

## Instructor/TA Info

### Instructor Information

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## Course Information

### Description

BYU Mentored Teaching Experience Handbook.2019-20.pdf [Download \(plugins/Upload/fileDownload.php?fileId=3868f2c8-4wCL-I9RB-jrFE-xB5e2c197bc6&pubhash=kAOI6mxjYgZIBubBx2Tij53BEWJlodyZrECuyiZSRiluhB0Ex7\\_6v881zgRXWyhnp9Ix-67TV\\_Q0kxWJ0b7ayQ==\)](#)

### Grading Scale

Grades	Percent
A	93%
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

See Handbook

### Participation Policy

See Handbook

### Attendance Policy

See Handbook

## Assignments

### Assignment Descriptions

Attendance in class - January 6, 2020

**06**

Due: Monday, Jan 06 at 11:59 pm

3 points for attendance and for being on-time

2 points for attendance

**Attendance in class - January 8, 2020**

Jan

**08**

Due: Wednesday, Jan 08 at 11:59 pm

3 points for attendance and for being on-time

2 points for attendance

**Teaching Video 1 - TRI**

Jan

**31**

Due: Friday, Jan 31 at 11:59 pm

You will record and submit a teaching video of a full TRI lesson (5-20 minutes) in your Mentored Teaching Experience setting. Submit your lesson plan and video on Go React.

**Teaching Video #1 Lesson Plan**

Jan

**31**

Due: Friday, Jan 31 at 11:59 pm

TRI Lesson Plan

Include the following

Lesson Plan TEMPLATE.Lesson Opening.2020.docx [Download \(plugins/Upload/fileDownload.php?fileId=cfbf78b1-N6SX-raND-2m99-uk66c3543a9a&pubhash=39SP26yhz48dqgn48c19h75rMHR8qhA1CPMdfHm6BIIYuO88vaxWyrJppol4Nu9yrPGJAHVB1cV9caCdtQXw==\)](#)

Completed Diagnostic Map

Teacher Guides you are using

**Mid point Teacher Behaviors (Setting One)**

Jan

**31**

Due: Friday, Jan 31 at 11:59 pm

Each BYU student should submit a paper copy or a photo of a signed paper copy of the attached document.

Mentored Teaching Experience Professional Teacher Behaviors.Fall 2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=fbea1d4f-Es9m-hxmK-beZT-EZ61a1edf6c4&pubhash=JFk7rHUjInMt-PVrHC3s20ebiL4jkgSfcisVBmc2THboZr877vNelk3zVCEA3chxm1Tz7SFmEe0tYsPxKlqJg==\)](#)

**IEP Process Step 1.1: Attend a Pre-Referral Meeting, Regular Ed documentation, Referral & Reflection**

Jan

**31**

Due: Friday, Jan 31 at 11:59 pm

Attend a pre-referral meeting. Download the "Regular Education Interventions/At-Risk Documentation" form

from <https://www.schools.utah.gov/specialeducation/resources/lawsrulesregulations?mid=942&tid=2>

(<https://www.schools.utah.gov/specialeducation/resources/lawsrulesregulations?mid=942&tid=2>) or other form used at your placement. Fill out the form for a student.

Then download the "Referral for Evaluation for Special Education Services" form from

<https://www.schools.utah.gov/specialeducation/resources/lawsrulesregulations?mid=942&tid=2>

(<https://www.schools.utah.gov/specialeducation/resources/lawsrulesregulations?mid=942&tid=2>) or other form used at your placement. Fill it out for the student.

Submit a 1 -2 page (double spaced) reflection about your experience with the forms and attending the pre-referral meeting.

See Rubric for the reflection expectations.

If possible complete this assignment in the first setting. This assignment can be completed in the second setting if it isn't possible in the first setting.

**IEP Process Step 1.2: Written Prior Notice/Consent for Evaluation, Procedural Safeguard & Reflection**

Feb

**07**

Due: Friday, Feb 07 at 11:59 pm

Download "Written Prior Notice and Consent for Evaluation/Reevaluation" from

<https://schools.utah.gov/specialeducation/resources/lawsrulesregulations?mid=942&tid=2>

(<https://schools.utah.gov/specialeducation/resources/lawsrulesregulations?mid=942&tid=2>), or other form used at your placement, and fill it out for a student.

Also Download and review/become familiar with the "Procedural Safeguards" document

from <https://schools.utah.gov/specialeducation/resources/lawsrulesregulations?mid=942&tid=3>

(<https://schools.utah.gov/specialeducation/resources/lawsrulesregulations?mid=942&tid=3>).

Include in your reflection thoughts about the importance of written prior notice and discussion about the the procedural safeguards document that needs to be given to and explained to parents/guardian before an evaluation can take place.

Turn in both the filled out Written Prior Notice and Consent for Evaluation/Reevaluation form and your reflection.

See rubric for expectations.

Include any other information you feel your instructor should know.

#### IEP Process Steps 2 - 4: Attend an Eligibility Meeting, Fill out Required Forms & Reflection

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Feb  
14

Due: Friday, Feb 14 at 11:59 pm

Download the "Notice of Meeting" form and the "Team Evaluation Summary Report and Written Prior Notice of Eligibility Determination:" from <https://schools.utah.gov/specialeducation/resources/lawsrulesregulations?mid=942&tid=2> (<https://schools.utah.gov/specialeducation/resources/lawsrulesregulations?mid=942&tid=2>), or other form used at your placement. Fill them out for a student. Attend an eligibility meeting. Reflect on your thoughts about the special education eligibility process.

Turn in the notice of meeting and evaluation summary document in addition to your reflection.

See rubric for expectations.

Include any other information you feel your instructor should know.

#### Teaching Video 2 - TRI

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Feb  
21

Due: Friday, Feb 21 at 11:59 pm

You will record and submit a teaching video of a full TRI lesson (5-20 minutes) in your Mentored Teaching Experience setting.

Submit the video and lesson plan on Go-React.

#### IEP Process Steps 5: IEP Meeting is Scheduled and Reflection

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Feb  
21

Due: Friday, Feb 21 at 11:59 pm

Download the "Notice of Meeting" form from <https://schools.utah.gov/specialeducation/resources/lawsrulesregulations?mid=942&tid=2> (<https://schools.utah.gov/specialeducation/resources/lawsrulesregulations?mid=942&tid=2>) or other form used at your placement. Fill the form out for a student. Reflect on your thoughts about the IEP process to this point.

Turn in the notice of meeting and evaluation summary document in addition to your reflection.

See rubric for expectations.

Include any other information you feel your instructor should know.

#### EDA First Setting

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Feb  
21

Due: Friday, Feb 21 at 11:59 pm

Your mentor teacher will complete the attached EDA and review it with you at the end of the first setting. Please submit the paper copy in class or a photo of the signed paper copy on Learning Suite.

2 indicates no concerns

1 indicates a developing area that can use improvement

0 indicates an area that needs improvement

You must receive a 43/54 on the final EDA to pass the practicum experience

You will receive half a point for each point you received from the teacher.

EDA\_Rubric\_Cells\_with\_All\_Indicators\_Edited\_Version\_5-9-2018.docx [Download \(plugins/Upload/fileDownload.php?fileId=c0a0ead1-CxZq-ZG8r-w8Uj-:Ue417fe3836f&pubhash=2BCBsgBocqukatBt6eW8iHxidXREJE5jbAU2PyJm9X3Bn6oHeWZHOhbcFOxB\\_BS7tf1VQdXX6AJR7MvXPa9moA==\)](#)

#### Teaching Video #2 Lesson Plan

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Feb  
21

Due: Friday, Feb 21 at 11:59 pm

TRI Lesson Plan

Include the following

Lesson Plan TEMPLATE.Lesson Opening.2020.docx [Download \(plugins/Upload/fileDownload.php?fileId=cfbf78b1-N6SX-raND-2m99-uk66c3543a9a&pubhash=39SP26yhz48dqcggn48c19h75rMHR8qhA1CPMdfdHm6BIIYuO88vaxWyrJppol4Nu9yrPGJAHVB1cV9caCdtQXw==\)](#)

Completed Diagnostic Map

Teacher Guides you are using

#### PAES First Setting

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Feb  
21

Due: Friday, Feb 21 at 11:59 pm

Your mentor teacher in your first setting will complete a PAES evaluation at the end of your experience there.

Use cycle one on the formative instrument below. Submit your evaluation in class or electronically on Learning Suite.

PAES Formative Instrument.2019.xlsm [Download \(plugins/Upload/fileDownload.php?fileId=2e45cd0e-ePhv-DolA-pzXL-w92e145fb3ff&pubhash=beRRi5oI-kI3GAKczDa0iPkPyKdcanHVEbqpgu-kQMuz1zWqvJ905O-UWSFflcm1UnUsSCJZu8kL8hJJQH3RcA==\)](#)

These are the cut scores for week 5, but student only needs a total of 16 at end of first experience.

Cut Scores:

The Learner and Learning: Must score 10/12 points

Instructional Practice: Must score 18/22 points

Professional Responsibility: Must score 5/6 points

Yes/No: All Yes

### Attendance in class - February 24, 2020

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Feb  
24

Due: Monday, Feb 24 at 11:59 pm

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3 points for attendance and for being on-time

2 points for attendance

### Attendance in class - February 26, 2020

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Feb  
26

Due: Wednesday, Feb 26 at 11:59 pm

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3 points for attendance and for being on-time

2 points for attendance

### CPSE 430 TRI Logs

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Feb  
28

Due: Friday, Feb 28 at 11:59 pm

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CPSE 430

More info to come. Check back for dates.

### CPSE 442/3 FBA/BSP Elementary Setting

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Feb  
28

Due: Friday, Feb 28 at 11:59 pm

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For CPSE 442 or 443

You will complete a FBA/BSP in the elementary setting.

You have the option of also using this project for your behavior change project.

### CPSE 442 Praise and Opportunity to Respond Observation

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Feb  
28

Due: Friday, Feb 28 at 11:59 pm

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If you are in CPSE 442

You will conduct a praise and opportunity to respond observation in the elementary setting

### CPSE 460 DORA #1

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Feb  
28

Due: Friday, Feb 28 at 11:59 pm

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CPSE 460

You will complete the assignment DORA #1, by observing a team meeting, PLC meeting, or IEP meeting in your elementary setting.

### First Placement/First Mentor Teacher Survey

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Feb  
28

Due: Friday, Feb 28 at 11:59 pm

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To take the Mentor Teacher and Placement Survey for your first placement/mentor teacher - please go to the following

URL: [https://byu.az1.qualtrics.com/jfe/form/SV\\_3DxkyRSjNEmE1RH](https://byu.az1.qualtrics.com/jfe/form/SV_3DxkyRSjNEmE1RH)

Password: BYU

### CPSE 440 Nelson Contextual Factors for Instructional Unit

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Mar  
05

Due: Thursday, Mar 05 at 1:55 pm

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CPSE 440 Nelson

Complete RTW #1 Contextual Factors for your unit of instruction.

Contextual factors should be for one group/class for one unit of instruction in math (any exception will need to be approved).

Your unit should be

1. In your first (the highest grade possible) or second setting
  2. Include 6 explicit instruction lesson plans (2-4 weeks of instruction)
- You must use this form [Explicit Instruction Lesson Plan TEMPLATE with prompts.2020.docx](#) [Download \(plugins/Upload/fileDownload.php?fileId=caa8e077-8RmE-3eKN-kmww-Tbbbf5384f6&pubhash=FHbO6p3cbIDEVO1nICwWzB0yQYM4TYz3HjhGHJquxNnzyvdbXdCjtYzAVxiM\\_5jFqx458UMNNf14r-91UD\\_9Uw==\)](#)
3. You can choose to plan and teach in Math or Language Arts
- [RTWS\\_Performance\\_Prompt\\_and\\_Scoring\\_Rubric.pdf](#) [Download \(plugins/Upload/fileDownload.php?fileId=355481af-6fwm-anVA-OYtC-wV08a21ef1ad&pubhash=gL-Xs8B8zst-iMwkY2CBGiH9yD94eLGbDTjxQHhQqxhRPzcR5pk38WOI3gbc\\_w3rGca7s7PIIsi2yTsi4093iA==\)](#)

### Practicum Assignments Completion Plan Second Setting

Mar  
06

Due: Friday, Mar 06 at 11:59 pm

Submit this completion plan. One per partnership.

[CPSE 466-7 Practicum Assignments Completion Plan Second Setting.docx](#) [Download \(plugins/Upload/fileDownload.php?fileId=1785086e-L20L-hDuq-3sLg-061826099edb&pubhash=1U0Gwt-XB-LTXgYi3JOKwCioiJ0TBQfifysD1RdOmm2PeJ6WYEP5J7yVRFxT2NHouB\\_KkXi8fKj82qUBstTMrw==\)](#)

### Sign up for Observation

Mar  
09

Due: Monday, Mar 09 at 11:59 pm

If you are planning to have me come to your site during the second setting, please sign up by this day.

Professor Nelson

<https://docs.google.com/document/d/15u2qmCb2TnTU2kJIZKGeOGN8TSVw6oFiglvE86Tzy4l/edit?usp=sharing>  
(<https://docs.google.com/document/d/15u2qmCb2TnTU2kJIZKGeOGN8TSVw6oFiglvE86Tzy4l/edit?usp=sharing>)

Dr. Morris

<https://docs.google.com/document/d/16IXdZzAPVmS9pr-Q6dlzKRfOO5fIVleVEDo6bVcXKg/edit?usp=sharing>  
(<https://docs.google.com/document/d/16IXdZzAPVmS9pr-Q6dlzKRfOO5fIVleVEDo6bVcXKg/edit?usp=sharing>)

### CPSE 440 Nelson Learning Goals for Instructional Unit

Mar  
12

Due: Thursday, Mar 12 at 1:55 pm

CPSE 440 Nelson

Submit a

PLAAPF with core standard, Unit Goal, and Six Lesson objectives for your unit of study.

Learning goals should be for one group/class for one unit of instruction in math (any exception will need to be approved).

Your unit should be

1. In your first (the highest grade possible) or second setting
2. Include 6 explicit instruction lesson plans (2-4 weeks of instruction)

You must use this form [Explicit Instruction Lesson Plan TEMPLATE with prompts.2020.docx](#) [Download \(plugins/Upload/fileDownload.php?fileId=caa8e077-8RmE-3eKN-kmww-Tbbbf5384f6&pubhash=FHbO6p3cbIDEVO1nICwWzB0yQYM4TYz3HjhGHJquxNnzyvdbXdCjtYzAVxiM\\_5jFqx458UMNNf14r-91UD\\_9Uw==\)](#)

3. You can choose to plan and teach in Math or Language Arts

### CPSE 440 Nelson Co-Teaching Observation/RTI Observation

Mar  
12

Due: Thursday, Mar 12 at 11:59 pm

CPSE 440 Nelson

Observe two hours in a co-taught secondary setting in any subject.

or

Observe 2 hours a in a secondary setting or settings that are addressing students needs in Tier 1 or Tier 2 in a RTI model (flex time would be appropriate).

Submit a two page double spaced reflection of what you learned.

### Teaching Video #3 Lesson Plan

Mar  
13

Due: Friday, Mar 13 at 11:59 pm

Submit the following

Explicit Instruction Scripted Lesson Plan

[Explicit Instruction Lesson Plan TEMPLATE.2020.docx](#) [Download \(plugins/Upload/fileDownload.php?fileId=1cd6ae2a-tNUI-Qoxl-CO7X-30ceb8851255&pubhash=RjAP8zaBpKbliaf80SuJbTMcqkbyZ04vK3B6Kn2QL51odRovFzeN51l3eCcExYwSXPhPyt0N84a\\_1WSybNXuCW==\)](#)

### Teaching Video 3 - Explicit Instruction

Mar  
13

Due: Friday, Mar 13 at 11:59 pm

You will record and submit a teaching video of a full explicit instruction lesson (5-20 minutes) in your Mentored Teaching Experience setting. The full lesson will be scored for this assignment.

Submit your lesson plan and video on go react.

Explicit Instruction Observation - Practicum - Full Lesson.docx [Download \(plugins/Upload/fileDownload.php?fileId=461ecc04-lwKW-16IP-2whJ-8ld84c8f9736&pubhash=066uhoEBSCGbjncc2xPMZVH7TAA3JqB9fNarF4RtL4vgdXlqo8A7u0hRR0WhY-gYJO84wy1hf0V2j\\_Rdx8P2w==\)](#)

### IEP Process Step 6.1: Written Prior Notice and Consent

Mar  
13

Due: Friday, Mar 13 at 11:59 pm

Download "Written Prior Notice and Consent for Initial Placement in Special Education" from

<https://schools.utah.gov/specialeducation/resources/lawsrulesregulations?mid=942&tid=2>

(<https://schools.utah.gov/specialeducation/resources/lawsrulesregulations?mid=942&tid=2>) or use the form or program from your placement. Fill it out for a student.

### CPSE 440 Nelson Assessment Plan for Instructional Unit

Mar  
19

Due: Thursday, Mar 19 at 1:55 pm

CPSE 440 Nelson

Submit a copy of your pre-assessment and post-assessment for your instructional unit.

Submit a copy of your independent practice data collection form for your unit (the form will be blank at this point)

State a CBM you will use to measure progress during your unit.

Assessment plan should be for one group/class for one unit of instruction in math (any exception will need to be approved).

Your unit should be

1. In your first (the highest grade possible) or second setting
2. Include 6 explicit instruction lesson plans (2-4 weeks of instruction)

You must use this form Explicit Instruction Lesson Plan TEMPLATE with prompts.2020.docx [Download \(plugins/Upload/fileDownload.php?fileId=caa8e077-8RmE-3eKN-kmww-Tbbbef5384f6&pubhash=FHbO6p3cbIDEVO1nICwWzB0yQYM4TYz3HjhGHJquxNnzyvdbXdCjtYzAVxiM\\_5jFqx458UMNNf14r-91UD\\_9Uw==\)](#)

[Tbbbef5384f6&pubhash=FHbO6p3cbIDEVO1nICwWzB0yQYM4TYz3HjhGHJquxNnzyvdbXdCjtYzAVxiM\\_5jFqx458UMNNf14r-91UD\\_9Uw==\)](#)

3. You can choose to plan and teach in Math or Language Arts

### Mid point Teacher Behaviors (Setting Two)

Mar  
20

Due: Friday, Mar 20 at 11:59 pm

Each BYU student should submit a paper copy or a photo of a signed paper copy of the attached document.

Mentored Teaching Experience Professional Teacher Behaviors.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=63ab33bc-LjQ4-4Cvs-jj8K-Z88ed4302967&pubhash=M-zRrLfz7oCl33JkyoDCTxAtxs\\_gprih5IiClut21k7\\_RpQNDmYQoWG0OlviQypdMZHMxAx4U9ldyU4Glp1en2g==\)](#)

### CPSE 430 SRSD Contextual Factors

Mar  
20

Due: Friday, Mar 20 at 11:59 pm

CPSE 430

More info to come. Check back for dates.

### Teaching Video #4 Lesson Plan

Mar  
27

Due: Friday, Mar 27 at 11:59 pm

Submit the following

Explicit Instruction Scripted Lesson Plan

Explicit Instruction Lesson Plan TEMPLATE.2020.docx [Download \(plugins/Upload/fileDownload.php?fileId=1cd6ae2a-tNUI-QoxI-CO7X-](#)

[30ceb8851255&pubhash=RjAP8zaBpKbliaf80SuJbTMcqkjbZ04vK3B6Kn2QL51odRovFzeN51I3eCcExYwSXPhPYt0N84a\\_1WSybNXuCW==\)](#)

### Teaching Video 5 - Explicit Instruction 1

Apr  
03

Due: Friday, Apr 03 at 11:59 pm

Your video will not be available to submit until after April 5. Please wait for feedback from the TA on video #4 before you record and submit your video.

You will record and submit a teaching video of a full explicit instruction lesson (5-20 minutes) in your Mentored Teaching Experience setting. The full lesson will be scored for this assignment.

Submit your lesson plan and video on go react.

Explicit Instruction Observation - Practicum - Full Lesson.docx [Download \(plugins/Upload/fileDownload.php?fileId=461ecc04-lwKW-16IP-2whJ-8ld84c8f9736&pubhash=066uhoEBSCGbjncc2xPMZVH7TAA3JqB9fNarF4RtL4vgdXlqo8A7u0hRR0WhY-gYJO84wy1hf0V2j\\_\\_Rdx8P2w==\)](#)

### Evaluate Partners Explicit Instruction Lesson

Apr  
03

Due: Friday, Apr 03 at 11:59 pm

Watch one of your partners explicit instruction videos and fill the explicit instruction rubric. Meet with and share your feedback to your partner. Reflect on your experience. Upload the explicit instruction rubric and a 1-2 page reflection to learning suite.

See rubric for expectations.

Include any other information you feel your instructor should know.

### Teaching Video 4 - Explicit Instruction

Apr  
07

Due: Tuesday, Apr 07 at 11:59 pm

Your video will not be available to submit until after March 20. Please wait for feedback from the TA on video #3 before you record and submit your video.

You will record and submit a teaching video of a full explicit instruction lesson (5-20 minutes) in your Mentored Teaching Experience setting. The full lesson will be scored for this assignment.

Submit your lesson plan and video on go-react.

Explicit Instruction Observation - Practicum - Full Lesson.docx [Download \(plugins/Upload/fileDownload.php?fileId=461ecc04-lwKW-16IP-2whJ-8ld84c8f9736&pubhash=066uhoEBSCGbjncc2xPMZVH7TAA3JqB9fNarF4RtL4vgdXlqo8A7u0hRR0WhY-gYJO84wy1hf0V2j\\_\\_Rdx8P2w==\)](#)

### CPES 440 Nelson Transition Assessment

Apr  
09

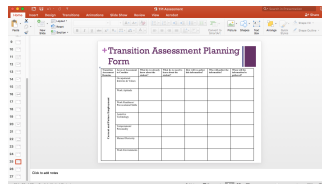
Due: Thursday, Apr 09 at 1:55 am

CPSE 440 Nelson

446 - Transition Assessment Assignment

This assignment can be completed alone or with a partner

Follow these steps



1. Complete the entire Transition Planning Form from the text on page
2. Give the TPI- give at least the (student and school rating forms). Also, give the parent form if you have access.
3. Add the scores to the *TPI Profile and Further Assessment Recommendations Rating Form*
4. Identify two domains that are strengths and two domains that are weaknesses. Use the back page of the *TPI Profile and Further Assessment Recommendations Rating Form* to make your plan.
5. Make a copy of and complete at least four sections of the *Comprehensive Informal Inventory of Knowledge and Skills for Transition* on pages 18-43 of the TPI Manual (2 strengths and 2 weaknesses)
6. Choose two informal assessments from section 3 of the TPI assessment manual. One in each area of weakness. Give assessments.
7. Go to the following website

<https://schools.utah.gov/specialeducation/programs/schooltransition> (<https://schools.utah.gov/specialeducation/programs/schooltransition>)

Under Assessment, click on Utah State Board Age Appropriate Transition Assessments

and choose two additional informal assessments to give in any area you feel you need to round out your transition picture.

8. Complete the front page of the *TPI Profile and Further Assessment Recommendation Form*.

9. Submit the following

- Completed Transition Planning Form
- *TPI Profile and Further Assessment Recommendation Form*
- TPI rating forms-at least 2
- *Comprehensive Informal Inventory of Knowledge and Skills for Transition*- 4 sections
- Two informal assessment from section 3 the TPI manual
- Two additional informal assessments

### CPSE 440 Nelson Lesson Plans for Instructional Unit

Apr  
09

Due: Thursday, Apr 09 at 1:55 pm

CPSE 440 Nelson

Submit 6 scripted explicit instruction lesson plans for your instructional unit

Lesson plans should be for one group/class for one unit of instruction in math (any exception will need to be approved).

Your unit should be

1. In your first (the highest grade possible) or second setting
2. Include 6 explicit instruction lesson plans (2-4 weeks of instruction)

You must use this form [Explicit Instruction Lesson Plan TEMPLATE with prompts.2020.docx](#) [Download \(plugins/Upload/fileDownload.php?fileId=caa8e077-8RmE-3eKN-kmww-](#)

[Tbbbef5384f6&pubhash=FHbO6p3cbIDEVO1n1CwWzB0yQYM4TYz3HjhGHJquxNnzyvdbXdCjtYzAVxiM\\_5jFqx458UMNNf14r-91UD\\_9Uw==\)](#)

3. You can choose to plan and teach in Math or Language Arts

### Teaching Video 5 - Explicit Instruction

Apr

10

Due: Friday, Apr 10 at 11:59 pm

Your video will not be available to submit until after April 5. Please wait for feedback from the TA on video #4 before you record and submit your video.

You will record and submit a teaching video of a full explicit instruction lesson (5-20 minutes) in your Mentored Teaching Experience setting. The full lesson will be scored for this assignment.

Submit your lesson plan and video on go react.

Explicit Instruction Observation - Practicum - Full Lesson.docx [Download \(plugins/Upload/fileDownload.php?fileId=461ecc04-lwKW-16iP-2whJ-8ld84c8f9736&pubhash=066uhoEBSCGbjncc2xPMZVH7TAA3JqB9fNarF4RtL4vgdXlqo8A7u0hRR0WhY-gYJO84wy1hf0V2j\\_\\_Rdx8P2w==\)](#)

### CPSE 442/3 FBA/BSP Secondary Setting

Apr

10

Due: Friday, Apr 10 at 11:59 pm

For CPSE 442 or 443

You will complete a FBA/BSP in the secondary setting.

You have the option of also using this project for your behavior change project.

### University Supervisor Informal Performance Cycle

Apr

10

Due: Friday, Apr 10 at 11:59 pm

You will be observed by your university supervisor once during the semester. You will need to complete this assignment with your university supervisor. It requires meeting before and after your classroom observation.

Complete and submit this form.

University Supervisor Informal Performance Cycle 2.0.docx [Download \(plugins/Upload/fileDownload.php?fileId=6784a174-Fere-9Qz0-fmTh-6Vb0a86afe19&pubhash=m72kPYOS5vmaxWqdE2OXBpzCbNEx-qvYHtBriFLlr6athBN6O-](#)

[H8UvbFx3bP8GX1xzagD07FUJGQQpBE2DQPg==\)](#) Lesson Plan

5-Met all lesson plan requirements as taught in CPSE 452/3

4-Met 80% of lesson plan requirements as taught in CPSE 452/3

3-Met 60% of lesson plan requirements as taught in CPSE 452/3

2-Met 40% of lesson plan requirements as taught in CPSE 452/3

1-Met 20% of lesson plan requirements as taught in CPSE 452/3

Observation points

1 point for teaching lesson

5 Exceptional teaching with high rates of student engagement and feedback

4 Above average teaching with mostly high rates of student engagement and feedback

3 Good teaching with some student engagement and feedback

2 Below average teaching with limited student engagement and feedback

1 Teaching needs improvement with very little student engagement and feedback

### CPSE 442 Classroom Management Observation

Apr

10

Due: Friday, Apr 10 at 11:59 pm

If you are in CPSE 442

You will complete a classroom management Observation

### CPSE 460 DORA #3

Apr

10

Due: Friday, Apr 10 at 11:59 pm

CPSE 460

You will complete the assignment DORA #3, by observing a meeting in a setting of your choice (practicum, work, church, etc.)

### CPSE 460 DORA #2



Apr  
10

Due: Friday, Apr 10 at 11:59 pm

CPSE 460

You will complete the assignment DORA #2, by observing a team meeting, PLC meeting, or IEP meeting in your secondary setting.

### Teaching Video #5 Lesson Plan

Apr  
10

Due: Friday, Apr 10 at 11:59 pm

Submit the following

Explicit Instruction Scripted Lesson Plan

Explicit Instruction Lesson Plan TEMPLATE.2020.docx [Download \(plugins/Upload/fileDownload.php?fileId=1cd6ae2a-tNUI-QoxI-CO7X-30ceb8851255&pubhash=RjAP8zaBpKbliaf80SuJbTMcqkjbZ04vK3B6Kn2QL51odRovFzeN51I3eCcExYwSXPhPYt0N84a\\_1WSybNXuCW==\)](#)

### CPSE SRSD Instructional Unit

Apr  
10

Due: Friday, Apr 10 at 11:59 pm

CPSE 430

SRSD Instructional Unit

Check back for dates

### CPSE 442/3 Behavior Change Project

Apr  
14

Due: Tuesday, Apr 14 at 11:59 pm

CPSE 442/3

Behavior Change Project

This can be completed in your practicum setting as a part of a FBA/BSP project or out of the practicum setting.

Due in CPSE 442/3

### CPSE 440 Nelson Final Outcomes and Decisions for Instructional Unit

Apr  
15

Due: Wednesday, Apr 15 at 1:55 pm

CPSE 440 Nelson

Submit

Your completed data collection form for your unit with student scores.

A graph of you progress monitoring scores for at least one student.

A 3 page double spaced reflection that includes:

A data based instructional decision you made during the unit. Think about the powerpoint you learned about intensifying your instruction.

Intensifying Instruction.pptx [Download \(plugins/Upload/fileDownload.php?fileId=c71576fe-1wtR-qotE-Gvh5-Mjfe967c317a&pubhash=PPoHQkX-Z1CaD\\_B5Kh1rsF0\\_MYnbzf7V8HKL8vRodyMectye0ILanLmnB-clQSq09Qunqej46JbPN4v3WQQ0w==\)](#)

A data based decision that you suggest at the end of your unit also considering the power point about intensifying your instruction.

Intensifying Instruction.pptx [Download \(plugins/Upload/fileDownload.php?fileId=c71576fe-1wtR-qotE-Gvh5-Mjfe967c317a&pubhash=PPoHQkX-Z1CaD\\_B5Kh1rsF0\\_MYnbzf7V8HKL8vRodyMectye0ILanLmnB-clQSq09Qunqej46JbPN4v3WQQ0w==\)](#)

Discuss at least 3 high leverage practices you used in your teaching unit and how they affected your instruction.

High Leverage Practices and Effective Teaching Practices.2019.pptx [Download \(plugins/Upload/fileDownload.php?fileId=77308cf8-uSgL-RqVL-M14t-Ag0b5a4d4d76&pubhash=K0iCmrtUX7hTse\\_tCp-BN9Vyd4rX6SM2vkElmjCA0Wwb-MIXp-LGssJ908ZzMY0hat1pKhNYR5qPBh\\_UZXhcZw==\)](#)

### Final PAES

Apr  
15

Due: Wednesday, Apr 15 at 11:59 pm

Professor Nelson or Dr. Morris will complete your final PAES. You do not need to contact your mentor teacher or have them fill it out.

Use cycle one on the formative instrument below. Submit your evaluation in class or electronically on Learning Suite.

PAES Formative Instrument.2019.xlsm [Download \(plugins/Upload/fileDownload.php?fileId=31d7bd15-gVJx-IFoJ-pvP1-R428bf345dc5&pubhash=IA7ok2UxdjBGDKmiValtg24f7vH9\\_mnyq4BYj\\_VAApP75b\\_N-7juUtBo37gxY04\\_QtPUSIY7pX2tkzS\\_WfRUA==\)](#)

Cut Scores:

The Learner and Learning: Must score 10/12 points

Instructional Practice: Must score 18/22 points

Professional Responsibility: Must score 5/6 points

Yes/No: All Yes

## Final EDA

Apr  
15

Due: Wednesday, Apr 15 at 11:59 pm

Professor Nelson will complete your EDA. You do not need to contact your mentor teacher or have them fill it out.

2 indicates no concerns

1 indicates a developing area that can use improvement

0 indicates an area that needs improvement

You must receive a 43/54 on the final EDA to pass the practicum experience

You will receive half a point for each point you received from the teacher.

EDA\_Rubric\_Cells\_with\_All\_Indicators\_Edited\_Version\_5-9-2018.docx [Download \(plugins/Upload/fileDownload.php?fileId=6c5b197a-M4ZJ-hwRv-qu8i-3P9c45859861&pubhash=MmHZKNKBt8nyPeHkCuQWCCm4GxibBvQOqHRAibL5uUN18g8tsjHanZsjDjOnrnllzz85vZQzVL8nO3tqPa6JEA==\)](#)

### Complete Student Ratings for CPSE 447

Apr  
15

Due: Wednesday, Apr 15 at 11:59 pm

Student Evaluations of Instructors - go to <https://studentratings.byu.edu/> (<https://studentratings.byu.edu/>)

- This survey is anonymous, Check the box to allow your CPSE 446/447 instructor to see that you have completed the survey.

### CPSE 440 Nelson Transition IEP Components

Apr  
15

Due: Wednesday, Apr 15 at 11:59 pm

Assignment for CPSE 440 Nelson

CPSE 440- Transition IEP Components.2018.docx [Download \(plugins/Upload/fileDownload.php?fileId=9bed88e3-X5bX-ID7h-o1fT-6qd20960d584&pubhash=b9Klmng2HAoFLjJpzK1Zy0kFwylTYE4A1WKx7UMfAja5vYbxl9ZHElbbDmEzmPbmVt2LQi\\_P1G3UKgAsROt3gA==\)](#)

Complete the Components of a Transition IEP form (above) for a transition-age youth with a disability. Please **use pseudonym** if using a real student (i.e., Do not provide any identifying information)

## 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

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

### Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Employment Office at 801-422-5895, D-285 ASB for help.

### 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.

### Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

### Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

### Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

### 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	Column 1	Column 2
Week 1		
M Jan 06 Monday	Meet for class on Campus - 10:00 - 11:55	<b>Attendance in class - January 6, 2020</b>
W Jan 08 Wednesday	Meet for Class on Campus 10:00-11:55	<b>Attendance in class - January 8, 2020</b>
F Jan 10 Friday		
Week 2		
M Jan 13 Monday	First Day at Practicum Site (First Setting)	
W Jan 15 Wednesday	Practicum Site	
F Jan 17 Friday	Practicum Site	
Week 3		

M Jan 20 Monday	<b>Martin Luther King Jr Day</b>	
W Jan 22 Wednesday	Practicum Site	
F Jan 24 Friday	Practicum Site	
Week 4		
M Jan 27 Monday	Practicum Site	
W Jan 29 Wednesday	Practicum Site	
F Jan 31 Friday	Practicum Site	<b>Mid point Teacher Behaviors (Setting One) Teaching Video #1 Lesson Plan Teaching Video 1 - TRI IEP Process Step 1.1: Attend a Pre-Referral Meeting, Regular Ed documentation, Referral &amp; Reflection</b>
Week 5		
M Feb 03 Monday	Practicum Site	
W Feb 05 Wednesday	Practicum Site	
F Feb 07 Friday	Practicum Site	<b>IEP Process Step 1.2: Written Prior Notice/Consent for Evaluation, Procedural Safeguard &amp; Reflection</b>
Week 6		
M Feb 10 Monday	Practicum Site	
W Feb 12 Wednesday	Practicum Site	
F Feb 14 Friday	Practicum Site	<b>IEP Process Steps 2 - 4: Attend an Eligibility Meeting, Fill out Required Forms &amp; Reflection</b>
Week 7		
M Feb 17 Monday	<b>Presidents Day</b>	
T Feb 18 Tuesday	<b>Monday Instruction</b> Practicum Site	
W Feb 19 Wednesday	Practicum Site	
F Feb 21 Friday	Last Day at Practicum Site (First Setting)	<b>IEP Process Steps 5: IEP Meeting is Scheduled and Reflection Teaching Video #2 Lesson Plan PAES First Setting Teaching Video 2 - TRI EDA First Setting</b>
Week 8		
M Feb 24 Monday	Meet for class on Campus - 10:00 - 11:55	<b>Attendance in class - February 24, 2020</b>
W Feb 26 Wednesday	Meet for class on Campus - 10:00 - 11:55	<b>Attendance in class - February 26, 2020</b>
F Feb 28 Friday	No Class	<b>CPSE 442 Praise and Opportunity to Respond Observation CPSE 442/3 FBA/BSP Elementary Setting CPSE 430 TRI Logs CPSE 460 DORA #1 First Placement/First Mentor Teacher Survey</b>
Week 9		
M Mar 02 Monday	First day at Practicum Site (Second Setting)	
W Mar 04 Wednesday	Practicum Site	
Th Mar 05 Thursday		<b>CPSE 440 Nelson Contextual Factors for Instructional Unit</b>
F Mar 06 Friday	Practicum Site	<b>Practicum Assignments Completion Plan Second Setting</b>
Week 10		
M Mar 09 Monday	Practicum Site	<b>Sign up for Observation</b>

W Mar 11 Wednesday	Practicum Site	
Th Mar 12 Thursday		CPSE 440 Nelson Co-Teaching Observation/RTI Observation CPSE 440 Nelson Learning Goals for Instructional Unit
F Mar 13 Friday	Practicum Site	Teaching Video 3 - Explicit Instruction Teaching Video #3 Lesson Plan IEP Process Step 6.1: Written Prior Notice and Consent
Week 11		
M Mar 16 Monday	Practicum Site	
W Mar 18 Wednesday	Practicum Site	
Th Mar 19 Thursday		CPSE 440 Nelson Assessment Plan for Instructional Unit
F Mar 20 Friday	<b>No Classes</b> No Class	Mid point Teacher Behaviors (Setting Two) CPSE 430 SRSD Contextual Factors
Week 12		
M Mar 23 Monday	Practicum Site	
W Mar 25 Wednesday	Practicum Site	
Th Mar 26 Thursday	<b>Instructor Ratings Open</b>	
F Mar 27 Friday	Practicum Site	Teaching Video #4 Lesson Plan
Week 13		
M Mar 30 Monday	Practicum Site	
W Apr 01 Wednesday	Practicum Site	
Th Apr 02 Thursday		
F Apr 03 Friday	Practicum Site	Evaluate Partners Explicit Instruction Lesson Teaching Video 5 - Explicit Instruction 1
Week 14		
M Apr 06 Monday	Meet for Class on Campus 10:00 to 11:55	
T Apr 07 Tuesday		Teaching Video 4 - Explicit Instruction
W Apr 08 Wednesday	Meet for Class on Campus 10:00-11:55	
Th Apr 09 Thursday		CPSE 440 Nelson Lesson Plans for Instructional Unit CPSE 440 Nelson Transition Assessment
F Apr 10 Friday		University Supervisor Informal Performance Cycle Teaching Video 5 - Explicit Instruction Teaching Video #5 Lesson Plan CPSE SRSD Instructional Unit CPSE 442 Classroom Management Observation CPSE 460 DORA #2 CPSE 460 DORA #3 CPSE 442/3 FBA/BSP Secondary Setting
Week 15		
M Apr 13 Monday		
T Apr 14 Tuesday		CPSE 442/3 Behavior Change Project
W Apr 15 Wednesday		CPSE 440 Nelson Final Outcomes and Decisions for Instructional Unit Complete Student Ratings for CPSE 447 CPSE 440 Nelson Transition IEP Components Final EDA Final PAES
Th Apr 16 Thursday	<b>Winter Exam Preparation (04/16/2020 - 04/16/2020)</b>	
F Apr 17 Friday	<b>First Day of Winter Final Exams (04/17/2020 - 04/22/2020)</b>	