

## Instructor/TA Info

### Instructor Information

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## Course Information

### Description

The purpose of this class is to supplement your student teaching or internship experience. Please see The Student Teaching/Intern Handbook for a detailed description of the goals and requirements of student-teaching or interning. The goal of this class is to help you succeed during your student-teaching/intern experience and well beyond.

### 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%

### Grading Policy

Late assignments are a struggle for me and a burden for my TA. So, if you turn in an assignment late, we will try to get it graded, but cannot guarantee that it will get graded. Additionally, if we do grade a late assignment, it will receive only half credit.

I recognize that life happens. So, if you need some particular accommodation for your circumstances, please let me know and to the extent that we can, we will work something out. However, coming to me after the fact makes it difficult to be helpful, so please let me know in advance.

Finally, I want to be absolutely clear that your grade in this class (or any other class) does not matter if you have not mastered the material. When you are working with a challenging student, he will not care what grade you got in this class. He will only care about your ability to help him succeed in school and life. **PLEASE DO NOT FOCUS ON YOUR GRADE IN THIS CLASS. FOCUS ON LEARNING THE MATERIAL WELL AND THE GRADE WILL FOLLOW.**

### Participation Policy

We only have a short time together, please commit to making the most of this time. Please arrive on time. Please be present and actively engage in any discussions or activities undertaken during class.

### Attendance Policy

You will be required to record your attendance in each class. To do so, follow this link and record your attendance:

[https://docs.google.com/spreadsheets/d/1k9zV-\\_CMTdvDpwXCuBnGna5CXMsN6MPOM2x6TfGJVC4/edit#gid=0](https://docs.google.com/spreadsheets/d/1k9zV-_CMTdvDpwXCuBnGna5CXMsN6MPOM2x6TfGJVC4/edit#gid=0)

If you do not record your attendance, I will assume that you did not attend and you will not receive the attendance points for that day.

### Expectations

1. Attend class
2. Participate
3. Do the work
4. Accept feedback

### Notes

I reserve the right to make changes to the syllabus and the course in response to class performance, class feedback, or both.

## Assignments

### Assignment Descriptions

9.4.18

Sep  
04

Due: Tuesday, Sep 04 at 11:59 pm

Attended class and recorded attendance.

Optimism Journal 9.11.18

Sep  
11

Due: Tuesday, Sep 11 at 11:59 pm

Did you make at least three entries in your optimism journal this week?

- Start a journal (paper or electronic) and begin to attend to any negative "internal chatter". You don't need to do anything about it. Simply record the situation (what was happening) and what you told yourself about the situation (internal chatter).

**Optimism Journal 9.18.18**

Sep  
18

Due: Tuesday, Sep 18 at 11:59 pm

Did you make at least three entries in your optimism journal this week?

**9.11.18**

Sep  
18

Due: Tuesday, Sep 18 at 11:59 pm

Attended class and recorded attendance.

**Readings 1**

Sep  
18

Due: Tuesday, Sep 18 at 11:59 pm

Read Student Teaching Handbook pgs. 1-33 and submit a question from that reading

**9.18.18**

Sep  
25

Due: Tuesday, Sep 25 at 11:59 pm

Attended class and recorded attendance.

**Optimism Journal 9.25.18**

Sep  
25

Due: Tuesday, Sep 25 at 11:59 pm

Did you make at least three entries in your optimism journal this week?

**Readings 2**

Oct  
02

Due: Tuesday, Oct 02 at 11:59 pm

Read Student Teaching Handbook pgs. 34-54 and submit a question from that reading.

**Optimism Journal 10.2.18**

Oct  
02

Due: Tuesday, Oct 02 at 11:59 pm

Did you make at least three entries in your optimism journal this week?

**10.2.18**

Oct  
02

Due: Tuesday, Oct 02 at 11:59 pm

Attended class and recorded attendance.

**10.9.18**

Oct  
09

Due: Tuesday, Oct 09 at 11:59 pm

Attended class and recorded attendance.

**Optimism Journal 10.9.18**

Oct  
09

Due: Tuesday, Oct 09 at 11:59 pm

Did you make at least three entries in your optimism journal this week?

**Optimism Journal 10.16.18**

Oct  
16

Due: Tuesday, Oct 16 at 11:59 pm

Did you make at least three entries in your optimism journal this week?

**Readings 3**

Oct  
16

Due: Tuesday, Oct 16 at 11:59 pm

Read Student Teaching Handbook pgs. 55-105 and submit a question from that reading

**10.16.18**

Oct  
16

Due: Tuesday, Oct 16 at 11:59 pm

Attended class and recorded attendance.

**Optimism Journal 10.23.18**

Oct  
23

Due: Tuesday, Oct 23 at 11:59 pm

Did you make at least three entries in your optimism journal this week?

**Praxis**

Oct  
23

Due: Tuesday, Oct 23 at 11:59 pm

You must take the Praxis corresponding to your specialization before the semester is out:

**Special Education: Core Knowledge and Severe to Profound Applications (5545)**

**Special Education: Core Knowledge and Mild to Moderate Applications (5543)**

There is a very short time window in which you can take the exam (9.3.18 to 9.15.18). YOU NEED TO TAKE THE EXAM TO PASS THIS CLASS AND TO GRADUATE. Please plan accordingly.

**10.23.18**

Oct  
23

Due: Tuesday, Oct 23 at 11:59 pm

Attended class and recorded attendance.

**Optimism Final Response Paper**

Oct  
23

Due: Tuesday, Oct 23 at 11:59 pm

In this paper you will summarize your experience working on improving your own optimism. You will identify the strategies that have been helpful and the strategies that have not been helpful. You will present a detailed plan for how you will continue to work on improving/maintaining your optimism throughout your first year of teaching.

**Participation**

Oct  
23

Due: Tuesday, Oct 23 at 11:59 pm

Participation points will be earned by arriving on time for class, attending the entire class period, and contributing to class discussions.

**Lead a discussion**

Oct  
23

Due: Tuesday, Oct 23 at 11:59 pm

You will be required to present a topic that is proving to be challenging to you as a student teacher/intern. You will then lead a 30-60 min discussion on how to address the challenge. You do not have to have the answer to the challenge. You do need to discuss a productive discuss on how to address the challenge.

**Point Breakdown**

Categories	Percent of Grade
Assignments	54.55%
Optimism Journal	15.91%
Readings	13.64%
Attendance	15.91%

**University Policies**

**Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

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

## Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## Schedule

Date	Topic	Readings	Assignments
Week 1			
T Sep 04 Tuesday	Introduction: Optimism	Optimistic Teaching.pdf <a href="#">Download</a>  Durand et al 2013.pdf <a href="#">Download</a>  <a href="https://web.stanford.edu/class/msande271/onlinetools/LearnedOpt.html">https://web.stanford.edu/class/msande271/onlinetools/LearnedOpt.html</a>	Begin an optimism journal  <b>Attendance:</b> <a href="https://docs.google.com/spreadsheets/d/1k9zV-_CMTdvDpwXCuBnGna5CXMsN6MPOM2x6TfGJVC4/edit#gid=0">https://docs.google.com/spreadsheets/d/1k9zV-_CMTdvDpwXCuBnGna5CXMsN6MPOM2x6TfGJVC4/edit#gid=0</a> <b>9.4.18</b>
Week 2			
T Sep 11 Tuesday	Student handbook: Overview Discussion #1	august-2018-student-teaching-internship-handbook.pdf <a href="#">Download</a> Read Learned Optimism Ch. 3	<b>Optimism Journal 9.11.18</b>
Week 3			
T Sep 18 Tuesday	Student Handbook Section 1 Discussion #2	Student Teaching Handbook pgs. 1-33	<b>9.11.18</b> <b>Optimism Journal 9.18.18</b> <b>Readings 1</b>
Week 4			
T Sep 25 Tuesday	Discussion #3		<b>9.18.18</b> <b>Optimism Journal 9.25.18</b>
Week 5			
T Oct 02 Tuesday	Student Handbook Section 2 Discussion #4	Student Teaching Handbook pgs. 34-54  ACT for SPED Teachers .pdf <a href="#">Download</a>	<b>10.2.18</b> <b>Optimism Journal 10.2.18</b> <b>Readings 2</b>
Week 6			
T Oct 09 Tuesday	Discussion #5		<b>10.9.18</b> <b>Optimism Journal 10.9.18</b>
Week 7			
T Oct 16 Tuesday	Student Handbook Section 3 Discussion #6	Student Teaching Handbook 55 to end	<b>10.16.18</b> <b>Optimism Journal 10.16.18</b> <b>Readings 3</b>

Week 8		
T Oct 23 Tuesday	Discussion #7	10.23.18 Lead a discussion Optimism Final Response Paper Optimism Journal 10.23.18 Participation Praxis
Week 9		
T Oct 30 Tuesday		
Week 10		
T Nov 06 Tuesday		
Week 11		
T Nov 13 Tuesday		
Week 13		
T Nov 27 Tuesday		
Week 14		
T Dec 04 Tuesday		
Week 15		
T Dec 11 Tuesday		