

Instructor/TA Info

Instructor Information

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Course Information

Description

BYU Mentored Teaching Experience Handbook.2019-20.pdf [Download \(plugins/Upload/fileDownload.php?fileId=3868f2c8-4wCL-l9RB-jrFE-xB5e2c197bc6&pubhash=kAOI6mxjYgZlBubBx2Tlj53BEWJlodyZrECuyiZSRiluhB0Ex7_6v881zgRXWyhnp9lx-67TV_Q0kxWJ0b7ayQ==\)](#)

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%

E	0%
T	0%

Grading Policy

See Handbook

Participation Policy

See Handbook

Attendance Policy

See Handbook

Assignments

Assignment Descriptions

Confidentiality Agreement - First Setting

Sep
01

Due: Tuesday, Sep 01 at 11:59 pm

Complete the attached confidentiality agreement with you mentor teacher on the first day of each setting. CONFIDENTIALITY AGREEMENT.docx [Download \(plugins/Upload/fileDownload.php?fileId=b693723d-52R2-9IYM-UcRS-xL85c673beee&pubhash=zO75aKKqY_lzLLoWWIwVp5x-yrxQNiClve58jWyiw45FVIO3qw2bWchu_m6RjPckR40Lxl80kala845A2miOg==\)](#)

Virtual Reflection 1

Sep
09

Due: Wednesday, Sep 09 at 11:59 pm

*This first reflection will reflect the first 4 days of practicum (not the first Monday, or Labor Day) Please write a 3 page reflection (1 page for each day) of your virtual classroom. Include things you see going well, as well as some things you might suggest (behaviors you see from different students, setting, etc).

Mentored Learning Experience Blackout

Sep
09

Due: Wednesday, Sep 09 at 11:59 pm

Turn in your completed assignment by uploading a picture or scan of the MTE Blackout sheet and the sketch of your classroom on learning suite.

MTE Blackout.docx [Download \(plugins/Upload/fileDownload.php?fileId=0c73f568-W6FM-FcYf-ZtWI-Niae87eef069&pubhash=kQBkOU4rRjEnTpNBxoT9m_TqUU-SUVYsQZ_kEk1RU5mQvceadOblwWX-vslIkX7Y4vgx_VZrw8WOkZOmOUpqkg==\)](#)

Reflection 1

Sep
12

Due: Saturday, Sep 12 at 11:59 pm

Include any other information you feel your instructor should know.

Virtual Reflection 2

Sep
16

Due: Wednesday, Sep 16 at 11:59 pm

Please write a 3 page reflection (1 page for each day) of your virtual classroom. Include things you see going well, as well as some things you might suggest (behaviors you see from different students, setting, etc).

Reflection 2

Sep
19

Due: Saturday, Sep 19 at 11:59 pm

Reflect on your thoughts about behavior management.

See rubric for expectations.

Include any other information you feel your instructor should know.

Mid point Teacher Behaviors (Setting 1)

Sep
21

Due: Monday, Sep 21 at 11:59 pm

Each BYU student should print and take a paper copy of the attached "Mentored Teaching Experience Professional Teacher Behaviors" document and give it to your mentor teacher to fill out for you (Virtual practicum students are able to send this to your mentor teacher digitally). Have them fill it out for you.

Review it with your mentor teacher. Upload a clear scan or photo of the signed document to Learning Suite.

Mentored Teaching Experience Professional Teacher Behaviors, Fall 2020.docx [Download \(plugins/Upload](#)

[/fileDownload.php?fileId=0e51ad61-K2bV-vUJg-GTpx-UQ18e5696ed5&](#)

[pubhash=OfkQeHA65LzAtZld9NJcabOGUI2mVD3FSCLpGle-](#)

[4-M9ma9Y3H_xm_SwMjSXu2FCdAkIJ9jSaJ2xsv_PH1Jpow==\)](#)

Virtual Reflection 3

Sep
23

Due: Wednesday, Sep 23 at 11:59 pm

**Please coordinate and record teaching video 1 to each other on Wednesday, September 23rd during class time.

Please write a 2 page reflection (1 page for each day) of your virtual classroom. Include things you see going well, as well as some things you might suggest (behaviors you see from different students, setting, etc).

Teaching Video #1 Lesson Plan

Sep
23

Due: Wednesday, Sep 23 at 11:59 pm

video

As a part of CPSE 466/7 your assignment will be graded for completion only.

Explicit Instruction Lesson Plan TEMPLATE.Lesson Opening.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=7bdb8633-UgKM-PnCz-Sq0P-eZ2214386a29&](#)

[pubhash=9IAmBeJMzg5xFwNZt23pCyonG2Gr7qLqsLANKy4z28InYxJTzYqLTzpKeoFn3zDKU91ui_Y3NC9IWpy6I4SjaQ==\)](#)

Teaching Video 1

Sep
23

Due: Wednesday, Sep 23 at 11:59 pm

You will record and submit a teaching video of a full lesson (5-20 minutes) in your Mentored Teaching Experience setting. Only the lesson opening and the response rate and reinforcement sections will be scored for this assignment.

Submit your lesson plan and video on Go React.

Explicit Instruction Observation Form.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=2168bbda-Xct9-E6nt-QbMW-5ze7547705fc&pubhash=Rptv_prXscRY-mglKPbp-HP4dKDsWH9DmA_dLA6wB5bHk0lnTxwdmpBOFuqsqYzjubrfg9DTK-1mKudH1vmLog==\)](#)

Watch your lesson on Goreact and comment on the following in regards to your lesson (minimum of 5 constructive comments):

- **Opening:** objective stated, rationale, rules stated
- **Model:** instructions clearly stated and demonstrated, adequate number of examples provided, check for understanding included and appropriate
- **Guided Practice:** Group responses, all students actively engaged, data was taken and used to inform instruction, prompts were faded, opportunities to respond, sufficient number of exercises and praise
- **Independent Practice:** Opportunity for students to use skill **independently** is provided, data was taken and used to inform instruction, opportunities to respond, sufficient number of exercises and praise
- **Closing:** Statements are made in regards to how students performed academically and behaviorally during the lesson, how this lesson connects to the next is explained and smooth transitions to the next activity
- **Overall:** Alignment from Objective to Model to GP to IP? What went really well? What could be strengthened?

Reflection 3

Sep
26

Due: Saturday, Sep 26 at 11:59 pm

Choose one of the below topics to write about:

- IEP meetings
- Contextual factors for the school
- Contextual factors for your class
- Contextual factors for a group you will be working with

See rubric for expectations.

Include any other information you feel your instructor should know.

Virtual Reflection 4

30

Please write a 3 page reflection (1 page for each day) of your virtual classroom. Include things you see going well, as well as some things you might suggest (behaviors you see from different students, setting, etc).

Placement COVID-19 Contact Information - First Setting

**Oct
03**

Due: Saturday, Oct 03 at 11:59 pm

If you are in a face-to-face placement please find out who the COVID point person is at your placement. This assignment will ask you to provide that person's name, position, and contact information (email address and phone number). Note #1: This assignment is required for all students in face-to-face practicum placements and all students who are in the virtual practicum temporarily. Note #2: Please do not complete this assignment if your are in the full time virtual practicum. Note #3: The name, position, and contact information for the COVID-19 contact at your practicum placement is not an exam/quiz, it is open note, open partner, open mentor teacher, etc.

Virtual Reflection 5

**Oct
07**

Due: Wednesday, Oct 07 at 11:59 pm

**Please coordinate and record teaching video 2 to each other on Wednesday, October 7th during class time.

Please write a 3 page reflection (1 page for each day) of your virtual classroom. Include things you see going well, as well as some things you might suggest (behaviors you see from different students, setting, etc).

PAES First Setting

**Oct
07**

Due: Wednesday, Oct 07 at 11:59 pm

Your mentor teacher will complete a PAES evaluation via a google form at the end of your placement. The points you receive for this assignment will be the score your mentor teacher gives you on the assessment divided by 2 (e.g., a score of 34 will receive 17 points for this assignment).

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

Teaching Video #2 Lesson Plan

**Oct
07**

Due: Wednesday, Oct 07 at 11:59 pm

From CPSE 452/3

All students will submit their Lesson Opening and Modeling Lesson Plan from CPSE 452/3. If you are not taking CPSE 452/3, complete the assignment on your own. Submit your lesson plan on Go-React with your teaching video

As a part of CPSE 466/7 your assignment will be graded for completion only

pubhash=5f5xIPybJP24F6R8U6-Ha7ILYKU-
fes4ve2PSSs2tfWA23Otm_PYnvbZy8SyDLWMCouFB4kRwJ7HkljEzdYMQ==)

EDA First Setting

Oct
07

Due: Wednesday, Oct 07 at 11:59 pm

Your mentor teacher will complete a digital copy of the EDA via a google form at the end of the first setting. The points you receive for this assignment will be the score your mentor teacher gives you on the assessment divided by 2 (e.g., a score of 40 will receive 20 points for this assignment).

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

The below attached rubric is for your information. You do not need to print the EDA or send a digital copy to your mentor teacher. They will fill it out via a google form.

eda-rubric-2019-2020.pdf [Download \(plugins/Upload/fileDownload.php?fileId=c250aa52-EZO2-uuf0-dw1n-gae945517d86&pubhash=frtSdw2XkkAJKckSyLacwi-5Mg-HLB39PinKCEmIG5fllldPHpAvTbtnt2QF2ns6gzwn-orqMRxx9OJXIVrgQw==\)](#)

Teaching Video 2

Oct
07

Due: Wednesday, Oct 07 at 11:59 pm

You will record and submit a teaching video of a full lesson (5-20 minutes) in your Mentored Teaching Experience setting. Only the lesson opening, modeling, and response rate and reinforcement sections will be scored for this assignment.

Submit the video and lesson plan on Go-React.

Explicit Instruction Observation Form.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=2168bbda-Xct9-E6nt-QbMW-5ze7547705fc&pubhash=Rptv_prXscRY-mgIKPbp-HP4dKDsWH9DmA_dLA6wB5bHk0lnTxwdmpBOFuqsqYzjubrfg9DTK-1mKudH1vmLog==\)](#)

Watch your lesson on Goreact and comment on the following in regards to your lesson (minimum of 5 constructive comments):

- **Opening:** objective stated, rationale, rules stated
- **Model:** instructions clearly stated and demonstrated, adequate number of examples provided, check for understanding included and appropriate
- **Guided Practice:** Group responses, all students actively engaged, data was taken and used to inform instruction, prompts were faded, opportunities to respond, sufficient number of exercises and praise
- **Independent Practice:** Opportunity for students to use skill **independently** is provided, data was taken and used to inform instruction, opportunities to respond, sufficient number of exercises and praise
- **Closing:** Statements are made in regards to how students performed academically and behaviorally during the lesson, how this lesson connects to the next is explained and smooth transitions to the next activity
- **Overall:** Alignment from Objective to Model to GP to IP? What went really well? What could be strengthened?

Oct
10

Due: Saturday, Oct 10 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_aa8iZKWWZy5BvIX (https://byu.az1.qualtrics.com/jfe/form/SV_aa8iZKWWZy5BvIX)

Password: BYU

Confidentiality Agreement - Second Setting

Oct
13

Due: Tuesday, Oct 13 at 11:59 pm

Complete the attached confidentiality agreement with you mentor teacher on the first day of each setting. CONFIDENTIALITY AGREEMENT.docx [Download \(plugins/Upload/fileDownload.php?fileId=b693723d-52R2-9IYM-UcRS-xL85c673beee&pubhash=zO75aKKqY_lzLLoWWIWWp5x-yrxQNiClve58jWyiw45FVIO3qw2bWchu_m6RjPckR40Lxl80kala845A2miOg==\)](#)

Virtual Reflection 6

Oct
14

Due: Wednesday, Oct 14 at 11:59 pm

Please write a 3 page reflection (1 page for each day) of your virtual classroom. Include things you see going well, as well as some things you might suggest (behaviors you see from different students, setting, etc).

Placement COVID-19 Contact Information - Second Setting

Oct
17

Due: Saturday, Oct 17 at 11:59 pm

If you are in a face-to-face placement please find out who the COVID point person is at your placement. This assignment will ask you to provide that person's name, position, and contact information (email address and phone number). Note #1: This assignment is required for all students in face-to-face practicum placements and all students who are in the virtual practicum temporarily. Note #2: Please do not complete this assignment if your are in the full time virtual practicum. Note #3: This quiz is open note, open partner, open mentor teacher, etc.

Social Media Professionalism Quiz

Oct
17

Due: Saturday, Oct 17 at 11:59 pm

Complete the Social Media Professionalism Quiz as discussed in class.

Virtual Reflection 7

Oct
21

Due: Wednesday, Oct 21 at 11:59 pm

**Please coordinate and record teaching video 3 to each other on Wednesday, October 21st during class

going well, as well as some things you might suggest (behaviors you see from different students, setting, etc).

Mid point Teacher Behaviors (Setting 2)

Oct
28

Due: Wednesday, Oct 28 at 11:59 pm

Each BYU student should print and take a paper copy of the attached "Mentored Teaching Experience Professional Teacher Behaviors" document and give it to your mentor teacher to fill out for you (Virtual practicum students are able to send this to your mentor teacher digitally). Have them fill it out for you. Review it with your mentor teacher. Upload a clear scan or photo of the signed document to Learning Suite. Mentored Teaching Experience Professional Teacher Behaviors, Fall 2020.docx [Download \(plugins/Upload/fileDownload.php?fileId=0e51ad61-K2bV-vUJg-GTpx-UQ18e5696ed5&pubhash=OfkQeHA65LzAtZld9NJcabOGUI2mVD3FSCLpGle-4-M9ma9Y3H_xm_SwMjSXu2FCDakIJ9jSaJ2xsv_PH1Jpow==\)](#)

Virtual Reflection 8

Oct
28

Due: Wednesday, Oct 28 at 11:59 pm

Please write a 3 page reflection (1 page for each day) of your virtual classroom. Include things you see going well, as well as some things you might suggest (behaviors you see from different students, setting, etc).

Teaching Video 3

Oct
31

Due: Saturday, Oct 31 at 11:59 pm

You will record and submit a teaching video of a full lesson (5-20 minutes) in your Mentored Teaching Experience setting. Only the lesson opening, modeling, and guided practice will be scored for this assignment.

Submit your lesson plan and video on go react.

Explicit Instruction Observation Form.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=2168bbda-Xct9-E6nt-QbMW-5ze7547705fc&pubhash=Rptv_prXscRY-mglKPbp-HP4dKDsWH9DmA_dLA6wB5bHk0lnTxwdmpBOFuqsqYzjubrfg9DTK-1mKudH1vmLog==\)](#)

Watch your lesson on Goreact and comment on the following in regards to your lesson (minimum of 5 constructive comments):

- **Opening:** objective stated, rationale, rules stated
- **Model:** instructions clearly stated and demonstrated, adequate number of examples provided, check for understanding included and appropriate
- **Guided Practice:** Group responses, all students actively engaged, data was taken and used to inform instruction, prompts were faded, opportunities to respond, sufficient number of exercises and praise
- **Independent Practice:** Opportunity for students to use skill **independently** is provided, data was taken and used to inform instruction, opportunities to respond, sufficient number of exercises and praise
- **Closing:** Statements are made in regards to how students performed academically and behaviorally during the lesson, how this lesson connects to the next is explained and smooth transitions to the next

strengthened?

Teaching Video #3 Lesson Plan

Oct
31

Due: Saturday, Oct 31 at 11:59 pm

From CPSE 452/3

All students will submit their Lesson Opening, Modeling, and Guided Practice Lesson Plan from CPSE 452/3. If you are not taking CPSE 452/3, complete the assignment on your own. Submit your lesson plan on **Go-React** with your teaching video.

As a part of CPSE 466/7 your assignment will be graded for completion only.

Explicit Instruction Lesson Plan TEMPLATE.Lesson Opening through Guided Practice.2019.docx [Download](#)

(plugins/Upload/fileDownload.php?fileId=b2659b05-PtkN-qYHe-2AVJ-7Wefc9982442&

pubhash=XrcXMA2WqIOd5qc02BwTBOuTKqfeR27D9vgXWGMquWFTTrTQOBKQeE9vyb3zw23IWsXstao_Id3E__rB5Gs7eK

Virtual Reflection 9

Nov
04

Due: Wednesday, Nov 04 at 11:59 pm

**Please coordinate and record teaching video 4 to each other on Wednesday, November 4th during class time.

Please write a 3 page reflection (1 page for each day) of your virtual classroom. Include things you see going well, as well as some things you might suggest (behaviors you see from different students, setting, etc).

Teaching Video #4 Lesson Plan

Nov
07

Due: Saturday, Nov 07 at 11:59 pm

From CPSE 452/3

All students will submit their Lesson Opening, Modeling, Guided Practice, Independent Practice Lesson Plan from CPSE 452/3. If you are not taking CPSE 452, complete the assignment on your own. Submit your lesson plan on **Go-React** with your teaching video.

As a part of CPSE 466/7 your assignment will be graded for completion only.

Explicit Instruction Lesson Plan TEMPLATE.Modeling through Independent Practice.2019.docx [Download](#)

(plugins/Upload/fileDownload.php?fileId=70e15379-3kHz-XjPo-3iwm-Gjd625cf74e1&

pubhash=0KA18IR5ZQrq4dDHr_j_VuziJ2sCGU4dwhT-Pd-

QZh4G0qZALVpdVkVySTK6mkrHnh8hWsJQlapS5tnYdZjWHQ==)

Reflection 4

Nov
07

Due: Saturday, Nov 07 at 11:59 pm

Reflect on your thoughts about collaboration in your new setting.

See rubric for expectations.

Teaching Video 4

Nov
07

Due: Saturday, Nov 07 at 11:59 pm

You will record and submit a teaching video of a full lesson (5-20 minutes) in your Mentored Teaching Experience setting. Only the lesson opening, modeling section, guided practice section, independent practice, and response rate and reinforcement sections will be scored for this assignment.

Submit your lesson plan and video on go-react.

Explicit Instruction Observation Form.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=2168bbda-Xct9-E6nt-QbMW-5ze7547705fc&pubhash=Rptv_prXscRY-mglKPbp-HP4dKDsWH9DmA_dLA6wB5bHk0lnTxwdmpBOFuqsqYzjubrfg9DTK-1mKudH1vmLog==\)](#)

Watch your lesson on Goreact and comment on the following in regards to your lesson (minimum of 5 constructive comments):

- **Opening:** objective stated, rationale, rules stated
- **Model:** instructions clearly stated and demonstrated, adequate number of examples provided, check for understanding included and appropriate
- **Guided Practice:** Group responses, all students actively engaged, data was taken and used to inform instruction, prompts were faded, opportunities to respond, sufficient number of exercises and praise
- **Independent Practice:** Opportunity for students to use skill **independently** is provided, data was taken and used to inform instruction, opportunities to respond, sufficient number of exercises and praise
- **Closing:** Statements are made in regards to how students performed academically and behaviorally during the lesson, how this lesson connects to the next is explained and smooth transitions to the next activity
- **Overall:** Alignment from Objective to Model to GP to IP? What went really well? What could be strengthened?

Virtual Reflection 10

Nov
11

Due: Wednesday, Nov 11 at 11:59 pm

Please write a 3 page reflection (1 page for each day) of your virtual classroom. Include things you see going well, as well as some things you might suggest (behaviors you see from different students, setting, etc).

Reflection 5

Nov
14

Due: Saturday, Nov 14 at 11:59 pm

Reflect on your thoughts about student achievement in your new setting.

See rubric for expectations.

Include any other information you feel your instructor should know.

University Supervisor Informal Performance Cycle (On-Site Visit)

Nov
18

Due: Wednesday, Nov 18 at 11:59 pm

You will be observed by your university supervisor once during the practicum experience. Sign up at the

[2OWtAvV3XE6oYh_EfQeNQDYUIUY/edit](https://docs.google.com/document/d/1YsJMzJNog4my63W-2OWtAvV3XE6oYh_EfQeNQDYUIUY/edit) (https://docs.google.com/document/d/1YsJMzJNog4my63W-2OWtAvV3XE6oYh_EfQeNQDYUIUY/edit)

Dr. Morris On Site Visit Sign up - <https://docs.google.com/document/d/1jfb1dTQHZPo-t-AcO7QAMFmvUM79z-iU7JZca8m25no/edit?usp=sharing> (<https://docs.google.com/document/d/1jfb1dTQHZPo-t-AcO7QAMFmvUM79z-iU7JZca8m25no/edit?usp=sharing>)

You will need to complete this assignment with your university supervisor. It requires meeting before and after your classroom observation.

Complete section 3 items a, b, c, & d of the University Supervisor Informal Performance Cycle form and have the information prepared for your meeting with your university supervisor (this meeting should be schedule 24 hours prior to your observation).

After your observation complete the remainder of the University Supervisor Informal Performance Cycle form and submit the form through learning suite.

University Supervisor Informal Performance Cycle 2.0.docx [Download \(plugins/Upload/fileDownload.php?fileId=71b6c8ea-tw7C-n9Q9-gwTo-UL8e67ad8211&pubhash=nwsj45VB-FOT9FY-ouCoW46rArA-3OntD9pxkk8WNRNHh-cnYVq59arkMiKLY9EO-Fjz4dGcDoI2bKB8JFFR4Q==\)](#)

PAES Second Setting

Nov
18

Due: Wednesday, Nov 18 at 11:59 pm

Your mentor teacher will complete a PAES evaluation via a google form at the end of your placement. The points you receive for this assignment will be the score your mentor teacher gives you on the assessment divided by 2 (e.g., a score of 34 will receive 17 points for this assignment). 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

Virtual Reflection 11

Nov
18

Due: Wednesday, Nov 18 at 11:59 pm

**Please coordinate and record teaching video 5 to each other on Wednesday, November 18th during class time.

Please write a 3 page reflection (1 page for each day) of your virtual classroom. Include things you see going well, as well as some things you might suggest (behaviors you see from different students, setting, etc).

EDA Second Setting

Nov
18

Due: Wednesday, Nov 18 at 11:59 pm

Your mentor teacher will complete a digital copy of the EDA via a google form at the end of the second setting.

The points you receive for this assignment will be the score your mentor teacher gives you on the assessment divided by 2 (e.g., a score of 40 will receive 20 points for this assignment).

2 indicates no concerns

1 indicates a developing area that can use improvement

The below attached rubric is for your information. You do not need to print the EDA or send a digital copy to your mentor teacher. They will fill it out via a google form.

eda-rubric-2019-2020.pdf [Download \(plugins/Upload/fileDownload.php?fileId=c250aa52-EZO2-uuf0-dw1n-gae945517d86&pubhash=frtSdw2XkkAJKckSyLacwi-5Mg-HLB39PinKCEmIG5flldPHpAvTbtnt2QF2ns6gzwn-orqMRxx9OJXIVrgQw==\)](#)

IEP Meeting

Nov
18

Due: Wednesday, Nov 18 at 11:59 pm

Attend an IEP meeting and write a 1-2 page reflection. - See reflection rubric.

Teaching Video 5

Nov
21

Due: Saturday, Nov 21 at 11:59 pm

You will record and submit a teaching video of a full lesson (5-20 minutes) in your Mentored Teaching Experience setting. The full lesson (e.g., the opening, modeling, guided practice, independent practice, closing, and response rate and reinforcement sections) will be scored for this assignment.

Submit your lesson plan and video on go react.

Explicit Instruction Observation Form.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=2168bbda-Xct9-E6nt-QbMW-5ze7547705fc&pubhash=Rptv_prXscRY-mgIKPbp-HP4dKDsWH9DmA_dLA6wB5bHk0lnTxwdmpBOFuqsqYzjubrfg9DTK-1mKudH1vmLog==\)](#)

Watch your lesson on Goreact and comment on the following in regards to your lesson (minimum of 5 constructive comments):

- **Opening:** objective stated, rationale, rules stated
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- **Guided Practice:** Group responses, all students actively engaged, data was taken and used to inform instruction, prompts were faded, opportunities to respond, sufficient number of exercises and praise
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- **Closing:** Statements are made in regards to how students performed academically and behaviorally during the lesson, how this lesson connects to the next is explained and smooth transitions to the next activity
- **Overall:** Alignment from Objective to Model to GP to IP? What went really well? What could be strengthened?

Teaching Video #5 Lesson Plan

Nov
21

Due: Saturday, Nov 21 at 11:59 pm

From CPSE 452/3

All students will submit their Lesson Opening, Modeling, Guided Practice, Independent Practice, Closing Lesson Plan from CPSE 452/3. If you are not taking CPSE 452/3, complete the assignment on your own. Submit your lesson plan on **Go-React** with your teaching video.

[/fileDownload.php?fileId=a766c4cd-tB3l-vE8k-W5db-rQ46b220e46e&pubhash=AZB3je7cTvzxECiBhqXkaLDmFxlZpCJPapityG1mqFR42OvRKun6KelATb2VbKjHNpYEhR7RxNcHwHlpRVg==](http://fileDownload.php?fileId=a766c4cd-tB3l-vE8k-W5db-rQ46b220e46e&pubhash=AZB3je7cTvzxECiBhqXkaLDmFxlZpCJPapityG1mqFR42OvRKun6KelATb2VbKjHNpYEhR7RxNcHwHlpRVg==)

Second Placement and Second Mentor Teacher Survey

Nov
21

Due: Saturday, Nov 21 at 11:59 pm

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

https://byu.az1.qualtrics.com/jfe/form/SV_5jy8ZOM4rKgpQot
(https://byu.az1.qualtrics.com/jfe/form/SV_5jy8ZOM4rKgpQot)

Password: BYU

Reflection 6

Dec
02

Due: Wednesday, Dec 02 at 11:59 pm

Combine the previous 5 reflections to create a working teaching philosophy. Make any changes to previous reflections as you need (make sure it flows nicely and include examples, etc.)

10-15 double spaced pages (Times New Roman, 12 font)

Include any other information you feel your instructor should know.

Complete Student Ratings for CPSE 466/7

Dec
10

Due: Thursday, Dec 10 at 11:59 pm

Student Evaluations of Instructors - go to <https://studentratings.byu.edu/> (<https://studentratings.byu.edu/>)
- This survey is anonymous but check the box to allow your CPSE 466/467 instructor to see that you have completed the survey.

IEP IRIS Module

Dec
12

Due: Saturday, Dec 12 at 11:59 pm

Please complete the IEP module:

<https://iris.peabody.vanderbilt.edu/module/iep01/>

DO NOT COMPLETE THE ASSESSMENT, Please just complete the module and upload a word document with your 5 main take aways (along with a SHORT justification)

If you already completed the assessment, just follow the above 5 take aways for the remainder of the IRIS modules.

Providing Instructional Supports IRIS Module

Dec
12

Due: Saturday, Dec 12 at 11:59 pm

Please complete the following module on Providing Instructional Supports: <https://iris.peabody.vanderbilt.edu/module/sca/> (<https://iris.peabody.vanderbilt.edu/module/sca/>)

***DO NOT COMPLETE THE ASSESSMENT. Please just complete the module and upload a word document

modules.

Content Standards IRIS Module

Dec
12

Due: Saturday, Dec 12 at 11:59 pm

Please complete the following module on Content Standards

<https://iris.peabody.vanderbilt.edu/module/cnm/> (<https://iris.peabody.vanderbilt.edu/module/cnm/>)

DO NOT COMPLETE THE ASSESSMENT, Please just complete the module and upload a word document with your 5 main take aways (along with a SHORT justification)

If you already completed the assessment, just follow the above 5 take aways for the remainder of the IRIS modules.

Evidence Based Practices IRIS Module

Dec
12

Due: Saturday, Dec 12 at 11:59 pm

Please complete the following module on Evidence-based Practice: https://iris.peabody.vanderbilt.edu/module/ebp_01/ (https://iris.peabody.vanderbilt.edu/module/ebp_01/)

DO NOT COMPLETE THE ASSESSMENT, Please just complete the module and upload a word document with your 5 main take aways (along with a SHORT justification)

If you already completed the assessment, just follow the above 5 take aways for the remainder of the IRIS modules.

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

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

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 Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) 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.

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation. Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions.

Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

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

Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Class Location
Week 1	
M Aug 31 Monday	<p>Meet as a class via Zoom (8:00 am to 12:00 pm)</p> <p>https://byu.zoom.us/j/91723321440?pwd=MEFjeEhJN0FrWFE0dUJha2JESXBDdz09 Meeting ID: 917 2332 1440 Passcode: 699143</p> <p>Dr. Bussey On Site Visit Sign up-Up https://docs.google.com/document/d/1YsJMzJNog4my63W-2OWtAvV3XE6oYh_EfQeNQDYUIUY/edit</p> <p>Dr. Morris On Site Visit Sign up- https://docs.google.com/document/d/1jfb1dTQHZPo-t-AcO7QAMFmvUM79z-iU7JZca8m25no/edit?usp=sharing</p>
T Sep 01 Tuesday	First Day in Practicum Site (1st Setting)
W Sep 02 Wednesday	Practicum Site
Week 2	
M Sep 07 Monday	<p>Labor Day</p> <p>No Practicum</p>
T Sep 08 Tuesday	Practicum Site
W Sep 09 Wednesday	<p>GoReact Training Zoom (only watch about the first 30 minutes or so).</p> <p>https://byu.zoom.us/rec/share/W3zgwKKGc04WCLpQxn1-sCpcSGLYesbPJlccb8HmxDn45F9291aXuuq5B_8ri6fU.ypCM3a5MFX0oRCsD Passcode: 11E4uHZ*</p> <p>Practicum Site</p>
Sa Sep 12 Saturday	
Week 3	
M Sep 14 Monday	Practicum Site
T Sep 15 Tuesday	Practicum Site
W Sep 16 Wednesday	Practicum Site

Week 4	
M Sep 21 Monday	Practicum Site
T Sep 22 Tuesday	Practicum Site
W Sep 23 Wednesday	Practicum Site
Sa Sep 26 Saturday	
Week 5	
M Sep 28 Monday	Practicum Site Placement COVID-19 Contact Information - First Setting Opens
T Sep 29 Tuesday	Practicum Site
W Sep 30 Wednesday	Practicum Site
Sa Oct 03 Saturday	Placement COVID-19 Contact Information - First Setting Closes
Week 6	
M Oct 05 Monday	Practicum Site
T Oct 06 Tuesday	Practicum Site
W Oct 07 Wednesday	Practicum Site (Last Day of 1st Setting)
Sa Oct 10 Saturday	
Week 7	
M Oct 12 Monday	Meet via Zoom (9:00 am to 12:00 pm) Join Zoom Meeting https://byu.zoom.us/j/92365873776 Placement COVID-19 Contact Information - Second Setting Opens
T Oct 13 Tuesday	Practicum Site (First day at 2nd setting)

W Oct 14 Wednesday	Practicum Site
Sa Oct 17 Saturday	Placement COVID-19 Contact Information - Second Setting Closes Social Media Professionalism Quiz
Week 8	
M Oct 19 Monday	Practicum Site
T Oct 20 Tuesday	Practicum Site
W Oct 21 Wednesday	Practicum Site
Sa Oct 24 Saturday	
Week 9	
M Oct 26 Monday	Practicum Site
T Oct 27 Tuesday	Practicum Site
W Oct 28 Wednesday	Practicum Site
Sa Oct 31 Saturday	
Week 10	
M Nov 02 Monday	Practicum Site
T Nov 03 Tuesday	Practicum Site
W Nov 04 Wednesday	Practicum Site
Sa Nov 07 Saturday	
Week 11	
M Nov 09 Monday	Practicum Site
T Nov 10 Tuesday	Practicum Site
W Nov 11 Wednesday	Practicum Site
Sa Nov 14 Saturday	

M Nov 16 Monday	Practicum Site
T Nov 17 Tuesday	Practicum Site
W Nov 18 Wednesday	Practicum Site (Last day at 2nd Placement) IEP Meeting
F Nov 20 Friday	
Sa Nov 21 Saturday	
Week 13	
M Nov 23 Monday	
T Nov 24 Tuesday	Friday Instruction
W Nov 25 Wednesday	No Classes
Th Nov 26 Thursday	Thanksgiving
F Nov 27 Friday	Thanksgiving Holiday
Week 14	
M Nov 30 Monday	Meet via Zoom (9:00 am to 12:00 pm) Join Zoom Meeting https://byu.zoom.us/j/95118844968 Meet as a whole class via zoom (9:00 am - 12:00 pm)
T Dec 01 Tuesday	
W Dec 02 Wednesday	
Week 15	
M Dec 07 Monday	
T Dec 08 Tuesday	
W Dec 09 Wednesday	
Th Dec 10 Thursday	
F Dec 11 Friday	Fall Exam Preparation (12/11/2020 - 12/11/2020)

Sa Dec 12 Saturday

First Day of Fall Final Exams (12/12/2020 - 12/17/2020)