

Instructor/TA Info

Instructor Information

Name: Ryan Kellems
Office Location: 340-B MCKB
Office Phone: 801-422-6674
Email: rkellems@byu.edu

TA Information

Name: Kaitlyn Frandsen
Office Hours: Only By Appointment
Email: kaitlyn.frandsen@gmail.com

Assignments

Assignment Descriptions

Time Commitment Contract

Jan
25

Due: Wednesday, Jan 25 at 1:40 pm

This is the contract you complete with the supervising teacher. You are to establish a time that works best for the teacher and the student(s) with whom you will be working. The teacher must know when she/he can expect you to be working with students. There are also legal and professionalism requirements such as keeping the information about students confidential, checking in at the school's main office before going to the classroom, and letting the teacher know when you are and are not available. You are required to visit the class weekly for 10 weeks for 2 hrs each time for a total of 20 hrs. The hours must be completed over at least 10 weeks. It is not ok to go spend 8 hrs at a school for 3 days.

Secondary Practicum Contract - 2016.docx [Download \(plugins/Upload/fileDownload.php?fileId=15aeee53-XAO3-4a0T-vgHl-](#)

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Week 1 and 2 Reflection Paper

Feb
08

Due: Wednesday, Feb 08 at 1:40 pm

Secondary Practicum Learning Log/Reflection Questions

Directions: You will answer 10 questions, two for every 2 weeks of practicum experience. Each reflection should be at least one page that is typed and single spaced. The first paragraph will describe what you did and with whom you worked including your personal reflections of the experience (if possible). The second half will answer the week's question. This learning log is to be submitted each week of practicum, with the last one being due the last week of class. **Entries should be numbered (to correspond with the questions listed below) and the topic title and your name should be written at the top of the page. As you name the file put your name and the number of the prompt.** Numbers should correspond to the questions listed below.

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1. Share your thoughts in visiting this site and what you hope to learn here. Give a brief background on the experience/training of your mentor teacher and what you must do to be "highly qualified" to teach in a similar class.

2. Describe the students served at your site (disability categories, SES, ethnic backgrounds, etc.) and tell how the students qualified for the program they are in.
3. Work with the mentor teacher to choose at least one student with whom to work. Discuss his/her goals for the future. Discuss the identified goals in relation to the transition planning and assessment.
4. What did you learn from giving a transition assessment? Consider: setting, duration, communication, results, and future goals. In what ways was this experience beneficial to you as a prospective special educator? How might it have been improved?
5. Identify key study skills that you might consider teaching to secondary students. How would you determine which study skills to teach? What are some techniques you might use to get students to apply the skills in their general education classes?
6. Describe at least one instructional strategy that might be used to assist secondary students in their content area classes. Identify possible barriers to students' use of this and similar strategies in inclusive environments. What would you recommend to help students with disabilities achieve success in content areas?
7. Discuss key factors relating to the successful transition of adolescents to postsecondary settings. Which factors do you think are the most important in producing satisfactory long-term outcomes?
8. Explain something that has been a challenge for you personally with this experience. What did you can do to make the situation better? Supply at least two potential solutions to those challenges. Identify something that was particularly rewarding.
- 9) Examine your attitudes toward students who are diverse with respect to culture, language, religion, gender, disability, socio-economic status and sexual orientation: Self-evaluate your behavior as you relate to students of diversity by considering your body language, eye contact, voice tone, proximity, positive versus negative comments. Then look at diverse students' responses to your behavior. Compare and contrast.
- 10) Think of the students with whom you worked. Discuss the "reality" of his/her goals. In your opinion: are the goals too lofty, realistic, or merely short-sighted? Why? What are your expectations for the students' futures?
- 11) How important do you think it is to include social skills instruction as part of the academic curriculum for secondary students with disabilities? Identify two social skills that you would target for instruction with this age group and provide a rationale for their selection.
- 12) Describe at least three reading strategies that can be used to assist your secondary student in his/her content area classes. Identify possible barriers to student's use of this and similar strategies in inclusive environments. What would you recommend to help students with disabilities generalize reading skills acquired in a small-group setting to their content area classes?
13. Consider some of the most critical issues (e.g., social, academic) for students with mild moderate disabilities who lack job skills when they leave high school. Identify specific options for your student to enable her/him to receive vocational training.

14) Look at the curriculum your practicum student is working on. Go to the USOE core curriculum and identify the next step in the scope and sequence of the content. What can you do to prepare your student for this next step? Identify the steps.

14. Look at the graduation requirements for your student by going to the USOE website or interview your mentor teacher to learn the requirements for the students with whom you are working.

15. <http://www.schools.utah.gov/curr/main/GradInfo.htm> (<http://www.schools.utah.gov/curr/main/GradInfo.htm>)

Ask the mentor teacher what steps will be taken to help him/her with the UBSCT (or other tests if he/she needs them). List those steps and write what you can do to help him/her achieve them.

Week 3 and 4 Reflection Paper

Feb
22

Due: Wednesday, Feb 22 at 1:40 pm

Secondary Practicum Learning Log/Reflection Questions

Directions: You will answer 10 questions, Two for every 2 weeks of practicum experience. Each reflection should be at least one page that is typed and single spaced. The first paragraph will describe what you did and with whom you worked including your personal reflections of the experience (if possible). The second half will answer the week's question. This learning log is to be submitted each week of practicum, with the last one being due the last week of class. **Entries should be numbered (to correspond with the questions listed below) and the topic title and your name should be written at the top of the page. As you name the file put your name and the number of the prompt.** Numbers should correspond to the questions listed below.

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3. Work with the mentor teacher to choose at least one student with whom to work. Discuss his/her goals for the future. Discuss the identified goals in relation to the transition planning and assessment.
4. What did you learn from giving a transition assessment? Consider: setting, duration, communication, results, and future goals. In what ways was this experience beneficial to you as a prospective special educator? How might it have been improved?
5. Identify key study skills that you might consider teaching to secondary students. How would you determine which study skills to teach? What are some techniques you might use to get students to apply the skills in their general education classes?
6. Describe at least one instructional strategy that might be used to assist secondary students in their content area classes. Identify possible barriers to students' use of this and similar strategies in inclusive environments. What would you recommend to help students with disabilities achieve success in content areas?

7. Discuss key factors relating to the successful transition of adolescents to postsecondary

settings. Which factors do you think are the most important in producing satisfactory long-term outcomes?

8. Explain something that has been a challenge for you personally with this experience. What did you can do to make the situation better? Supply at least two potential solutions to those challenges. Identify something that was particularly rewarding.

9) Examine your attitudes toward students who are diverse with respect to culture, language, religion, gender, disability, socio-economic status and sexual orientation: Self-evaluate your behavior as you relate to students of diversity by considering your body language, eye contact, voice tone, proximity, positive versus negative comments. Then look at diverse students' responses to your behavior. Compare and contrast.

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11) How important do you think it is to include social skills instruction as part of the academic curriculum for secondary students with disabilities? Identify two social skills that you would target for instruction with this age group and provide a rationale for their selection.

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13. Consider some of the most critical issues (e.g., social, academic) for students with mild

moderate disabilities who lack job skills when they leave high school. Identify specific options for your student to enable her/him to receive vocational training.

14) Look at the curriculum your practicum student is working on. Go to the USOE core curriculum and identify the next step in the scope and sequence of the content. What can you do to prepare your student for this next step? Identify the steps.

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Week 5 and 6 Reflection Paper

Mar
08

Due: Wednesday, Mar 08 at 1:40 pm

Secondary Practicum Learning Log/Reflection Questions

Directions: You will answer 10 questions, two for every 2 weeks of practicum experience. Each reflection should be at least one page that is typed and single spaced. The first paragraph will describe what you did and with whom you worked including your personal reflections of the experience (if possible). The second half will answer the week's question. This learning log is to be submitted each week of practicum, with the last one being due the last week of class. **Entries should**

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Week 7 and 8 Reflection Paper

Mar
22

Due: Wednesday, Mar 22 at 1:40 pm

Secondary Practicum Learning Log/Reflection Questions

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Prof/ Mentor Teach Evaluation

Apr
05

Due: Wednesday, Apr 05 at 1:40 pm

You will be evaluated in your professionalism for the practicum by your on-site mentor teachers at each site.

Lesson Plan

Apr
05

Due: Wednesday, Apr 05 at 1:40 pm

Plan and carry out an academic transition activity for a student with a disability. You will write a lesson plan and teach the lesson to one or more students at your practicum site. Include cultural considerations as well as support for diverse learners. Submit the planned lesson and a one page analysis of the teaching/learning experience. Include such information as how long it took to teach the lesson; how students received the lesson; any measurements you used to identify whether or not the students were learning the concepts; a self-evaluation of how successful you were; and, changes you will make to the lesson to make it more successful in the future.

Refer to the Lesson plan content page for the requirements

Week 9 and 10 Reflection Paper

Apr
05

Due: Wednesday, Apr 05 at 1:40 pm

Secondary Practicum Learning Log/Reflection Questions

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Ask the mentor teacher what steps will be taken to help him/her with the UBSCT (or other tests if he/she needs them). List those steps and write what you can do to help him/her achieve them.

Complete and submit one of the approved assessments (TPI-2 or TAGG) on on a secondary age (14 to 21 and in school) student with a disability. You may do the Brigance with approval from Dr. Kellems. If you do the Brigance You must complete at least 4 of the sub tests with the student. Type a 1-2 SS page document to summarize transition-related strengths-weakness, and interests and non-interests. You must include at least 2 appropriate transition IEP goals and 1 measurable post school goal for each required area) education, training, employment and independent living based on the assessment results. This means you will have a total of at least 6 goals. You will be submitting the completed test protocol so please use a psydeonym for the student.

Point Breakdown

Categories	Percent of Grade
Practicum Assignments	60%
Reflection Papers	40%

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.

Preventing 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.

Schedule

Date	Column 2
Week 1	
W Jan 11 Wednesday	
Week 2	
W Jan 18 Wednesday	

Week 3	
W Jan 25 Wednesday	Time Commitment Contract
Week 4	
W Feb 01 Wednesday	
Week 5	
W Feb 08 Wednesday	Week 1 and 2 Reflection Paper
Week 6	
W Feb 15 Wednesday	
Week 7	
T Feb 21 Tuesday	Monday Instruction
W Feb 22 Wednesday	Week 3 and 4 Reflection Paper
Week 8	
W Mar 01 Wednesday	
Week 9	
W Mar 08 Wednesday	Week 5 and 6 Reflection Paper
Week 10	
W Mar 15 Wednesday	
Week 11	
W Mar 22 Wednesday	Week 7 and 8 Reflection Paper
Week 12	
W Mar 29 Wednesday	
F Mar 31 Friday	
Week 13	
W Apr 05 Wednesday	Week 9 and 10 Reflection Paper Transition Assessment Prof/ Mentor Teach Evaluation Lesson Plan
Week 14	
W Apr 12 Wednesday	
Week 15	
W Apr 19 Wednesday	
Week 16	
W Apr 26 Wednesday	