

Instructor/TA Info

Instructor Information

Name: Jared Morris

Office Location: 340B MCKB

Office Phone: 801-422-1408

Office Hours: Tue, Thu 2:30pm-4:00pm

Wed 3:45pm-4:15pm

Or By Appointment

Email: jared.morris@byu.edu

Name: Heidi Nelson

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TA Information

Name: Emma Ward

Email: emma12grace@hotmail.com

Name: Spencer Liaga

Email: spencerliaga@gmail.com

Course Information

Description

BYU Mentored Teaching Experience Handbook.2019-20.pdf [Download \(plugins/Upload/fileDownload.php?fileId=3868f2c8-4wCL-19RB-jrFE-xB5e2c197bc6&pubhash=kAOI6mxjYgZlBubBx2Tj53BEWJlodyZrECuyiZSRiluhB0Ex7_6v881zgRXWyhnp9lx-67TV_Q0kxWJ0b7ayQ==\)](#)

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

Reflection 1

Sep
20

Due: Friday, Sep 20 at 11:59 pm

Reflect on your thoughts about teaching.
See rubric for expectations
Include any other information you feel your instructor should know.

TWS Planning Sheet

Sep
20

Due: Friday, Sep 20 at 11:59 pm

You will complete your TWS as a group of 4. The TWS will be completed in your **elementary setting**. Please complete your TWS with a group of at least 2 district students. The TWS can be completed in a SPED setting or in an Inclusion setting.

The BYU students starting in the elementary setting, should sit down with their mentor teacher to work on this plan. All seven sections of the TWS should be written collaboratively-meaning all 4 students should participate and the discussion and the writing for each section. **SECTIONS SHOULD NOT BE DIVIDED OUT AND COMPLETED**

INDIVIDUALLY.

Complete the attached planning sheet as a google doc and submit the link on Learning Suite.

TWS Planning Sheet.docx [Download \(plugins/Upload/fileDownload.php?fileId=e385b3e9-oOq9-GiYh-3JJC-GX0fae54379a&pubhash=7gYoXbzkPTfC35-4OoFfKeF0c82PDNPsumnMvgoLG4oA6Jc0BYTt8-eq-SC4jW-rdF-wggMozgGpV65cG0UTNQ==\)](#)

Informal Assessment Observation Assignment

Sep
23

Due: Monday, Sep 23 at 11:59 pm

CPSE 420

Submit your Informal Assessment Observation from CPSE 420. If you are not taking CPSE 420, you will complete the assignment on your own.

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

Informal Assessment Assignment.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=88513862-Bvtj-trdr-hH5j-8m7625fd9aff&pubhash=NEWhr1GOrQjXyBWY327fqK2TgDbxzaSzKr20HbsVCLPOdJBSjv8xTimq-G2ktStuUrAhYfwS2Mb0AT6dRpnJCA==\)](#)

Mentored Learning Experience Blackout

Sep
23

Due: Monday, Sep 23 at 11:59 pm

Turn in your completed MTE Blackout sheet by leaving it in your instructors box or posting a picture of both sides on learning suite.

MTE Blackout.doc [Download \(plugins/Upload/fileDownload.php?fileId=f14e675c-c7oW-v4RR-2P5X-tn01172c4551&pubhash=UisaXYnwzk0Tmspg8WZeRszEEf_d4Rg3xuB35zX__RmlrOPV1xAAiQqB9DWQWxUUeJD_urXQr6aQUjTp1gL-Ww==\)](#)

Reflection 2

Sep
27

Due: Friday, Sep 27 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.

Administering a Benchmark Assessment

Sep

30

Due: Monday, Sep 30 at 11:59 pm

CPSE 420

Submit your Administering a Benchmark Assessment from CPSE 420. If you are not taking CPSE 420, you will complete the assignment on your own.

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

Informal Assessment Assignment.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=88513862-Bvtj-trdr-hH5j-8m7625fd9aff&pubhash=NEWhr1GOrQjXyBWY327fqK2TgDbxzaSzKr20HbsVCLPOdJBSjv8xTimq-G2ktStuUrAhYfwS2Mb0AT6dRpnJCA==\)](#)

TWS 1 Contextual Factors**Sep****30**

Due: Monday, Sep 30 at 11:59 pm

Taught in CPSE 466 or 467 Practicum Class

Using the information you worked on for your school, community, and classroom during practicum class, prepare your contextual factors. Write your contextual factors for one group of students in one subject. Work with your mentor teacher to choose your group.

You will share this information with the members of your pod who will take over this classroom during the second setting. So please describe your setting very clearly and accurately.

Submit this assignments as a google doc/folder that is shared with your all your pod members.

Use this document RTWS_Performance_Prompt_and_Scoring_Rubric.pdf [Download \(plugins/Upload/fileDownload.php?fileId=56393a68-Kjwc-28IN-m0Tq-C4827c41956d&pubhash=1XttY8PetPGrr8hyirjazjj9u4eJrizk6vL8faM89O5dUB2KcKKg-LhpNTiEpaOGMHaAnDF45ZAZS907O8FvA==\)](#)

Mid point Setting One Teacher Behaviors**Oct****02**

Due: Wednesday, Oct 02 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 \(plugins/Upload/fileDownload.php?fileId=d2a317ee-iR2R-PI35-Sfit-aEcc0852b591&pubhash=BaO6pyYDAFg_t8m3Hn-rCWQ2scwgggm0n9UOBWDLvuhUysyd5r05LpuVSschVCI8-lbhRuxwT9frsYzTXmR3qHg==\)](#)

Teaching Video 1**Oct****04**

Due: Friday, Oct 04 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 will be scored for this assignment.

Submit your lesson plan and video on Go React.

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

Teaching Video #1 Lesson Plan**Oct****04**

Due: Friday, Oct 04 at 11:59 pm

From CPSE 452/3

All students will submit their Lesson Opening 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.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=7bdb8633-UgKM-PnCz-Sq0P-eZ2214386a29&pubhash=9IAmBeJMzg5xFwNZt23pCyonG2Gr7qLqsLANKy4z28InYxJTzYqLTzpKeoFn3zDKU91ui_Y3NC9IWpy6I4SjaQ==\)](#)

TWS 2 Learning Goals**Oct**

Due: Monday, Oct 07 at 11:59 pm

07

Taught in CPSE 452/3 Effective Instruction

Write learning goals for the group of students you selected for your TWS 1. Focus on one unit of instruction (2-3 weeks) for the learning goals.

Submit this assignments as a google doc/folder that is shared with your all your pod members.

Use this document RTWS_Performance_Prompt_and_Scoring_Rubric.pdf [Download \(plugins/Upload/fileDownload.php?fileId=56393a68-Kjwc-28IN-m0Tq-C4827c41956d&pubhash=1XttY8PetPGrr8hyirjazjj9u4eJrizk6vL8faM89O5dUB2KcKKg-lhpNTiEpaOGMHaAnDF45ZAZS907O8FvA==\)](https://www.dropbox.com/s/56393a68-Kjwc-28IN-m0Tq-C4827c41956d&pubhash=1XttY8PetPGrr8hyirjazjj9u4eJrizk6vL8faM89O5dUB2KcKKg-lhpNTiEpaOGMHaAnDF45ZAZS907O8FvA==)

Reflection 3

Oct**11**

Due: Friday, Oct 11 at 11:59 pm

Write about your choice

IEP meetings or

contextual factors for the school, class, and a group you will be working with.

See rubric for expectations.

Include any other information you feel your instructor should know.

IEP Meeting Plan

Oct**11**

Due: Friday, Oct 11 at 11:59 pm

IEP meeting plan

Work as a pod with your mentor teachers to choose a student for an IEP meeting for your second setting. The IEP meeting must occur between Oct 28 and Dec 11. Your podmates will attend the IEP meeting and report on one goal. You will attend your podmates planned IEP meeting.

The IEP meeting can occur outside the Mentored Teaching Experience Hours and time spent in the IEP meeting can replace time spent in the Mentored Teaching Experience.

Submit the attached IEP Meeting Plan and Confidentiality Form signed by all member of your group. You can submit one plan per group with all members names included.

Please see CPSE 466/7 professor to approve any exceptions.

Mentored Teaching Experience IEP Meeting Plan.docx [Download \(plugins/Upload/fileDownload.php?fileId=429adfba-KEgw-KJrm-cn9H-ha5295928e2a&pubhash=EYN-uWsN4OQ6En-H-o2SoWKDDH3j5AHHHr_x6-ZKJOTi7QNSpPif7i2rtOdfH7oVSBU00Pis9NPF0JNPWzJsQ==\)](https://www.dropbox.com/s/cn9H-ha5295928e2a&pubhash=EYN-uWsN4OQ6En-H-o2SoWKDDH3j5AHHHr_x6-ZKJOTi7QNSpPif7i2rtOdfH7oVSBU00Pis9NPF0JNPWzJsQ==)

CONFIDENTIALITY AGREEMENT.2017.pdf [Download \(plugins/Upload/fileDownload.php?fileId=f4e8ae69-eSgR-8mJP-BSAH-rbc43674ec4e&pubhash=MxvzVQMAh7sg2EeKjsPMyzV6CpbF4aFam8KKnXvntThLqIvaiJj58uNPZcjPcSbQKrH8I4bd3KoO5dMJbQtoA==\)](https://www.dropbox.com/s/rbc43674ec4e&pubhash=MxvzVQMAh7sg2EeKjsPMyzV6CpbF4aFam8KKnXvntThLqIvaiJj58uNPZcjPcSbQKrH8I4bd3KoO5dMJbQtoA==)

Teaching Video #2 Lesson Plan

Oct**18**

Due: Friday, Oct 18 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.

Explicit Instruction Lesson Plan TEMPLATE.Lesson Opening through Modeling.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=bad4ebc5-V1Vu-IRsE-OQWr-hL959edb1f4a&pubhash=5f5xIPybJP24F6R8U6-Ha7ILYKU-fes4ve2PSSs2tfWA23OitMt_PYnvbZy8SyDLWMcOuFB4kRwJ7HkljEzdYMQ==\)](https://www.dropbox.com/s/fes4ve2PSSs2tfWA23OitMt_PYnvbZy8SyDLWMcOuFB4kRwJ7HkljEzdYMQ==)

Teaching Video 2

Oct**18**

Due: Friday, Oct 18 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 modeling section will be scored for this assignment.

Submit the video and lesson plan on Go-React.

Explicit Instruction Observation Form.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=2168bbda-Xct9-E6nt-QbMW-5ze7547705fc&pubhash=Rptv_prXscRY-mglKPbp-HP4d4KDsWH9DmA_dLA6wB5bHk0lnTxwdmpBOFuqsqYzjubrf9DTK-1mKudH1vmLog==\)](https://www.dropbox.com/s/5ze7547705fc&pubhash=Rptv_prXscRY-mglKPbp-HP4d4KDsWH9DmA_dLA6wB5bHk0lnTxwdmpBOFuqsqYzjubrf9DTK-1mKudH1vmLog==)

PAES First Setting

Oct
18

Due: Friday, Oct 18 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

Oct
18

Due: Friday, Oct 18 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

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==\)](#)

Extra Credit

Oct
21

Due: Monday, Oct 21 at 11:59 pm

Collect Progress Monitoring Assessments and Make a Data Based Decision

Oct
28

Due: Monday, Oct 28 at 11:59 pm

CPSE 420

Submit your Collect Progress Monitoring Assessments and Make a Data Based Decision from CPSE 420. If you are not taking CPSE 420, you will complete the assignment on your own.

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

Informal Assessment Assignment.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=88513862-Bvtj-trdr-hH5j-8m7625fd9aff&pubhash=NEWhr1GOrQjXyBWY327fqK2TgDbxzaSzkR20HbsVCLPOdJBSjv8xTimq-G2ktStuUrAhYfwS2Mb0AT6dRpnJCA==\)](#)

Reflection 4

Nov
01

Due: Friday, Nov 01 at 11:59 pm

Reflect on your thoughts about collaboration in your new setting.

See rubric for expectations.

Include any other information you feel your instructor should know.

TWS 3 Assessment Plan

Nov
01

Due: Friday, Nov 01 at 11:59 pm

Taught in CPSE 420 Assessment

Write your assessment plan for students in your math group. You can focus on one unit of instruction (2-3 weeks) for this assessment plan.

Submit this assignments as a google doc/folder that is shared with your all your pod members.

Use this document RTWS_Performance_Prompt_and_Scoring_Rubric.pdf [Download \(plugins/Upload/fileDownload.php?fileId=56393a68-Kjwc-28IN-m0Tq-C4827c41956d&pubhash=1XttY8PetPGrr8hyirjazjj9u4eJrizk6vL8faM89O5dUB2KcKkg-l-hpNTiEpaOGMHaAnDF45ZAZS907O8FvA==\)](#)

Formal Assessment Observation Assignment

Nov

11

Due: Monday, Nov 11 at 11:59 pm

CPSE 420

Submit your observation of a formal assessment from your CPSE 420 class. If you are not enrolled in CPSE 420, you will complete the assignment on your own.

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

CPSE 420 Formal Assessment Practicum Assignment.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=cb03fba-3iFA-qxjx-n99M-bBf5f9d5942e&pubhash=T78W81G0Y3fdkDd7ljtcHvQ85JrYLxjGJRDU9VtliL8cM95JkMgXfyz-wZ0Q5f0AwkQj0tG7RkasQepTHIIYw==\)](#)

Teaching Video #3 Lesson Plan

Nov

13

Due: Wednesday, Nov 13 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 \(plugins/Upload/fileDownload.php?fileId=b2659b05-PtkN-qYHe-2AVJ-7Wefc9982442&pubhash=XrcXMA2WqLOd5qc02BwTBOutKqfeR27D9vgXWGMquWFTTrTQOBKQeE9vyb3zw23IWsXstao_Id3E_rB5Gs7eKA==\)](#)

Mid point Setting Two Teacher Behaviors

Nov

13

Due: Wednesday, Nov 13 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 \(plugins/Upload/fileDownload.php?fileId=509f3b75-2qYq-Hw35-L7R8-OV92cc33f1ac&pubhash=a2kCXCrh1O6oXKvGKpOIRv7apSZLM8IG7NrxvL_jXKPK0DOMzFZLArNUyzRkudWriCXjCtSoeyNM8K5viQgvw==\)](#)

Teaching Video 3

Nov

13

Due: Wednesday, Nov 13 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 \(plugins/Upload/fileDownload.php?fileId=2168bbda-Xct9-E6nt-QbMW-5ze7547705fc&pubhash=Rptv_prXscRY-mglKPbp-HP4dKDsWH9DmA_dLA6wB5bHk0lnTxwdmpBOFuqsqYzjubrfg9DTK-1mKudH1vmLog==\)](#)

TWS 4 Design for Instruction

Nov

15

Due: Friday, Nov 15 at 11:59 pm

Taught in CPSE 452/3 Effective Instruction Class

Provide a unit overview of lesson topics (2-3 weeks) for your math group. Although the RTWS asks for 3 activities, please submit all your lesson plans for your unit for this TWS assignment.

FBA 1

Nov
15

Due: Friday, Nov 15 at 11:59 pm

CPSE 410

You will complete an FBA as a part of you CPSE 410 class. Submit your completed FBA here. If you are not enrolled in CPSE 410, you will complete the FBA assignment on your own.

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

Functional Behavior Assessment Assignment

1. **Operational Definition:** Write an operational definition of the problem behavior that you will address.
2. **Indirect Observation:** Collect and submit indirect observations of the operationally defined behavior. Indirect observations can include interviews, checklists, rating scales, and the like. Remember to used indirect data collection tools as they were designed. So, if you are conducting a structured interview, you need to actually interview the person rather than hand them the form and ask them to fill it out. Develop a hypothesis of the function of the behavior based on your indirect observations.
3. **Direct Observation:** Directly observe the behavior (i.e., watch it happen) using a structured observation form (e.g., Structured ABC Form). Continue to collect data until you are confident that you have identified the function of the behavior. Indicate whether or not your direct observations confirmed or refuted your hypothesis from indirect observations.
4. **Functional Behavior Statement:** Write a functional behavior statement including relevant antecedent and setting event variables, the behavior, and the maintaining consequence of the behavior.

Reflection 5

Nov
15

Due: Friday, Nov 15 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.

Teaching Video #4 Lesson Plan

Nov
22

Due: Friday, Nov 22 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==](#))

Teaching Video 4

Nov
22

Due: Friday, Nov 22 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, and independent practice will be scored for this assignment.

Submit your lesson plan and video on go-react.

**Nov
25**

Due: Monday, Nov 25 at 11:59 pm

Taught in CPSE 420 Assessment

Submit this assignments as a google doc/folder that is shared with your all your pod members.

Use this document RTWS_Performace_Prompt_and_Scoring_Rubric.pdf [Download \(plugins/Upload/fileDownload.php?fileId=56393a68-Kjwc-28IN-m0Tq-C4827c41956d&pubhash=1XttY8PetPGrr8hyirjazjj9u4eJrizk6vL8faM89O5dUB2KcKkg-LhpNTiEpaOGMHaAnDF45ZAZS907O8FvA==\)](#)

Teaching Video #5 Lesson Plan**Dec
06**

Due: Friday, Dec 06 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

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

Explicit Instruction Lesson Plan TEMPLATE.Modeling through Closing.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=a766c4cd-tB3l-vE8k-W5db-rQ46b220e46e&pubhash=AZB3je7cTvzxECiBhqXkaLDmFxlZpCJPapityG1mqFR42OvRkUn6KeIATb2VbKlJHNpYEhR7RxNcHvvHlpRVg==\)](#)

Teaching Video 5**Dec
06**

Due: Friday, Dec 06 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 lesson opening, modeling, guided practice, independent practice, and closing will be scored for this assignment.

Submit your lesson plan and video on go react.

Explicit Instruction Observation Form.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=2168bbda-Xct9-E6nt-QbMW-5ze7547705fc&pubhash=Rptv_prXscRY-mgIKPbp-HP4dKDsWH9DmA_dLA6wB5bHk0lnTxdmpBOFuqsqYzjubrfg9DTK-1mKudH1vmLog==\)](#)

EDA Second Setting**Dec
06**

Due: Friday, Dec 06 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

EDA_Rubric_Cells_with_All_Indicators_Edited_Version_5-9-2018.docx [Download \(plugins/Upload/fileDownload.php?fileId=6c5b197a-M4ZJ-hwRv-qu8i-3P9c45859861&pubhash=MmHZKNKBt8nyPeHkCuQWCCm4GxibBvQOqHRAibL5uUN18g8tsjHanZsjDjOnmilzz85vZQzVL8nO3tqPa6JEA==\)](#)

PAES Second Setting**Dec
06**

Due: Friday, Dec 06 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

University Supervisor Informal Performance Cycle

Dec
09

Due: Monday, Dec 09 at 11:59 pm

You will be observed by your university supervisor once during the practicum experience. 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.docx [Download \(plugins/Upload/fileDownload.php?fileId=1fc1f764-Xn6H-SrK2-idFg-BYa6eaa74473&pubhash=D8_diNjFzCgLWISpijqcwufijgYDSCJZay9qXvC5qB7U6EF3qkDXCr94PyVdDR9lgct1oBx0QBB_Y7Bf_BeiTQ==\)](#)

Brief Comprehensive Assessment Write Up

Dec
09

Due: Monday, Dec 09 at 11:59 pm

Complete the Brief Comprehensive Assessment Write Up and submit on LS.

For CPSE 466/7, your assignment will be graded for completion only.

CPSE 420 Formal Assessment Practicum Assignment.2019.docx [Download \(plugins/Upload/fileDownload.php?fileId=cb03fbae-3iFA-qxjx-n99M-bBf5f9d5942e&pubhash=T78W81G0Y3fdkDd7JjtcfHvQ85JrYLxjGJRDU9VtliL8cm95JkMgXfyz-wZ0Q5f0AwkQj0tG7RkasQepTHllyw==\)](#)

Written Case Study Report

Dec
11

Due: Wednesday, Dec 11 at 11:59 pm

CPSE 420

Submit your written case study for CPSE 420. If you are not enrolled in CPSE 420, you will complete the case study assignment in your group.

Comprehensive Educational Assessment.2015R (3).docx [Download \(plugins/Upload/fileDownload.php?fileId=e53ba926-e2OR-Wxwz-SJM1-hk53fcb7096e&pubhash=CkYOVT_AVDzpWyc6jk4iGJmZFcGiDmFiATwtagnUzgmZfjA-ahJpuHMzxtEb8im1Mj6k23caClauCWihkJalg==\)](#)

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

TWS 6 Analysis of Student Learning

Dec
11

Due: Wednesday, Dec 11 at 11:59 pm

Taught in CPSE 466 Practicum Class

Submit this assignments as a google doc/folder that is shared with your all your pod members.

Use this document RTWS_Performance_Prompt_and_Scoring_Rubric.pdf [Download \(plugins/Upload/fileDownload.php?fileId=56393a68-Kjwc-28IN-m0Tq-C4827c41956d&pubhash=1XttY8PetPGrr8hyirjazjj9u4eJrizk6vL8faM89O5dUB2KcKkg-l-hpNTiEpaOGMHaAnDF45ZAZS907O8FvA==\)](#)

IEP Meeting

Dec
12

Due: Thursday, Dec 12 at 11:59 pm

Sometime between Oct 28 and Dec 11

Using the information you gained from completing the all of the practicum assignments for CPSE 410, 420, and 452/453, work with your mentor teacher to prepare a goal that you can report on in an IEP meeting.

FBA 2

Dec
12

Due: Thursday, Dec 12 at 11:59 pm

CPSE 410

You will complete an FBA as a part of you CPSE 410 class. Submit your completed FBA here. If you are not enrolled in CPSE 410, you will complete the FBA assignment on your own.
As a part of CPSE 466/7, your assignment will be graded for completion only.

Functional Behavior Assessment Assignment

1. **Operational Definition:** Write an operational definition of the problem behavior that you will address.
2. **Indirect Observation:** Collect and submit indirect observations of the operationally defined behavior. Indirect observations can include interviews, checklists, rating scales, and the like. Remember to use indirect data collection tools as they were designed. So, if you are conducting a structured interview, you need to actually interview the person rather than hand them the form and ask them to fill it out. Develop a hypothesis of the function of the behavior based on your indirect observations.
3. **Direct Observation:** Directly observe the behavior (i.e., watch it happen) using a structured observation form (e.g., Structured ABC Form). Continue to collect data until you are confident that you have identified the function of the behavior. Indicate whether or not your direct observations confirmed or refuted your hypothesis from indirect observations.
4. **Functional Behavior Statement:** Write a functional behavior statement including relevant antecedent and setting event variables, the behavior, and the maintaining consequence of the behavior.

TWS 7 Reflection and Self-Evaluation

Dec
12

Due: Thursday, Dec 12 at 11:59 pm

Taught in CPSE 466 Practicum Class

Submit this assignments as a google doc/folder that is shared with your all your pod members.

Use this document RTWS_Performance_Prompt_and_Scoring_Rubric.pdf [Download \(plugins/Upload/fileDownload.php?fileId=56393a68-Kjwc-28lN-m0Tq-C4827c41956d&pubhash=1XttY8PetPGrr8hyirjazjj9u4eJrizk6vL8faM89O5dUB2KcKkg-LhpNTiEpaOGMHaAnDF45ZAZS907O8FvA==\)](https://plugins/Upload/fileDownload.php?fileId=56393a68-Kjwc-28lN-m0Tq-C4827c41956d&pubhash=1XttY8PetPGrr8hyirjazjj9u4eJrizk6vL8faM89O5dUB2KcKkg-LhpNTiEpaOGMHaAnDF45ZAZS907O8FvA==)

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. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and

emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

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

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	Class Location	467 Assignments	Key Assignments from Courses
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Week 1			
T Sep 03 Tuesday			
W Sep 04 Wednesday	Meet for Class on Campus 10:00-12:00		
Th Sep 05 Thursday			
F Sep 06 Friday			
Week 2			
M Sep 09 Monday	Meet for class on campus 10:00-12:00		
T Sep 10 Tuesday		Devotional: President and Sister Worthen, President of Brigham Young University	
W Sep 11 Wednesday	Meet for class on campus 10:00-12:00		
Th Sep 12 Thursday			
F Sep 13 Friday			
Week 3			
M Sep 16 Monday	First Day in Practicum Site		
T Sep 17 Tuesday		Devotional: President Russell M. Nelson	
W Sep 18 Wednesday	Practicum Site		
Th Sep 19 Thursday	Practicum Site		
F Sep 20 Friday	Practicum Site	TWS Planning Sheet Reflection 1	
Week 4			
M Sep 23 Monday	Practicum Site	Mentored Learning Experience Blackout	Informal Assessment Observation Assignment
T Sep 24 Tuesday		Forum: Kao Kalia Yang, Author, Activist, and Teacher	
W Sep 25 Wednesday	Practicum Site		
Th Sep 26 Thursday	Practicum Site		
F Sep 27 Friday	Practicum Site	Reflection 2	
Week 5			
M Sep 30 Monday	Practicum Site	TWS 1 Contextual Factors	Administering a Benchmark Assessment
T Oct 01 Tuesday		Devotional: Michael Dunn, Managing Director of BYU Broadcasting	
W Oct 02 Wednesday	Practicum Site	Mid point Setting One Teacher Behaviors	
Th Oct 03 Thursday	Practicum Site		
F Oct 04 Friday	Practicum Site	Teaching Video 1	Teaching Video #1 Lesson Plan
Week 6			
M Oct 07 Monday	Practicum Site	TWS 2 Learning Goals	

T Oct 08 Tuesday		Devotional: Brigitte Madrian, Dean of the Marriott School of Business	
W Oct 09 Wednesday	Practicum Site		
Th Oct 10 Thursday	Practicum Site		
F Oct 11 Friday	Practicum Site	Reflection 3 IEP Meeting Plan	
Week 7			
M Oct 14 Monday	Practicum Site		
T Oct 15 Tuesday			
W Oct 16 Wednesday	Practicum Site		
Th Oct 17 Thursday	Fall Break		
F Oct 18 Friday	Fall Break	PAES First Setting Teaching Video 2 EDA First Setting	Teaching Video #2 Lesson Plan Initial Assessment Plan due in CPSE 420
Week 8			
M Oct 21 Monday	Meet for Class on Campus 10:00-12:00		
T Oct 22 Tuesday		Forum: David Brooks, Political and Cultural Commentator	
W Oct 23 Wednesday	Meet for Class on Campus 10:00-12:00		
Th Oct 24 Thursday			
F Oct 25 Friday			
Week 9			
M Oct 28 Monday	Practicum Site		Collect Progress Monitoring Assessments and Make a Data Based Decision
T Oct 29 Tuesday		Devotional: Mark L. Pace, Sunday School General President	
W Oct 30 Wednesday	Practicum Site		
Th Oct 31 Thursday	Practicum Site		
F Nov 01 Friday	Practicum Site	TWS 3 Assessment Plan Reflection 4	
Week 10			
M Nov 04 Monday	Practicum Site		
T Nov 05 Tuesday		Devotional: W. Christopher Waddell, Second Counselor in the Presiding Bishopric	
W Nov 06 Wednesday	Practicum Site		Final Assessment Plan for Final Case Study due in CPSE 420
Th Nov 07 Thursday	Practicum Site		

F Nov 08 Friday	Practicum Site		
Week 11			
M Nov 11 Monday	Practicum Site		Formal Assessment Observation Assignment
T Nov 12 Tuesday		Devotional: Performance Devotional	
W Nov 13 Wednesday	Practicum Site	Mid point Setting Two Teacher Behaviors Teaching Video 3	Teaching Video #3 Lesson Plan
Th Nov 14 Thursday	Practicum Site		
F Nov 15 Friday	Practicum Site	Reflection 5 TWS 4 Design for Instruction	FBA 1
Week 12			
M Nov 18 Monday	Practicum Site		
T Nov 19 Tuesday		Forum: Henry Louis Gates, Jr., Emmy Award-winning Filmmaker and Historian	
W Nov 20 Wednesday	Practicum Site		
Th Nov 21 Thursday	Practicum Site		
F Nov 22 Friday	Practicum Site	Teaching Video 4	Teaching Video #4 Lesson Plan
Week 13			
M Nov 25 Monday	No practicum Thanksgiving Holiday	TWS 5 Instructional Decision Making	
T Nov 26 Tuesday	Friday Instruction No practicum Thanksgiving Holiday		
W Nov 27 Wednesday	No Classes		
Th Nov 28 Thursday	Thanksgiving Holiday		
F Nov 29 Friday	Thanksgiving Holiday		
Week 14			
M Dec 02 Monday	Practicum Site		
T Dec 03 Tuesday		Devotional: Dale G. Renlund, Quorum of the Twelve Apostles	
W Dec 04 Wednesday	Practicum Site		
Th Dec 05 Thursday	Practicum Site		
F Dec 06 Friday	Practicum Site	PAES Second Setting EDA Second Setting Teaching Video 5	Teaching Video #5 Lesson Plan
Week 15			
M Dec 09 Monday	Meet for Class on Campus 10:00-12:00	University Supervisor Informal Performance Cycle	Brief Comprehensive Assessment Write Up
T Dec 10 Tuesday		Devotional: Jean B. Bingham, Relief Society General President	

W Dec 11 Wednesday	Meet for Class on Campus 10:00-12:00	TWS 6 Analysis of Student Learning	Written Case Study Report
Th Dec 12 Thursday	Final Exam: 359 MCKB 7:00am - 10:00am	TWS 7 Reflection and Self-Evaluation IEP Meeting	FBA 2
F Dec 13 Friday	Fall Exam Preparation (12/13/2019 - 12/13/2019)		