

Instructor/TA Info

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Course Information

Description

BYU Mentored Teaching Experience Handbook 2019-20.pdf [Download \(plugins/Upload/fileDownload.php?fileId=3868f2c8-4wCL-I9RB-jrFE-xB5e2c197bc6&pubhash=kAOI6mxjYgZIBubBx2Tij53BEWJlodyZrECuyiZSRiluhB0Ex7_6v881zgRXWyhnp9lx-67TV_Q0kxWJ0b7ayQ==\)](#)

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

Jan

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 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 \(plugins/Upload/fileDownload.php?fileId=cfbf78b1-N6SX-raND-2m99-uk66c3543a9a&pubhash=39SP26yhz48dqcg48c19h75rMHR8qhA1CPMdfdHm6BIIYuO88vaxWyrJppol4Nu9yrPGJAHVB1cV9caCdtQXw==\)](#)

Completed Diagnostic Map

Teacher Guides you are using

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.

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, Winter 2020.docx [Download \(plugins/Upload/fileDownload.php?fileId=ba402cdd-cnrmw-olUq-0E3g-214dc02188b7&pubhash=yxCflk7_46vKuX9WyeuW1RcqQnWVQHeelHCaB79nVhzIYS7D_HXASnkB1KeAbdY_bhq2mPgpWDJcUT2Uw9MNw==\)](#)

Teaching Video 1 - TRI

Feb

03

Due: Monday, Feb 03 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.

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

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.

IEP Process Steps 5: IEP Meeting is Scheduled and Reflection

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.

Teaching Video 2 - TRI

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.

Teaching Video #2 Lesson Plan

Feb
21

Due: Friday, Feb 21 at 11:59 pm

TRI Lesson Plan

Include the following

Lesson Plan TEMPLATE.Lesson Opening.2020.docx [Download \(plugins/Upload/fileDownload.php?fileId=cfbf78b1-N6SX-raND-2m99-uk66c3543a9a&pubhash=39SP26yhz48dqcg48c19h75rMHR8qhA1CPMdfdHm6BIIYuO88vaxWyrJppol4Nu9yrPGJAHVB1cV9caCdtQXw==\)](#)

Completed Diagnostic Map

Teacher Guides you are using

PAES First Setting

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 \(plugins/Upload/fileDownload.php?fileId=31d7bd15-gVJx-IFoJ-pvP1-R428bf345dc5&pubhash=IA7ok2UxdjBGDKmiValtg24f7vH9 mnyq4BYj VAApP75b N-7juLutBo37gxY04 QtPUSIY7pX2tkzS WfRUA==\)](#)

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

EDA First Setting

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=6c5b197a-M4ZJ-hwRv-qu8i-](#)

[3P9c45859861&pubhash=MmHZKKNKBt8nyPeHkCuQWCCm4GxibBvQOqHRAibL5uUN18g8tsjHanZsjDjOnrnilzz85vZQzVL8nO3tqPa6JEA==\)](#)

Attendance in class - February 24, 2020

Feb
24

Due: Monday, Feb 24 at 11:59 pm

3 points for attendance and for being on-time

2 points for attendance

Attendance in class - February 26, 2020

Feb
26

Due: Wednesday, Feb 26 at 11:59 pm

3 points for attendance and for being on-time

2 points for attendance

First Placement/First Mentor Teacher Survey

Feb
28

Due: Friday, Feb 28 at 11:59 pm

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

Password: BYU

CPSE 460 DORA #1

Feb
28

Due: Friday, Feb 28 at 11:59 pm

CPSE 460

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

CPSE 442/3 FBA/BSP Elementary Setting

Feb
28

Due: Friday, Feb 28 at 11:59 pm

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 443 Classroom Management Observation #1

Feb
28

Due: Friday, Feb 28 at 11:59 pm

If you are in CPSE 443

You will complete an classroom management Observation #1 in the elementary setting

CPSE 430 TRI Logs

Feb
28

Due: Friday, Feb 28 at 11:59 pm

CPSE 430

More info to come. Check back for dates.

Practicum Assignments Completion Plan-secondary setting

Mar
06

Due: Friday, Mar 06 at 11:59 pm

Submit this completion plan. One per partnership.

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.

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 \(plugins/Upload/fileDownload.php?fileId=408c3155-jUci-uiYF-rOCM-HX5f32918f73&pubhash=Sd5PgCYYx9m-sSho3GZLrKafO95mxP1gfikGvmeW0vXKmkZ45pKn2v2HVvqjJsTb6eubZXc2ep3-N-VgpJslrw==\)](#)

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 \(plugins/Upload/fileDownload.php?fileId=1cd6ae2a-tNUI-QoxI-CO7X-30ceb8851255&pubhash=RjAP8zaBpKbliaf80SujbTMcqkbjZ04vK3B6Kn2QL51odRovFzeN51I3eCcExYwSXPPhPYt0N84a_1WSybNXuCW==\)](#)

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, Winter 2020.docx [Download \(plugins/Upload/fileDownload.php?fileId=ba402cdd-cnmw-olUq-0E3q-214dc02188b7&pubhash=yxCflk7_46vKuX9WyeewW1RcqQnVWQHeelHCaB79nVhzlYS7D_HXASnkB1KeAbdY_bhq2mPgpWDJcUT2Uw9MNw==\)](#)

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 - Explicit Instruction

Mar
27

Due: Friday, Mar 27 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 \(plugins/Upload/fileDownload.php?fileId=408c3155-jUci-uiYF-rOCM-HX5f32918f73&pubhash=Sd5PgCYYx9m-sSho3GZLrKafO95mxP1gfikGvmeW0vXKmkZ45pKn2v2HVvqjJsTb6eubZXc2ep3-N-VgpJslrw==\)](#)

Teaching Video #4 Lesson Plan

Mar
27

Due: Friday, Mar 27 at 11:59 pm

Submit the following

PAES Second Setting

Apr
03

Due: Friday, Apr 03 at 11:59 pm

Your mentor teacher in your second 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 \(plugins/Upload/fileDownload.php?fileId=31d7bd15-gVJx-lFoJ-pvP1-R428bf345dc5&pubhash=IA7ok2UxdjBGDkmiValtg24f7vH9_mnyq4BYj_VAApP75b_N-7juLUtBo37gxY04_QtPUSIY7pX2tkzS_WfRUA==\)](#)

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

EDA Second Setting

Apr
03

Due: Friday, Apr 03 at 11:59 pm

Your mentor teacher will complete the attached EDA and review it with you at the end of the second 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 \(plugins/Upload/fileDownload.php?fileId=6c5b197a-M4ZJ-hwRv-qu8l-3P9c45859861&pubhash=MmHZKNKBt8nyPeHkCuQWCCm4GxibBvQOqHRaibL5uUN18g8tsjHanZsjDjOnrnllzz85vZQzVL8nO3tqPa6JEA==\)](#)

Evaluate a Peer's Explicit Instruction Lesson

Apr
10

Due: Friday, Apr 10 at 11:59 pm

Watch one of your peer's 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.

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.

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.)

Teaching Video 5 - Explicit Instruction

Apr
10

Due: Friday, Apr 10 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 \(plugins/Upload/fileDownload.php?fileId=408c3155-jUci-uiYF-rOCM-HX5f32918f73&pubhash=Sd5PgCYyx9m-sSho3GZLrKafO95mxP1gfkGvmeW0vXKmkZ45pKn2v2HVvqjJsTb6eubZXc2ep3-N-VgpJslrw==\)](#)

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.

CPSE 440 Interest Inventory

Apr

10

Due: Friday, Apr 10 at 11:59 pm

CPSE 440 Smith

Complete the Interest Inventory in either setting.

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=m72kPYOS5vmaxWqdE2OXBpzCbpNEx-qvYHtBriFLIr6athBN6O-](#)

[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

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 \(plugins/Upload/fileDownload.php?fileId=1cd6ae2a-tNUI-QoxI-CO7X-30ceb8851255&pubhash=RjAP8zaBpKbliaf80SuJbTMcqkbyZ04vK3B6Kn2QL51odRovFzeN51I3eCcExYwSXPhPyt0N84a_1WSybNXuCW==\)](#)

CPSE 440 Teach one lesson

Apr

10

Due: Friday, Apr 10 at 11:59 pm

CPSE 440

Teach a lesson in your secondary setting.

CPSE SRSD Instructional Unit

Apr

10

Due: Friday, Apr 10 at 11:59 pm

CPSE 430

SRSD Instructional Unit

Check back for dates

CPSE 443 Classroom Management Observation #2

Apr

10

Due: Friday, Apr 10 at 11:59 pm

If you are in CPSE 443

You will complete an classroom management Observation #2 in a secondary setting

CPSE 440 Brigance Transition Skills Inventory

Apr

10

Due: Friday, Apr 10 at 11:59 pm

CPSE 440 Smith

Complete the Brigrance Transition Skills Inventory in either setting.

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

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 443 Classroom Management Observation #3**Apr****16**

Due: Thursday, Apr 16 at 11:59 pm

If you are in CPSE 443

You will complete an classroom management Observation #2 in a transition setting

CPSE 440 Disability Transition Report**Apr****16**

Due: Thursday, Apr 16 at 11:59 pm

CSPE 440 Smith

Complete the Disability Transition Report in either setting

CPSE 440 Transportation, Recreation and Leisure**Apr****16**

Due: Thursday, Apr 16 at 11:59 pm

CPSE 440

Complete the Transportation, Recreation and Leisure assignment in either setting

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 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	Attendance in class - January 6, 2020
T Jan 07 Tuesday		
W Jan 08 Wednesday	Meet for Class on Campus 10:00-11:55	Attendance in class - January 8, 2020

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	Martin Luther King Jr Day	
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	Mid point Teacher Behaviors (Setting One) Teaching Video #1 Lesson Plan IEP Process Step 1.1: Attend a Pre-Referral Meeting, Regular Ed documentation, Referral & Reflection
Sa Feb 01 Saturday		
Week 5		
M Feb 03 Monday	Practicum Site	Teaching Video 1 - TRI
W Feb 05 Wednesday	Practicum Site	
F Feb 07 Friday	Practicum Site	IEP Process Step 1.2: Written Prior Notice/Consent for Evaluation, Procedural Safeguard & Reflection
Week 6		
M Feb 10 Monday	Practicum Site	
W Feb 12 Wednesday	Practicum Site	
F Feb 14 Friday	Practicum Site	IEP Process Steps 2 - 4: Attend an Eligibility Meeting, Fill out Required Forms & Reflection
Week 7		
M Feb 17 Monday	Presidents Day	
T Feb 18 Tuesday	Monday Instruction Practicum Site	
W Feb 19 Wednesday	Practicum Site	
F Feb 21 Friday	Last Day at Practicum Site (First Setting)	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
Week 8		
M Feb 24 Monday	Meet for class on Campus - 10:00 - 11:55	Attendance in class - February 24, 2020
W Feb 26 Wednesday	Meet for class on Campus - 10:00 - 11:55	Attendance in class - February 26, 2020
F Feb 28 Friday	No Class	CPSE 442/3 FBA/BSP Elementary Setting CPSE 443 Classroom Management Observation #1 CPSE 430 TRI Logs CPSE 460 DORA #1 First Placement/First Mentor Teacher Survey
Week 9		
M Mar 02 Monday	First day at Practicum Site (Second Setting)	

W Mar 04 Wednesday	Practicum Site	
F Mar 06 Friday	Practicum Site	Practicum Assignments Completion Plan-secondary setting
Week 10		
M Mar 09 Monday	Practicum Site	
W Mar 11 Wednesday	Practicum Site	
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	
F Mar 20 Friday	No Classes 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	Instructor Ratings Open	
F Mar 27 Friday	Practicum Site	Teaching Video #4 Lesson Plan Teaching Video 4 - Explicit Instruction
Week 13		
M Mar 30 Monday	Practicum Site	
W Apr 01 Wednesday	Practicum Site	
F Apr 03 Friday	Last day at Practicum Site (Second Setting)	PAES Second Setting EDA Second Setting
Week 14		
M Apr 06 Monday	Meet for Class on Campus 10:00 to 11:55	
W Apr 08 Wednesday	Meet for Class on Campus 10:00-11:55	
F Apr 10 Friday		University Supervisor Informal Performance Cycle Evaluate a Peer's Explicit Instruction Lesson Teaching Video 5 - Explicit Instruction Teaching Video #5 Lesson Plan CPSE SRSD Instructional Unit CPSE 443 Classroom Management Observation #2 CPSE 460 DORA #2 CPSE 460 DORA #3 CPSE 442/3 FBA/BSP Secondary Setting CPSE 440 Brigance Transition Skills Inventory CPSE 440 Interest Inventory CPSE 440 Teach one lesson
Week 15		
M Apr 13 Monday		
T Apr 14 Tuesday		CPSE 442/3 Behavior Change Project
W Apr 15 Wednesday		Complete Student Ratings for CPSE 447
Th Apr 16 Thursday	Winter Exam Preparation (04/16/2020 - 04/16/2020)	CPSE 440 Disability Transition Report CPSE 440 Transportation, Recreation and Leisure CPSE 443 Classroom Management Observation #3

F Apr 17 Friday

First Day of Winter Final Exams (04/17/2020 - 04/22/2020)

Final Exam:

355 MCKB

11:00am - 2:00pm