson plans, the student can begin Summer Practicum writing all lesson plans using the short*

lesson plan template). (i.e. if a student earns 90% or higher on 3 scripted lesson plans, but does not earn a 90% or higher on 2 lesson plans then the student will write 3 lesson plans using the short lesson plan format and 2 scripted lesson plans until 90% or better is earned).

- 5) **Social Skill Lesson Plan:** You will write a scripted Social Skill lesson plan in preparation for your first week of summer practicum. The Social Skill lesson plan will be completed on Google Docs (see schedule).

Evaluation:

Professionalism Evaluation (1 self-eval. + 1 professor's eval.)	1 pt.
Student Teaching Portfolio Documents (Philosophy, Disclosure, Paraeducator) (5 pts. each)	15 pts.
Teaching Resource Binder	10 pts.
Direct Instruction Lesson Plans (Academic) (5x5 pts. each)	25 pts.
Social Skill Lesson Plan	5 pts.
Participation	14 pts.
Total Points Possible	70 pts.

Preventing Sexual Harassment:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 422-2847.

Students With Disabilities:

Brigham Young University 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 University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the University Accessibility Center. 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 Equal Employment Office at 422- 5895, D-282 ASB.

BYU Special Education Mission Statement:

We maximize the potential of learners with individualized educational needs to elevate their quality of life. We accomplish this by supporting the mission and aims of a BYU education as we integrate teaching, research, and service. We specifically:

- Prepare competent and moral educators who select, implement, and evaluate research-based effective teaching practices and appropriate curriculum for learners with special needs.

- Prepare master special educators who provide leadership in problem solving and collaborative relationships with professionals and families.
- Add to the knowledge base of special education and related disciplines through research.
- Serve and advocate for learners with individualized educational needs and others who support them.

Summer Practicum Sites

Alpine

<p>Location: Mt. Mahogany Elementary 618 N. 1300 W. Pleasant Grove</p> <p>Dates: Monday-Friday June 15 Set up day June 16 – July 23</p> <p>Hours 8:00-12:15</p> <p>Students: J Adair (S) Jill Wood (S) Kevin Kelley (S) Judy Pearce (C) Megan Napaepae (C) Sierra Herrmann (S) Kayla Hope (S) Jacqui Sheppick (C) Jacy Murray (C) Lexi Standiford (C)</p> <p><u>University Supervisors</u> Carrie Eichelberger (C) Staci Hartline (S)</p>	<p>Location: Northridge Elementary (ESY) 1660 N. 50 E. Orem</p> <p>Dates: Tuesday-Thursday June 15 Set up day June 16-18, 23-25, July 7-9, 14-16, 21-23</p> <p>Hours: 8:00-12:15</p> <p>Students: Jessie VanValkenburg (C) Audrey Levin (A) Kaylee Christensen (A) Christine Thomas (A) Sarah Mortensen Crossley (C) Whitney Clancy (A) Sarah Moss (C)</p> <p>Location: Thunder Ridge Elementary (ESY) 264 N. 750 W. Saratoga Springs</p> <p>Students: Katy Witt (A) Emma Ward (A)</p> <p>MAKE-UP 52 HOURS Spring Term: (10 hours can be planning time and must be logged)</p> <p><u>University Supervisors</u> Alyssa Richins (A) Carrie Eichelberger (C)</p>
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Summer Practicum Sites

Nebo

<p>Location: Orchard Hills- ESY 168 E. 610 S. Santaquin</p> <p>Dates: June 15-18, 23-25 July 7-9, 14-16, 21-23</p> <p>Hours: Tuesday-Thursday 8:00-12:15</p> <p>Students: Abby McLeod (M) Katie Knight (M)</p> <p>MAKE-UP 52 HOURS Spring Term: (10 hours can be planning time and must be logged)</p> <p>University Supervisor: McKenzie May (M)</p>	<p>Location : Sierra Bonita – ESY 53 S. 1800 E. Spanish Fork</p> <p>Dates: June 15-18, 23-25 July 7-9, 14-16, 21-23</p> <p>Hours: Tuesday-Thursday 8:00-12:15</p> <p>Students: Leslie Rodham (M) Anne Riboldi (M)</p> <p>MAKE-UP 52 HOURS Spring Term: (10 hours can be planning time and must be logged)</p> <p>University Supervisor: McKenzie May (M)</p>
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University Supervisor Schedule

Mt. Mahogany

Alpine ESY

Northridge

Thunder Ridge

Nebo ESY

Sierra Bonita

Orchard Hills

University Supervisors Contact Information

Staci Hartline	stacyhartline@provo.edu	801-380-2641
Carrie Eichelberger	carrie@provo.edu	407-414-2993
Alyssa Richins	arichins@alpinedistrict.org	801-360-3468
McKenzie May Please DO NOT contact McKenzie until June 22 nd	mckenziexmay@gmail.com	801-372-6378

Staci Schedule:

Mon: MM

Tues: Nebo

Wed: Alpine

Thurs: Nebo/Alpine split or where ever needed

Fri: MM

University Supervisor Schedules:

Carrie Eichelberger: Tues- Fri (Split between MM & Alpine ESY)
Tues/Thurs – Alpine ESY
Wed/Fri - MM

Alyssa Richins: Tues-Thurs (Alpine ESY)
Tues/Thurs – Northridge
Wed – Thunder Ridge

McKenzie Giles: Tues-Thurs (Nebo ESY)

**Spring Term Practicum
Extended School Year Make-Up Hours Form**

If you will be interning and/or being placed at one of the Extended School Year (ESY) sites for summer practicum:

You will have two practicum experiences for your Summer Practicum credit:

1. Working directly under a licensed special educator during Spring Term (regular public school year), and
2. Working directly under a licensed special educator during Summer Term (Extended School Year for public school students with disabilities).

Because the ESY practicum sites have limited days and hours during the Summer Term, you will be required to complete 52 hours of practicum during Spring Term. Ten of these hours can be completed with teaching preparation during Spring and/or Summer terms. All teacher candidates are required to fulfill the same number of hours for their summer practicum credit.

You will need to complete your practicum hours during Spring Term, but before the public school year is completed (usually the last week in May). If exceptions need to be made, please counsel with the professor independently.

You may choose any one teacher from the list provided below (or from another classroom for students with severe disabilities if it is approved by the professor) to complete all of your hours. At least six of your hours should be completed in one day (e.g., assist the teacher for a full day of school).

You are expected to assist as much as possible in these settings and conduct yourselves in a professional manner (e.g., keeping time commitments, observing professional dress, maintaining confidentiality, showing respect to your mentor teacher). You will also be required to write and teach from three lesson plans (**Reading, Math, Writing**) during your 42 hours of practicum. You will write and teach two more lesson plans during Spring Term. See the syllabus for due dates.

You will need to submit this sheet signed by you and your mentor teacher stating all 42 hours have been completed in order to receive credit. **This form and log of how your 10-hours of prep time was fulfilled, is due to the professor by June 3, 2015.**

_____ has successfully completed all 42 hours of classroom time with me. S/He wrote and taught from three lesson plans. This teacher candidate acted in accord with the standards of professionalism.

Teacher Candidate Signature/Date

Mentor Signature/Date

Practicum Hours Weekly Log

Name: _____ **School:** _____

Record the total number of hours you completed work in the schools during the summer practicum (Spring and/or Summer terms). Submit this to Staci Hartline upon completion Practicum. If you need to add additional rows, please do so.

	Week of	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours for the Week
ESY Students ONLY (42 hours)							
Summer Practicum	June 15						
	June 23						
	July 7						
	July 14						
	July 21						
	/108						

Teachers for Practicum Hours During Spring Term

Alyssa Richins

Grovecrest Elementary
200 E. 1100 N.
Pleasant Grove, UT 84062
School Hours: 9:00-3:30
arichins@alpinedistrict.org

Heather Tester

West Jordan High School
8136 S. 2700 W.
West Jordan, UT 84088
School Hours: 7:30-2:35
heather.tester@jordandistrict.org

Janell Jensen

American Fork High School
School Hours: 7:45-2:15
801-243-7455
janelljensen@alpinedistrict.org

Jennifer Birrell

Riverside Elementary School
8737 W. 1220 W.
West Jordan, UT 84088
School Hours: 8:00-3-35
jennifer.birrell@jordandistrict.org

Leney Edvalson

Wilson Elementary
590 W 500 S
Payson, UT 84651
801-465-6060
801-846-9845 (after 3pm)
School Hours: 8:30-2:45
loralene.edvalson@nebo.edu

Melanie Adamson

Westside Elementary
740 W. Center Street
Springville, UT
School Hours: 8:45-3:10
801-489-2800

Kathleen Ellinger

Oakridge School
780 E. 1350 S.
Springville, UT 84663
801-491-2165
School Hours: 9:00-2:55 (Wed. early out
students leave at 2:05pm)
kathleen.ellinger@nebo.edu

**Spring Term
Lesson Plan Grading**

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Kaylee Christensen

Christine Thomas

Sarah Mortensen Crossley

Katy Witt

Whitney Clancy

Sarah Moss

Leslie Rodham

Abby McLeod

Alyssa Richins

arichins@alpinedistrict.org

J Adair

Kevin Kelley

Judy Pearce

Megan Napaepae

Sierra Herrmann

Kayla hope

Jacqui Sheppick

Jacy Murray

Lexi Standiford

Lesson Plan Rubric

Criteria	Point Breakdown	Points Possible	1
1. Objective is written in a measurable way			
a. Audience	.25	1	RE: Yes
b. Behavior (measurable, specific & realistic)	.25		
c. Condition	.25		
d. Degree (accuracy)	.25		
2. Student(s) considerations are listed and thought/concern is well reflected			
a. Specific accommodations & modifications	.25	.25	RE: Yes
b. Technology considerations integrated as appropriate			
c. Materials are listed w/o any missing elements			
3. Anticipatory set/opening is well described and behavioral expectations are explained. Objective is written as it will be said to student(s) along with a rationale			
a. Review maintenance and prerequisite knowledge to make logical connections between this lesson and previous learning	.25	.5	RE: Yes
b. Teach/review behaviors			
c. State the concept of the objective not just the activity			
d. State rationale (so what?)			
4. Objective is broken down into small manageable parts (task analysis) for student(s) to follow			
a. Brief explanation of new material	.25	.25	RE: Yes
b. List of small steps			
5. A good explanation of how teacher will model the skill w/o student(s) involvement.			
a. Model is aligned to objective	.25	.5	RE: Yes
b. Individual steps (to accomplish skill)			
c. Model sufficient examples appropriate for student(s)			
6. Teacher explains an effective method to check for understanding and how this will occur			
a. Check for understanding stated positively	.25	.25	RE: Yes
b. Check for understanding on the activity NOT the concept			

7. Guided practice is written w/ at least 3 examples (as appropriate) for student(s) to be guided through the practice. How data will be taken BEFORE the teacher will move student(s) on to Independent Practice is explained well.			
a. GP aligns to objective	.25		
b. Clear fading of prompts (fading of prompts listed)	.25		
c. At least 3 examples (as appropriate)			
d. State accuracy to be achieved before moving to IP	.25		RE:
e. Indication of GP on data sheet. Data sheet is applicable	.25	1	Yes
8. Independent practice is written w/ at least 5 examples (as appropriate) for student(s) to do independently. How data will be taken is explained well. Data sheet is included.			
a. IP aligns to objective	.25		
b. State direction for activity	.25		
c. At least 5 examples (as appropriate)	.25		
d. IP mastery is aligned to objective for mastery			RE:
e. Indication of IP on data sheet. Data sheet is applicable to lesson	.25	1	Yes
9. Teacher explains well how he/she will close the lesson with restating what was learned/objective and how student(s) will transition to the next activity smoothly.			
a. Restate concept learned and describe student performance (academically/behaviorally)			
b. Preview next lesson to make logical connections between this lesson and the next			RE:
c. Transition students to next activity	.25	.25	Yes
Total Points		5	

File Names for Student Teaching/Internship Portfolio

Introduction
1 – Content Knowledge (Philosophy of Ed goes here)
2 – Student Learning
3 - Diversity
4 – Instructional Strategies
5 – Management (Disclosure Document goes here)
6 - Communication
7 - Planning
8 - Assessment
9 – Reflective Practitioner
10 – Interpersonal Relationships (Paraeducator Training goes here)

Suggested File Names for Teaching Resource Binder

Assessment
Behavior Contracts
Unit Plans
Lesson Plans
Data Sheets
Social Skills
Social Stories
Power Card Strategy
Home Notes
Parent Resources
(Others of your choice)

**Mount Mahogany
Lesson Plan Grading Schedule**

Completed via google docs by:	What:	LP Graded by Supervisor:	Revisions Due: (if any)	Revisions checked by Supervisor:
Friday, May 1 st by 5pm	LP #1 (Reading)	Friday, May 8 th by 5pm Corrections made in "RED" *DO NOT delete the "RED" corrections	Tuesday, May 12 th by 5pm Revision made in "BLUE"	Thursday, May 14 th Revision corrections made in 'GREEN'
Tuesday, May 19 th by 5pm	LP #2 (Math)	Thursday, May 21 st by 5pm Corrections made in "RED" *DO NOT delete the "RED" corrections	Tuesday, May 26 th by 5pm Revision made in "BLUE"	Thursday, May 28 th Revision corrections made in 'GREEN'
Monday, June 1 st by 5pm	LP #3 (Writing)	Tuesday, June 2 nd by 5pm Corrections made in "RED" *DO NOT delete the "RED" corrections	Thursday, June 4 th by 5pm Revisions made in "BLUE"	Monday, June 8 th Revision corrections made in 'GREEN'
	LP #4 (Reading)	Monday, June 8 th by 5pm Corrections made in "RED" *DO NOT delete the "RED" corrections	Wednesday, June 10 th by 5pm Revisions made in "BLUE"	Friday, June 12 th Revision corrections made in 'GREEN'
	LP #5 (Math)	Monday, June 8 th by 5pm Corrections made in "RED" *DO NOT delete the "RED" corrections	Wednesday, June 10 th by 5pm Revisions made in "BLUE"	Friday, June 12 th Revision corrections made in 'GREEN'