

Instructor/TA Info

Instructor Information

Name: Katie Steed

Office Location: 340 MCKB

Office Phone: 801-422-1408

Email: katie_steed@byu.edu

Name: Carrie Eichelberger

Email: carrieichelberger@gmail.com

Name: Agatha Gibbons

Email: agibbons@alpinedistrict.org

Name: Danee Merrell

Email: daneemerrell@gmail.com

Name: Alyssa Richins

Email: arichins@alpinedistrict.org

Course Information

Description

This course is meant to be a prep course for Summer Practicum.

Prerequisites

Successful completion of all major Special Education courses up to this term.

Materials

No materials

Learning Outcomes

Rights and responsibilities

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

Models, theories, and philosophies for special ed

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

Specialized materials

Specialized materials for individuals with disabilities.

Nonaversive techniques

Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities.

Attitudes and behaviors

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

Curricula standards

National, state or provincial, and local curricula standards to design and teach assessment-based lessons.

Develop and conduct a mock IEP.

Daily lesson plans and materials

Prepare and organize materials to implement daily lesson plans.

Individualized assessment strategies

Develop or modify individualized assessment strategies and administer formal and informal assessments.

Learning environments

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

Lifelong professional development

Continuum of lifelong professional development.

Grading Scale

Grades	Percent
A	96%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%
T	0%

Grading Policy

Late assignments will receive 10% off each day they are late. Assignments are due at the beginning of class.

Completing assignments in a timely fashion is a necessary skill for success in this course, this major and your future career. Any level of dishonesty in your coursework could result in failing the course entirely. Within reason, accommodations may be made to the extent it will not effect the integrity of the course. Letters from The Accessibility Center must be submitted prior to any accommodations being made.

Per University Policy, all assignments are due by the last day of class.

USOE Teacher Candidate Grade and Retention Rule

Candidates must have grades of C or better and a total BYU GPA of 3.0 in all courses required for a teaching major to be recommended for licensure in Utah. Students must meet these requirements to be admitted to and remain in a teaching major and to student teach. If students do not meet the requirements, they may change their major or retake courses until they meet the requirements.

Participation Policy

Students will be graded on their participation level in class including: This is a screen-free classroom. If you need to text, please excuse yourself to the hallway to do so. Plan to actively participate in class and group discussions and please do not participate in activities that may be distracting to others and that do not pertain to the topic for class that day.

Attendance Policy

Students are expected to attend each class period, come on time and stay the full duration. Being in class is a critical part of your knowing the content. If you need to miss class for any reason, please do not expect to earn the same amount of points as your peers who are present.

Assignments

Assignment Descriptions

Direct Instruction Observation Form

May
05

Due: Thursday, May 05 at 12:59 pm

Work with a peer to watch one another teach a Direct Instruction Lesson Plan. Fill out the observation form on your peer and go over the results with them. Turn in the completed observation form.

Fading of prompts

May
10

Due: Tuesday, May 10 at 12:59 pm

Using a lesson plan you have already written, work with a peer to teach them the lesson. Pay close attention to how your check for understanding went after your model and how you faded prompts during Guided Practice as you teach them your lesson.

Submit a one page reflection indicating 1) How your check for understanding was executed 2) Why check for understanding is a necessary part of direct instruction 3) How prompts were faded during Guided Practice 4) How did it work fading prompts as you taught 3) Why is fading prompts a critical step of the direct instruction lesson

Routines

May
12

Due: Thursday, May 12 at 12:59 pm

Submit a list of at least 15 routines that could be used in a school day. Take one routine and task analyze how you would teach it. Submit the task analysis steps for the routine.

Mock IEP

May
24

Due: Tuesday, May 24 at 12:59 pm

Complete the paperwork handed out in-class for The Mock IEP

Lesson Plan 1

May
31

Due: Tuesday, May 31 at 12:59 pm

Submit scripted lesson plan #1: email to Mentor Teacher

Epilepsy Quiz

May
31

Due: Tuesday, May 31 at 2:00 pm

In class assignment

Lesson Plan #2

Jun
02

Due: Thursday, Jun 02 at 12:59 pm

Submit Scripted Lesson Plan #2 email to Mentor Teacher

DI Scripted Lesson Plans

Jun

1. **3 Direct Instruction Lesson Plans (Academic):** In addition to the 2 scripted lesson plans you have already submitted, you will develop 3 more scripted lesson plans in preparation for your first week of summer practicum. 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*).
2. email to Mentor Teacher

University Policies

Participation

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 missed in-class assignments or participation.**

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 or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) 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.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

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

Schedule

Date	Class Topic	Assignments
Week 1		
Th Apr 28 Thursday	Course Overview Practicum Overview	
Week 2		
T May 03 Tuesday	Direct Instruction Lesson Plan Rubric Direct Instruction Observation Form	<ul style="list-style-type: none"> Bring a scripted lesson plan from your Reading Class (hardcopy)
Th May 05 Thursday	Alignment Model-GP-IP Specific Paise Fading of Prompts	Direct Instruction Observation Form
Week 3		
T May 10 Tuesday		Fading of prompts

	Social Skill Instruction/Classroom Routines Universal Precautions	
Th May 12 Thursday	MOCK IEP IEP Process Review Rubric Data Collection	<ul style="list-style-type: none"> Bring 2 different examples of data collection forms (evaluate) hard copy Routines
Week 4		
T May 17 Tuesday	Out of class	
Th May 19 Thursday	IEP forms: How to fill out the paperwork Mock IEP Model	
Week 5		
T May 24 Tuesday	Paras	Mock IEP
Week 6		
M May 30 Monday	Memorial Day	
T May 31 Tuesday	Epilepsy Training Margo Thurman Epilepsy Alliance of Utah Academic Lesson Plan Ideas - Practice Teaching: LP #1 (self-evaluate & professor and peer feedback) Mentor Teachers Kayla, Danee, Carrie, Staci	<ul style="list-style-type: none"> Please bring 2 copies of lesson plan 1 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 Epilepsy Quiz Lesson Plan 1
Th Jun 02 Thursday	Practice Teaching: LP #2 (self-evaluate, professor and peer feedback) Mentor Teachers Kayla, Alyssa, Carrie, Staci	Lesson Plan #2 <ul style="list-style-type: none"> Please bring 2 copies of lesson plan 2 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
Week 7		
T Jun 07 Tuesday	Summer Practicum Meet Mentors Kayla, Danee, Alyssa	DI Scripted Lesson Plans
Th Jun 09 Thursday	Final Exam:	

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